

Augusta State University

SELF-STUDY REPORT 2000

**Presented to the Commission on Colleges of the
Southern Association of Colleges and Schools**

For Reaffirmation of Accreditation



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NOTE: BECAUSE OF DIFFERENCES IN FORMATTING BETWEEN PRINTED VERSIONS AND WEB VERSIONS, PAGE NUMBERS ON THE WEB VERSION MAY NOT BE CONSISTENT WITH THE TABLE OF CONTENTS.

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Section IV: Educational Programs

Introduction

Since the last SACS Self-Study, some important changes have occurred in the Office of the Vice President for Academic Affairs and in the units reporting directly to that office. In Fall 1998, the position of Associate Vice President for Academic Affairs was added. Then in Spring 2000, the positions of Director of Admissions and Registrar were merged, with both offices reporting to the VPAA. Prior to this change, the Director of Admissions reported to the Dean of Students who reported to the Vice President for Business and Student Services.

The College of Business Administration

The College of Business Administration has undergone several changes. While no new degree programs have been added or discontinued, the Bachelor of Business Administration majors in Economics (1995) and General Business (1996), which had small numbers of graduates over the years, were discontinued, with approval of the ASU faculty and the Board of Regents. A new minor in Economics was added in 1995 when the Economics major was discontinued. The College of Business Administration reorganized in 1995 with the discontinuation of its two departments (Accounting, Economics, and Finance; and Management, Marketing and Management Information Systems). The college now operates under the direction of the Dean, the Associate Dean and Director of Graduate Studies, and the Assistant Dean. There are no longer departments within the college. In 1999, the College of Business Administration earned full accreditation of its BBA and MBA programs by the International Association for Management Education (AACSB) with no citations of deficiencies. Achieving AACSB accreditation was a major coup for the College of Business Administration, the university, and the local community.

The College of Education

The College of Education has witnessed quite a few changes since the last SACS self-study. Two new degree programs have been added. These are the B.S. Ed. in Early Childhood Education and the B.S. Ed. in Middle Grades Education. These new B.S degree programs reflect a change in degrees; although most of the program was in the College of Education prior to 1997, students majoring in either Early Childhood or Middle Grades Education received the B.A. degree. Following the accreditation review by the Georgia Professional Standards Commission in 1998, three degree programs were discontinued: Ed.S. in Counselor Education, Ed.S. in Special Education, and the B.S. Ed. in Special Education (Intellectual Disabilities). The B.S. Ed. in Special Education (Intellectual Disabilities) has been replaced with a B.S. Ed. in Special Education (Interrelated). This program is more reflective of current best practice in Special Education and is consistent with the needs of school systems. This program will be reviewed by the Georgia Professional Standards Commission in

February 2001. Two minors in educator preparation were discontinued as a result of the 1998 review: preparation in the area of science which led to certification in Broad-Field Science, and preparation in the program which led to certification in Broad-Field Social Science.

During the transition from the quarter calendar to the semester calendar, all of the degree programs in the College of Education underwent substantial revision. These revisions included changes in courses for degrees, in course content, and in clinical and field experiences. Additionally the College of Education moved to a Professional Development School Model for the preparation of educators. All upper-division educator preparation is now conducted in collaboration with master teachers in a network of 28 public schools.

In 1998, all of the degree programs in the College of Education that lead to certification were reviewed and received continuing accreditation from the National Council for the Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The educator preparation programs will be reviewed again in the regular cycle in 2002.

A review of the structure of the School of Education by a faculty committee led to substantial reorganization of the school in 1996. The school changed from two departments (Teacher Education and Health and Physical Education) to three departments: the Department of Teacher Development (including programs in Early Childhood Education, Middle Grades Education, and certification work in P-12 and Secondary Education), the Department of Clinical and Professional Studies (including programs in Special Education, Counselor Education, Educational Leadership, and introductory professional education courses for all students at the undergraduate and graduate levels), and the Department of Kinesiology and Health Science (including programs in Physical Education and Health Sciences, and activities courses for all campus majors).

An 18-member Teacher Education Council, made up of individuals from programs within and outside the College of Education, was established to advise the Dean of Education on such matters as policies, evaluation, compliance with professional standards for program approval and accreditation, and changes in curriculum and programs. The council meets at least once a month. Members of the council also serve on council committees, including the Curriculum Committee, which considers all changes to admission, retention, exit, and program requirements for teacher education and other school personnel programs; and the Exceptions Committee, which considers all student appeals of admission, retention, and exit requirements for these programs.

The Katherine Reese Pamplin College of Arts and Sciences

The College of Arts and Sciences has experienced substantial growth and change since the last SACS self-study. Three new degree programs were added: B.A. in Criminal Justice, Physics/Math dual major for secondary certification (replacement for B.S. in Physical Science), and the Master of Public Administration. Two degree programs were discontinued: the B.S. in Physical Science and the joint A.A.S. degree with Augusta Tech. In addition, new tracks and concentrations were added to

several degree programs. The B.A. in Art has a new Pre-Medical Illustration track. The Drama-Speech track for the B.A. in Communications was split, and the Writing track for the B.A. in English was divided into Creative Writing and Professional Writing tracks. The B.A. in Political Science has a new International Studies concentration and a Legal Studies track. The B.F.A. in Art has new tracks in Drawing/Painting and Sculpture/Ceramics. The B.M. in Performance has split into Instrumental, Piano, and Vocal tracks, and the B.M. in Music Education has split into Instrumental and Vocal tracks. Three new minors were added: Criminal Justice, Women's Studies, and Military Science; the minor in British Studies was discontinued. The Nursing program is still accredited by the National League for Nursing and the music degree programs by the National Association of Schools of Music. Additionally, the arts degree programs are seeking accreditation by the National Association of Schools of Art and Design.

All degree programs in the College of Arts and Sciences underwent some change in the conversion from the quarter calendar to the semester calendar, ranging from minor changes in course content to substantial restructuring of some majors to a major realignment of the core curriculum. Significant changes were made in many programs and these changes are reflected in departmental Self-Study reports.

Substantial restructuring also occurred in the College of Arts and Sciences over the last 10 years. University College was created; the Chair of the Department of Learning Support became the Associate Dean for University College and the Chair of Learning Support. An Associate Dean of Arts and Sciences has been added, and the college was renamed the Katherine Reese Pamplin College of Arts and Sciences. The Department of History, Political Science and Philosophy was split into two departments, History/Anthropology and Political Science. Through the Pamplin funds, a new source of revenue for the college, the College of Arts and Sciences has been able to support Service Learning projects, student research/professional development, and other faculty and student projects. This year for the first time a faculty/student committee will allocate funds for student research/professional travel.

During the conversion from the quarter to semester calendar, all programs and curricula underwent intensive review at the departmental level. Departments submitted numerous changes in both programs and curricula to their respective curriculum committees for review. These committees then forwarded the changes, if approved, to the Academic Policies Committee for further review or returned the changes to departments for revision and resubmission. Following review by the Academic Policies Committee, curricular and program changes were submitted to the faculty for approval. Throughout this process, a major focus was on identifying how courses contributed to student learning outcomes for general education and/or for the majors.

4.1 General Requirements of the Educational Program

*4.1 All aspects of the educational program **must** be clearly related to the purpose of the institution. (Page 24, line 1)*

Response

Augusta State University is in compliance with this criterion.

Augusta State University is a comprehensive university and a senior unit of the University System of Georgia. As such, each academic program has been submitted to and approved by the University System as being appropriate for Augusta State University in accordance with the *Board of Regents Policy Manual*. A program review policy approved by the faculty provides adequate review of all new proposed programs and systematic review of all existing programs on a regular schedule. The mission statement of each unit reflects that all educational support units have been developed with the single purpose of augmenting the educational programs. The programs are designed to provide definitive learning for students, provide for the advancement of knowledge, and/or provide enrichment opportunities for the community, in keeping with the three major thrusts of the mission statement of the university. No programs are offered on our campus by other educational institutions; any programs held on our campus by outside agencies are single events to enrich the community and are paid for by the outside agency.

Evidence of Compliance

- Augusta State University Mission Statement
<http://www.aug.edu/mission.html>
- Academic Unit Self-Study reports
- *Board of Regents Policy Manual*, Section 306.01
<http://www.peachnet.edu/admin/humex/policy/sec300.html>
- *Augusta State University Continuing Education Catalogs*, Winter 1999, Summer 1999, Fall 1999, Winter/Spring 2000, Summer 2000, Fall 2000
- *The Augusta State University Faculty Manual*, Section 9
http://www.aug.edu/registrar_va/catalog/cover.htm

4.1 *The institution **must** provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.* (Page 24, line 3)

Response

Augusta State University is in compliance with this criterion.

In 1990 the Vice President for Academic Affairs established a standard procedure for compiling a packet of required documentation to ensure that each time new faculty members (full-time, part-time, temporary, or adjunct) are employed, they meet the minimum qualifications (from SACS, the University System of Georgia, and Augusta State University) for employment. This packet is compiled by the employing department, then reviewed and verified by signature by the department chair, the appropriate dean, the VPAA, the Office of Institutional Research, the Personnel Office, the Vice President for Business and Student Services, and finally by the VPAA again, in whose office the packet

is housed as the faculty member's permanent academic folder. Each of these offices attests to the fact that the documentation needed to satisfy that office's requirements is present. In the Office of the VPAA, the Administrative Assistant to the VPAA reviews the documentation initially, then the VPAA reviews it. The VPAA is ultimately responsible for the accuracy and completeness of the packet of documentation.

Reese Library reports through the Office of the VPAA and therefore is represented in the annual budget hearings by the VPAA. Library needs are presented and funds allocated, as with all units on campus, based on perceived needs and available resources. The library budget, although not able to support all perceived needs, is, nonetheless, adequate to support the demands of the academic programs for print and non-print media. A portion of the library budget for books is allocated to the various academic departments and colleges, which are in a better position to know the needs of particular programs. Library holdings may be accessed on-line.

Media Services provides assistance to both faculty and students. This unit provided 10,728 setups for faculty and student presentations in FY 1999 and has a similar record each year. There are computer workstations (with printers) for students to use at any time. Media Services also maintains a library of video tapes and cassette tapes. It reports its budget needs through Reese Library. Holdings for Media Services may be accessed on-line.

Computer Services maintains six computer laboratories, each equipped with state-of-the-art computers, with appropriate software. Each faculty member has a state-of-the-art computer in his or her office, equipped with adequate software. Each secretary and each staff member with a need also has a computer, with adequate software to meet that person's needs. Computer Services acquires site licenses for any software requested by the people on campus. A complete listing of equipment is maintained by Computer Services.

Most classrooms on campus are equipped with overhead projectors and screens; many are also equipped with monitors. Some of the classrooms in the new Science Building are equipped as smart classrooms. ASU is fortunate to have several sources of funding for equipment. For the last six years there has been an annual ETC (equipment, technology, and construction) allotment from the University System which consists of about \$117,000 as a grant and another \$117,000 which must be matched by non-state funds. This provides a total of \$351,000. An accounting of these funds is submitted to the University System each year. In addition, there is another \$119,000 in the state allocation for instructional technology. These funds have allowed ASU to remain technologically current. The University System also funds two instructional technologists, one in Media Services and one in Computer Services. Beginning in Fall Semester 2000, the new Student Technology Fee provides an additional source of funding for maintaining and upgrading information technology on campus.

Physical facilities at ASU are undergoing a profound change. The campus has just opened up a

new science building housing three departments (Biology, Chemistry and Physics, and Psychology), science labs, and classrooms. When this building was opened, the old science building was closed. Under construction is Allgood Hall, a three-story classroom building; another classroom building is in the planning stage. When this construction is completed, the six converted warehouses now used for classrooms will be demolished. The new construction is designed to adequately serve approximately 7,000 students.

Evidence of Compliance

- *Augusta State University Procedures Manual for Appointments Requiring Board of Regents Approval*
- *Board of Regents Policy Manual*, Sections 203.0204, 2.03.03, 203.0301-203.0303, 802.0904, 803.01, and 803.10
<http://www.peachnet.edu/admin/humex/policy/toc.html>
- *Board of Regents Academic Affairs Handbook*, Sections 4.01.01-4.01.07
<http://www.usg.edu/admin/accaff/handbook/section4/4.01/>
- Faculty academic files (in the Office of the Vice President for Academic Affairs)
- Augusta State University Educational and General Budget, Fiscal Year 2001
- Reese Library Annual Reports, 1993-2000
- Reese Library Self-Study Report
- Media Services Self-Study Report
- Computer Services Self-Study Report
- Academic Unit Self-Study reports

4.1 *The student enrollment and financial resources **must** be sufficient to support an effective educational program.* (Page 24, line 7)

Response

Augusta State University is in compliance with this criterion.

Enrollment of more than 5,000 students provides sufficient support for the programs at ASU. Augusta State is a comprehensive university and thus provides a wide variety of undergraduate degree programs and several graduate programs. By University System policy, before any of these programs were approved, an extensive study had to be made of the need for the program in our service area. The study always included a survey of interest in the program; if the survey did not indicate sufficient support for the program, it was not approved and thus not offered.

Financial resources are adequate to support the programs. Additional resources are always needed but the funding in the departments and colleges is carefully monitored, critical additions made to individual budgets, and resources are allocated to those areas which have the greatest need. ASU has never released faculty or staff because of financial exigency. Educational programs are the last place to look for solutions to financial problems.

Evidence of Compliance

- *Board of Regents Policy Manual*, Section 306.01
<http://www.peachnet.edu/admin/humex/policy/sec300.html>
- *Board of Regents Academic Affairs Handbook*, Section 2.03.02
<http://www.usg.edu/admin/accaff/handbook/section2/2.03/index.html>
- Augusta State University Educational and General Budget, Fiscal Year 2001

4.1 *In addition, the institution **must** ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. (Page 24, line 9)*

Response

Augusta State University is in compliance with this criterion.

Different instructors certainly use different methods of teaching, because of either personal preference or the nature of the discipline being taught. Augusta State University is careful in hiring instructors who are not only qualified, but also capable of providing quality instruction to students. Most departments use exit exams of one sort or another for students as they complete their majors. Although these exams are not used for determining graduation, they do indicate what knowledge students have retained. Several units (including Computer Science and the College of Business Administration) encourage their students to compete in state and national competitions in their disciplines as a way of determining their students' level of achievement.

All programs of ASU are located on campus.

Evidence of Compliance

- *Augusta State University Procedures Manual for Appointments Requiring Board of Regents Approval*
- *Board of Regents Policy Manual*, Sections 203.0204, 203.03, 203.0301-203.0303, 802.0904, 803.01, and 803.10
<http://www.peachnet.edu/admin/humex/policy/toc.html>
- *Board of Regents Academic Affairs Handbook*, Sections 4.01.01-4.01.07
<http://www.usg.edu/admin/accaff/handbook/section4/4.01/>
- Academic Unit and College Self-Study reports

4.2 Undergraduate Program

4.2.1 Undergraduate Admission

4.2.1 *General admission policies **must** be established by the governing board on recommendation of the administration. The board is **responsible** for deciding the size*

and character of the student body. Implementation of specific admission policies, however, is the responsibility of the administration and faculty of the institution. (Page 24, lines 13, 15, 17)

Response

Augusta State University is in compliance with these criteria.

General (minimum) admission requirements are established by the Board of Regents of the University System of Georgia for Augusta State University as one of the state universities in the system. These requirements have been raised every year for the past four years and are scheduled to be raised again for the final time in August 2001 in response to a specific gradual upgrading of these requirements. The general admission requirements were established upon recommendation of the Chancellor's Office of the University System of Georgia. However, each institution in the system, including Augusta State University, is authorized to establish admission requirements which are more restrictive or more stringent than the system requirements. In the case of ASU, any additional admission requirements are determined by the faculty. In a number of cases (for example, in Teacher Education and Learning Support), requirements have been established beyond those required by the University System.

The Board of Regents has decided to restrict, by policy, neither the size nor the character of Augusta State University. However, in a practical sense there are limitations to both. The Board of Regents approves or disapproves recommendations on the construction of facilities; a limitation in facilities effectively limits the number of students allowed to enroll. By the same token, increasing the admission requirements effectively determines the character of the student body; that is, the less capable students (or, in reality, those students who have performed less effectively in high school) are denied admission.

Admission requirements, whether at the system minimum or higher, are determined by the faculty of Augusta State University in regular faculty governance procedures.

Evidence of Compliance

- *Board of Regents Policy Manual*, Section 402
<http://www.peachnet.edu/admin/humex/policy/sec400.html>
- *Board of Regents Academic Affairs Handbook*, Sections 3.01 - 3.12
<http://www.usg.edu/admin/accaff/handbook/section3/301-312/3.01-3.12.html>

4.2.1 *The unit responsible for administering the policies must be clearly identified.* (Page 24, line 19)

Response

Augusta State University is in compliance with this criterion.

The Office of Admissions is the unit identified as being responsible for these policies.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 5-16
http://www.aug.edu/registrar_va/catalog/cover.htm
- Office of Admissions Self-Study Report (see mission statement)

4.2.1 *In those institutions in which various subdivisions maintain separate admission requirements, there **must** be institution-wide coordination of all admission policies and procedures.* (Page 24, line 22)

Response

Augusta State University is in compliance with this criterion.

The institution has no subdivisions with separate admission requirements. The Office of Admissions is responsible for all undergraduate admissions.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 5-16
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *Admission policies **must** be consistent with the educational purposes of the institution.* (Page 24, line 24)

Response

Augusta State University is in compliance with this criterion.

Admission policies reflect the mission of Augusta State University. ASU serves a population diverse in race, background, and preparation. The general admissions policies of the university serve those students who are ready for college, while the admissions policies of University College, a two-year unit of the university, are designed to serve those applicants who are under prepared but show potential for academic success. Applicants who do not meet the regular admissions standards are reviewed for consideration for admission to University College.

Evidence of Compliance

- Augusta State University Mission Statement <http://www.aug.edu/mission.html>
- *Board of Regents Academic Affairs Handbook*, Section 3.00, pp. 1-39
<http://www.usg.edu/admin/accaff/handbook/section3/>
- *Augusta State University Catalog 2000-2001*, pp. 7-16 and pp. 147-150
http://www.aug.edu/registrar_va/catalog/cover.htm
- Admissions Phase-In Progress Report and Plan, November 1, 1999

4.2.1 They **must** include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution. (Page 24, line 25)

Response

Augusta State University is in compliance with this criterion.

Augusta State University uses a Freshman Index, a required minimum number of college preparatory curriculum units, and SAT or ACT scores for high school graduates. The Freshman Index is based on high school grade point average and SAT/ACT scores.

Transfer students who have completed fewer than 30 transferable semester hours must meet all freshman requirements. Non-freshman transfer students who do meet transfer policy requirements must also have a 2.0 college GPA for regular admission to ASU.

Evidence of Compliance

- Admissions Phase-In Progress Report and Plan, November 1, 1999
- *Augusta State University Catalog 2000-2001*, pp. 5-17.
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 An institution admitting students with deficiencies in their preparation for collegiate study **must** offer appropriate developmental or remedial support to assist these students. (Page 25, line 2)

Response

Augusta State University is in compliance with this criterion.

Through Learning Support/University College, Augusta State University offers a remedial program in the areas of English, reading, and mathematics. This program is administered in compliance with Section 2.09 of the *Academic Affairs Handbook* and is implemented by the Augusta State University Learning Support Guidelines. These guidelines have been approved by the Board of Regents of the University System of Georgia.

Evidence of Compliance

- *Board of Regents Academic Affairs Handbook*, Section 2.09
<http://www.usg.edu/admin/accaff/handbook/section2>
- *Augusta State University Catalog 2000-2001*, p. 9
http://www.aug.edu/registrar_va/catalog/cover.htm
- University College Plan
- Counseling and Testing Self-Study Report

- Learning Support/University College Self-Study Report

4.2.1 *Each institution **must** regularly evaluate its admission policies. It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.* (Page 25, lines 6, 7)

Response

Augusta State University is in compliance with these criteria.

The Office of Admissions evaluates admissions policies on a continuing basis. Learning Support also evaluates admissions policies for remedial students and international students who need remedial assistance. The Academic Policies Committee evaluates any proposed changes to admissions policies, which must be approved by the faculty.

Augusta State University's admission requirements are being raised yearly until Summer 2001 to meet Board of Regents mandates. The Director of Admissions, the Chair of Learning Support, the Associate Dean of the College of Arts and Sciences, and the Academic Policies Committee review and evaluate current and future criteria regarding changes in institutional admissions requirements. The institution produces an annual admissions phase-in plan, reporting on the previous year and projecting the next one.

The Office of Public Information and Publications reviews all advertisements to ensure accuracy. The *Augusta State University Catalog 2000-2001* prints all policies in this area.

Evidence of Compliance

- *Board of Regents Academic Affairs Handbook*, Section 3
<http://www.usg.edu/admin/accaff/handbook/section3>
- Admissions Phase-In Progress Report and Plan, November 1, 1999
- *Augusta State University Catalog 2000-2001*, pp. 5-16
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *To be admitted to degree programs, applicants **must** show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution.* (Page 25, line 10)

Response

Augusta State University is in compliance with this criterion.

The Office of Admissions determines that each student applying for degree programs has demonstrated evidence of completion of system College Preparatory Curriculum requirements at, and graduation from, a high school accredited by a regional accrediting agency or an agency approved by

the Board of Regents, or successful experiences which reasonably predict their opportunities for success at the university as outlined by Board of Regents admission policies. These policies are adhered to by the university. Students admitted to University College must complete all requirements for exiting University College prior to being admitted to Augusta State University. Students under prepared in English, reading, and/or math must exit Learning Support before they are advised for their majors, and thus are not considered to be in the degree program before that point.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 5-16
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Board of Regents Policy Manual*, Section 3.01
<http://www.peachnet.edu/admin/humex/policy/toc.html>
- University College brochure
- Acceptance letter to University College
- Admissions Phase-In Progress Report and Plan, November 1, 1999

4.2.1 *Each institution **must** assess and justify the appropriateness of experiences offered in lieu of a high school diploma.* (Page 25, line 14)

Response

Augusta State University is in compliance with this criterion.

The new university admissions policy has criteria for admission for all students who have not graduated from accredited high schools, including international students, GED students, home-schooled students, and freshman transfer students. The Director of Admissions, Associate Director of Admissions, and the Associate Dean of Arts and Sciences/Chair of Learning Support form an Exceptions Committee for determining the admissibility of students who do not meet the Board of Regents criteria. Any students who do not meet those criteria are referred to the Exceptions Committee; the students' scores and other factors are examined to determine whether they should be admitted as Presidential Exceptions. Appeals of the Exception Committee's decisions are made to the Vice President for Academic Affairs.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 5-16
http://www.aug.edu/registrar_va/catalog/cover.htm
- Admissions Appeal Form
- *Board of Regents Academic Affairs Handbook*, Section 3.01-3.12
<http://www.usg.edu/admin/accaff/handbook/section3/3.01-3.12.html>

4.2.1 *Procedures established for implementation of institutional admission policies **must** be followed in the admission of all students.* (Page 25, line 17)

Response

Augusta State University is in compliance with this criterion.

Admission requirements are applied to all applicants by evaluation staff members in the Office of Admissions. State of Georgia auditors review files for accuracy. Augusta State University was last reviewed by state auditors in September 2000. When there are Presidential Exceptions, they are reviewed by the Director of Admissions, Associate Director of Admissions, and the Associate Dean of Arts and Sciences/Chair of Learning Support on an individual basis.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp.5-16
http://www.aug.edu/registrar_va/catalog/cover.htm
- Admissions Phase-In Progress Report and Plan, November 1, 1999
- High school and transfer evaluations (in Office of Admissions)
- Appeals for Presidential Exceptions (use Admission Appeals Form)
- *Board of Regents Academic Affairs Handbook*, Sections 301-312,
<http://www.usg.edu/admin/accaff/handbook/section3/3.01-3.12.html>
- *Board of Regents Policy Manual*, Section 402.0101
<http://www.peachnet.edu/admin/humex/policy/sec400.html>

4.2.1 *The institution **must** provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.* (Page 25, line18)

Response

Augusta State University is in compliance with this criterion.

Students applying for admission to the institution are selected on the basis of the admissions requirements outlined in the *Augusta State University Catalog, 2000-2001*.

Evidence of Compliance

- University System of Georgia Average SAT Scores Fall Term First-time Freshmen
http://www.usg.edu/usg_stats/sat89-99.html
- *Augusta State University Catalog 2000-2001*, pp. 5-16, application for admission in back cover http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *An institution **must** clearly define and publish its policy on the admission of transfer students. The policy **must** include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another*

institution, by advanced placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation, and provisional admission. (Page 25, lines 23, 25)

Response

Augusta State University is in compliance with these criteria.

The institution clearly defines and publishes its policy on the admission of transfer students in the *Augusta State University Catalog 2000-2001*. This policy includes official transcripts earned from all institutions of higher learning previously attended, qualitative and quantitative criteria for determining acceptability of transfer work, criteria for awarding advanced standing, and criteria for admission on probation. The institution does not award any credit for experiential learning.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 5,6 10-12
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *Institutions which award credit on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning **must** meet the following conditions governing the award of such credit:*

- *The amount of credit awarded is clearly stated and is in accordance with commonly accepted good practice in higher education.*
- *Credit is awarded only in areas which fall within the regular curriculum offerings of the institution, and is appropriately related to the student's curriculum.*
- *Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution or according to procedures and standards approved by qualified faculty. Faculty members ensure that assessment procedures are appropriate for the credit award. (Page 25, line 39)*

Response

Augusta State University is in compliance with this criterion.

Credit on advanced placement or other examinations is described in the *Augusta State University Catalog 2000-2001*. The list of criteria for awarding credit was approved by the academic departments and is contained in a credit-by-examination table distributed by the Vice President for Academic Affairs. Credit by examination may be awarded to qualified students based on an examination developed and administered by the academic department. A minimum grade of C must be earned on that examination. No credit is awarded for prior experiential learning or for training provided

by non-collegiate institutions.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 11-12
http://www.aug.edu/registrar_va/catalog/cover.htm
- Credit by Examination

4.2.1 *In awarding credit for prior experiential learning, the institution **must** (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning and, upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for prior experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning. (Page 26, line 13)*

Response

Augusta State University is in compliance with this criterion.

The institution does not award credit for experiential learning. The policy of the institution is to allow credit for courses completed with satisfactory grades in other accredited colleges, provided the courses correspond in content to courses offered at Augusta State University. Credit earned at accredited technical colleges may not transfer unless the credit was earned in a dedicated college-transfer program.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, p. 11
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *The institution **must** inform transfer students of the amount of credit which will transfer. (Page 26, line 30)*

Response

Augusta State University is in compliance with this criterion.

An evaluation of transfer credit is completed in the Office of the Registrar and copies of these Unofficial Transcripts are forwarded to the transfer students and to the major advising department or

the START-UP Center.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, p.11
http://www.aug.edu/registrar_va/catalog/cover.htm
- Student files (in Office of the Registrar)
- Unofficial Transcripts (student files in Office of the Registrar, Academic Departments, Start-Up Center.)

4.2.1 *Coursework transferred or accepted for credit toward an undergraduate degree **must** represent collegiate 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 undergraduate degree programs.* (Page 26, line 35)

Response

Augusta State University is in compliance with this criterion.

Original transcripts from postsecondary institutions are required for all transfer students. The institution accepts transfer credit only from regionally accredited institutions of higher learning provided the courses correspond in content to courses offered at ASU. Transcripts from all regionally accredited institutions are kept in the files of transfer students.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp.10-11
http://www.aug.edu/registrar_va/catalog/cover.htm
- Student files (in Office of the Registrar)

4.2.1 *There **must** be clearly defined policies regarding the academic dismissal, suspension and readmission of students.* (Page 27, line 6)

Response

Augusta State University is in compliance with this criterion.

The policies for academic dismissal, suspension, and readmission of students are clearly described in the *Augusta State University Catalog 2000-2001*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 26-28
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.1 *Readmission of students dismissed or suspended for academic reasons **must** be consistent*

with the academic policies of the institution. (Page 27, line 9)

Response

Augusta State University is in compliance with this criterion.

Policies for readmission of suspended students are published in the annual *Augusta State University Catalog*. Former students must re-apply through the dean of the college from which they were suspended. After the third suspension the dean's office must fill out a Reinstatement Approval after the Third Suspension form, which must be approved by the Vice President for Academic Affairs. Any exception to the normal suspension period must be documented by the dean's office on the Notification of Exceptions to the Suspension Policy form, and copies sent to the Vice President for Academic Affairs. On a third or later suspension, the Vice President for Academic Affairs must approve the exception.

Evidence of Compliance

- Reinstatement Approval after the Third Suspension form
- Notification of Exceptions to the Suspension Policy form
- Files of suspended students (in academic deans' offices)
- *Augusta State University Catalog 2000-2001*, pp. 26-28
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.2 Undergraduate Completion Requirements

4.2.2 *In each degree program, there **must** be an appropriate sequence of courses leading to the degree. (Page 27, line 11)*

Response

Augusta State University is in compliance with this criterion.

The required, appropriate sequence of courses for each degree program is presented in the *Augusta State University Catalog 2000-2001* in the appropriate section for the program desired. The academic departments determine the appropriate sequence of courses for their programs, and these are reviewed by the curriculum committee of the college which offers the program, by the Academic Policies Committee, and, where relevant, by the Program Advisory Committee.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 69-183
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.2 *An institution **must** publish the requirements for each degree it awards. (Page 27, line 13)*

Response

Augusta State University is in compliance with this criterion.

All requirements for each degree awarded by the institution are listed in the *Augusta State University Catalog 2000-2001*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 69-183
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.2 *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.* (Page 27, lines 14, 15)

Response

Augusta State University is in compliance with these criteria.

Course requirements for each undergraduate degree are established by the respective programs, departments, and colleges. General education requirements for each undergraduate degree are included. These degree requirements, along with brief course descriptions, are published annually in the *Augusta State University Catalog 2000-2001*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 26-28, 69-183
http://www.aug.edu/registrar_va/catalog/cover.htm
- College Curriculum Committees minutes
 - College of Arts and Sciences (1997-2000)
 - College of Education (1992-2000)
 - College of Business Administration (1996-2000)
- Academic Policies Committee minutes 1999-2000 (previous years in library archives)

4.2.2 *Undergraduate degree programs **must** contain a basic core of general education courses. A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs **are required** for degree completion. The core **must** include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.* (Page 27, lines 21, 24, 25)

Response

Augusta State University is in compliance with these criteria.

As a unit of the University System of Georgia, ASU is obligated to formulate all baccalaureate degree programs to conform to the System Core Curriculum. This Core Curriculum stipulates credit hours required in several areas as follows: Essential Skills (nine semester hours), Institutional Options (four semester hours), Humanities and Fine Arts (six semester hours), Science, Mathematics, and Technology (11 semester hours), Social Sciences (12 semester hours), and Courses Related to the Major (18 semester hours). The 42 semester hours indicated in the first five categories constitute what are considered general education requirements. In some programs, even the last category (Courses Related to the Major) contains courses which are in the realm of general education. All baccalaureate programs at ASU follow this exact pattern, although within several of these categories students have options in the courses they may choose. Clearly, from the above requirements, each baccalaureate program at Augusta State University contains at least one course in humanities/fine arts (in fact, at least two courses), at least one course in social/behavioral sciences (in fact, at least four courses), and at least one course in natural sciences/mathematics (in fact, at least four courses).

The Associate of Arts degree program and the Associate of Science degree program each require the same Core Curriculum as the baccalaureate degree programs discussed above.

The Associate of Science in Nursing degree program Core Curriculum consists of 32 semester hours, 28 of which are in the area of general education. The Core requires two semesters of freshman English, college algebra, history, political science, communications, two biology courses, and a psychology course. Thus, there is at least one course each in humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

The Associate of Applied Science in Criminal Justice degree program requires 30 semester hours of general education, including two semesters of freshman English, one course in mathematics, two courses in science, one course in history, one course in political science, one course in psychology, one course in sociology, and a social science elective. Thus there is at least one course in each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

Evidence of Compliance

- *Board of Regents Academic Affairs Handbook*, Sections 2.04, 2.04.01-2.04.05
<http://www.usg.edu/admin/accaff/handbook/section2/2.04>
- *Augusta State University Catalog 2000-2001*, pp. 70-71
http://www.aug.edu/registrar_va/catalog/cover.htm (Core Curriculum for all Bachelor's Degrees), p.76 (Associate of Arts, Associate of Science degrees), p. 141 (Associate of Nursing), and pp. 157-158 (Associate of Applied Science in Criminal Justice)
- *Board of Regents Policy Manual*, Section 303.01
<http://www.peachnet.edu/admin/humex/policy/sec300.html>

4.2.2 *The institution **must** demonstrate that its graduates of degree programs are competent in*

reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. (Page 27, line 29)

Response

Augusta State University is in compliance with this criterion.

Graduates must make a passing score on the Regents' Test, which assesses basic skills such as reading comprehension and writing. Education majors must also pass Praxis I (reading, writing and math). In addition, graduates must pass a communication course which stresses oral communication, and ENGL 1101 and 1102. The English courses stress reading and writing. The writing component provides instruction in basic word-processing and on-line research. Students demonstrate competence in fundamental math skills by successfully completing the mathematics requirement in Area A of the Core Curriculum. Students in both the College of Business Administration and the College of Education demonstrate competency in the basic use of computers through completion of specific courses that teach computer technology. Many programs in the College of Arts and Sciences require a computer course, either computer science or MIS; in others it is one of the choices in Core Area F. Others infuse basic use of information technology into their curriculum.

All students at Augusta State University are also required to take WELLNESS 1000, a comprehensive course outlining a number of traditional personal and public health concepts. Students must complete course assignments on-line through an electronic learning environment known as IntraKal. Students learn new technology skills by virtue of class participation using the computer for assignments, documents, e-mail, chat rooms, and discussion bulletin boards. Students may complete quizzes and examinations on-line. Students communicate with other students and the instructor and view and complete assignments and related course documents from any computer with access to the Internet.

Evidence of Compliance

- Academic Unit Self-Study reports
- *Augusta State University Catalog 2000-2001*, pp.32-36
http://www.aug.edu/registrar_va/catalog/cover.htm
- Course syllabi (ENGL 1101, ENGL 1102, WELL 1000)
- Kinesiology and Health Science Self-Study Report

Recommendation: *that the university develop procedures to ensure that all transfer students demonstrate competency in the basic use of computers.*

4.2.2 *An institution **must** clearly define what is meant by a major or an area of concentration and **must** state the number of credits required for each. An adequate number of hours with appropriate prerequisites **must** be required in courses above the elementary level. (Page 27, lines 33, 34, 36)*

Response

Augusta State University is in compliance with these criteria.

The Board of Regents defines a major concentration as a minimum of 21 upper-division semester hours in the major field; at ASU, no major requires fewer than 27 upper-division semester hours. Grades below C are not accepted for courses in a major concentration. Some departments or colleges require general education or cognate cores in addition to the core curriculum and major courses. Students pursuing degrees may declare a multiple major, in which case a minor concentration is not required. However, the student must complete all requirements for each major. Most bachelor's degree programs require a minor, with exceptions listed in the *Augusta State University Catalog*. A minor consists of 15 to 18 hours of courses with at least 9 hours of upper division courses, depending on the area of concentration.

All academic programs at Augusta State University have established "an appropriate sequence of courses leading to the degree." The *Augusta State University Catalog* publishes the requirements for each degree granted by the institution. These requirements are appropriate to each degree. Undergraduate programs incorporate the University System of Georgia's core curriculum of general education courses. Only about 5% of upper level courses do not have prerequisites.

Evidence of Compliance

- *Board of Regents Academic Affairs Handbook*, Section 2.03.01
<http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.01.html>
- *Augusta State University Catalog 2000-2001*, pp. 39-40, 69-183, 220-379
http://www.aug.edu/registrar_va/catalog/cover.htm
- Academic Unit Self-Study reports

4.2.2 *For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree.* (Page 27, line 39)

Response

Augusta State University is in compliance with this criterion.

Augusta State University requires a minimum of 20 hours of credit in residence for an associate degree and a minimum of 30 hours in residence from courses numbered 3000 and above. At least one-half of the major concentration and at least one-half of the minor concentration must be completed in residence.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 35-36
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.2 *All courses, other than those identified by the institution as developmental/remedial, 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 institutions' own degree or certificate programs. (Page 28, lines 5, 7)*

Response

Augusta State University is in compliance with these criteria.

A statement to this effect has been approved by the faculty and appears in the *Augusta State University Catalog 2000-2001*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, p.2
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.3 Undergraduate Curriculum

*Curriculum **must** 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. (Page 28, line 10)*

Response

Augusta State University is in compliance with this criterion.

Undergraduate curricula at Augusta State University directly relate to the institution's purpose and role as a state university in the University System of Georgia. The Augusta State University Mission Statement and goals express the institution's commitment to the intellectual development of students and to offering curricula and undergraduate programs to its service area. Curricula are appropriate for the 29 baccalaureate majors, four associate programs, and one certificate program offered by the institution.

The curriculum in each program focuses on both the basic and applied areas of the discipline. Courses have been carefully structured to match the achievement level of students. For example, upper-level courses may not be taken without successful completion of introductory or prerequisite courses. Each program offers a curriculum consistent with the department's mission and purpose statements, which are derived from the purposes and goals of the institution and of the college in which the program is housed.

Evidence of Compliance

- Augusta State University Mission Statement
<http://www.aug.edu/mission.html>
- Core Mission Statement for State Universities in the University System of Georgia,
<http://www.peachnet.edu/inst/mission/stateuniv.html>
- Academic Units Self-Study reports
- *Augusta State University Catalog 2000-2001*, pp. 69-183
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.3 *The institution **must** have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process **must** recognize the various roles of the faculty, the administration and the governing board.* (Page 28, lines 15, 17)

Augusta State University is in compliance with these criteria.

Curriculum issues are first addressed within the department as a part of ongoing evaluative processes. Although any person may propose curricular changes, major responsibility resides with the department chair. Each of the colleges has a curriculum committee to deal with curriculum matters. All proposed changes to a college's curriculum must be submitted to its curriculum committee. (Within the College of Education, curricular changes in teacher education and other school personnel preparation programs must first be reviewed by the 18-member Teacher Education Council, then forwarded to the college's Curriculum Committee.) Any department or college possibly affected by the curriculum change must be consulted, at the latest, before the change is sent to the Academic Policies Committee. The Academic Policies Committee reviews curriculum changes from the colleges and forwards these to the University Council with the committee's recommendation.

To facilitate this process, the Academic Policies Committee has developed standard forms for the submission of changes in curriculum and academic programs. Any addition or deletion of a program, major, minor, or area of concentration, or any change to areas A-E of the core curriculum must be considered by the faculty as a whole. The Academic Policies Committee submits recommendations for curricular changes, either to be voted on by the faculty or presented as information only, to the University Council, which reviews proposals and decides to place them on the agenda for the general faculty meeting. ASU has established policies and procedures for the development and review of academic degree programs consistent with Board of Regents policies.

Each course and instructor is evaluated using a campus-wide teaching evaluation instrument in the fall semester each year. All classes are evaluated in both the fall and spring semesters of each year. Departments and colleges may choose to evaluate themselves with other instruments in addition to the common instrument. The primary responsibility for evaluation of the curriculum resides in the departments.

The process for establishing, reviewing, and evaluating the curriculum recognizes the various roles of the faculty, the administration, and the governing board. The standard forms used for applying for new courses and changes in an academic programs establish an approval process which requires the approval of faculty committees, joint committees (faculty, administrator, student), and respective administrators. The Board of Regents has an established academic approval process which defines the types of actions related to academic programs that require Central Office and/or Board of Regents approval.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Section 204.6; Section 204.1; Section 107.1; Section 422; and Section IX
http://www.aug.edu/faculty_secretary/facman.pdf
- Proposal for Change in an Academic Program
- Application for a New Course
- *Board of Regents Academic Affairs Handbook*, Section 203.02
<http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.02.html>
- *Board of Regents Policy Manual*, Section 306
- <http://www.peachnet.edu/admin/humex/policy/sec300.html>
- Academic Units Self-Study reports
- *Board of Regents Academic Affairs Handbook*, Section 1.07
<http://www.usg.edu/admin/accaff/handbook/section1/1.07.html>

4.2.3 *For each major in the degree program, the institution **must** assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, **must** have primary teaching assignment in the major.* (Page 28, lines 21, 25)

Response

Augusta State University is in compliance with these criteria.

The institution defines the responsibility for program coordination and curriculum development and review to the Vice President for Academic Affairs, the deans of the three colleges, and department chairs. All of these persons are qualified in their fields and hold faculty status. At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, has primary teaching assignment in the major.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 104.1.1, 104.1.1.1, 104.1.1.2, 104.1.1.3, and 700 http://www.aug.edu/faculty_secretary/facman.pdf

- *Augusta State University Self-Study Report 2000, Section 4.8.2*

4.2.3 *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 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 curriculum changes.*

The institution should avoid the unwarranted proliferation of course offerings and degree programs. The development of new educational programs should be considered only after the institution has completed a needs assessment and has identified resources to support the programs. The institution should proceed only after careful review by appropriate faculty and administrative bodies, approval by the governing board, and any necessary review and approval by state or other agencies. (Page 28, lines 29, 35, 37)

Response

Augusta State University is in compliance with these criteria.

The Board of Regents of the University System of Georgia and/or the Central Office is responsible for authorizing the creation, substantive redirection, and discontinuation of all undergraduate degrees. The board and/or the Central Office also authorizes the number and nature of the departments, divisions, and schools through which degree programs are administered. Recommendations for these types of activities must be sent to the Board of Regents by the President of the university.

The administration and faculty are responsible for the development of academic programs recommended to the Board of Regents. Board of Regents policies and procedures provide the framework for developing academic programs recommended to the board. Institutional policies and review processes ensure that the administration and faculty are responsible for the development of academic programs. The administration and faculty are responsible for implementing and monitoring the general curriculum policy and academic programs approved by the board.

The curriculum- and program-review process provides safeguards for the unwarranted proliferation of course offerings and degree programs. Procedures established for the development of new educational programs by the Board of Regents require institutions to assess the need for the program in both the preliminary proposal and formal proposal for the program. A system-wide review is required for preliminary and formal proposals as well as a follow-up review for approved programs

in their fourth year of operation. Institutional and Board of Regents policies and procedures for the development of new educational programs provide a careful review process by appropriate faculty, administrators, approval of the governing board, as well as approval by state or other agencies.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 204.6, 204.1, 107.1, 422, and IX http://www.aug.edu/faculty_secretary/facman.pdf
- Proposal for Change in an Academic Program
- Application for a New Course
- *Board of Regents Academic Affairs Handbook*, Section 203.02
<http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.02.html>
- *Board of Regents Policy Manual*, Sections 207, 306
<http://www.peachnet.edu/admin/humex/policy/sec300.html>
- Academic Units Self-Study reports
- *Board of Regents Academic Affairs Handbook*, Section 1.07
<http://www.usg.edu/admin/accaff/handbook/section1/1.07.html>

4.2.3 *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. “Inverted,” “two-plus-two” and similar programs **must** include an adequate amount of advanced course work in the subject field. (Page 29, lines 14, 20)*

Response

Augusta State University is in compliance with these criteria.

The Core Curriculum established by the Board of Regents is designed to allow institutions some flexibility in defining learning outcomes while ensuring that the Core Curriculum is fully transferable to other System institutions. The Department of Chemistry and Physics maintains a pre-engineering advising program to assist in the advising of pre-engineering students about specific science and mathematics courses students should take in the core for engineering programs at University System of Georgia institutions. The Department of Biology advises numerous students who plan to transfer to the Medical College of Georgia (MCG). The department has developed and maintained a strong communication network with MCG and is able to provide students with current information about courses that are transferrable to programs at MCG.

Augusta State University does not have any articulation agreements with any institutions. There are no “inverted,” “two-plus-two,” or similar programs at Augusta State University.

Evidence of Compliance

- *Board of Regents Academic Affairs Handbook*, Section 2.04
<http://www.usg.edu/admin/accaff/handbook/section2/2.04>

4.2.3 *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. 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. (Page 28, lines 26, 28, 30)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University does not maintain any programmatic partnerships with secondary schools. However, the university does participate in the University System of Georgia's joint enrollment program. Students in this program take college courses taught by regular college faculty.

The faculty at ASU approved higher admission standards for joint-enrollment students than the minimum set by the Board of Regents. The university has been tracking the courses taken by joint-enrolled students since the early 1970s, and the Office of Admissions has recently requested the addition of three courses for consideration for Post-Secondary Options funding. Since 1998, students participating in the joint enrollment program have been advised in the START-UP Center. For the last two years, the START-UP Center has been tracking students in the program. They have also been making exit calls to students, and have recently started doing exit interviews to gain information to enhance the program. Augusta State University has assumed the responsibility for the academic quality and administration of the joint enrollment program provided by the university.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, p. 10
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Postsecondary Options Program Directory*, pp. 3-7
- PSO approved ASU courses for Joint Enrolleds
- Letter from Vice President for Academic Affairs to Board of Regents requesting three additional courses for consideration for PSO funding
- Letter from Director of START-UP Center summarizing joint enrollment program activities
- Q&A Joint Enrolled Students <http://www.aug.edu/~startup/qnajtenr.htm>
- START-UP Center Self-Study Report

4.2.4 Undergraduate Instruction

*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. Instruction **must** be evaluated regularly and the results used to ensure quality instruction. (Page 29, lines 33, 36)*

Response

Augusta State University is in compliance with these criteria.

Instructional techniques and policies of the university are congruent with the purpose of the institution, are appropriate to the specific goals of individual courses, and are documented in course syllabi. Each course at the university must be approved by the faculty of the college or the department as being appropriate for existing programs. The course is then approved by the appropriate college curriculum committees, the Academic Policies Committee, University Council, and the faculty, which attests to the course being in accord with the purpose and mission of the appropriate college and the university. Individual faculty are responsible for designing instructional experiences appropriate to course goals. Goals and instructional techniques are described in individual syllabi and kept on file in each department and/or college.

Instruction is evaluated every term through student evaluations of courses and faculty and annually through individual faculty evaluations as described in the Faculty Role Model. Department chairs and/or deans work with faculty to improve instruction through the negotiation of goals for the coming year and the allocation of weights to teaching, service, and professional development.

Evidence of Compliance

- *The Augusta State University Faculty Manual, Sections 420, 520*
http://www.aug.edu/faculty_secretary/facman.pdf
- Faculty reports and student evaluations of courses and faculty (in the offices of the deans and department chairs)
- Course syllabi
- Campus-wide Course and Instructor Evaluation form
- College of Business Administration Course and Instructor Evaluation form

*4.2.4 Students **must** 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. Methods of instruction **must** be appropriate to the goals of each course and the capabilities of the students. (Page 29, line 38; page 30, line 2)*

Response

Augusta State University is in compliance with these criteria.

Each undergraduate course has a syllabus which describes the goals and objectives for the course and includes course requirements and evaluation methods. Course descriptions are published in the *Augusta State University Catalog*.

Academic deans, department chairs, and departmental faculty are responsible for developing and maintaining the quality of the curriculum. Students evaluate courses using the Campus-wide Teaching Evaluation Instrument, providing feedback on both the course and instructor. The instrument specifically asks whether the syllabus clearly stated the grading standards used in the course, whether the course objectives were clearly stated in the syllabus or in class, whether the stated objectives were generally met, and other questions related to course content and materials. Deans, department chairs, and faculty use this information to assess the appropriateness of goals for courses and whether stated objectives are being met. When new courses are proposed or courses are substantially changed, a copy of the proposed course syllabus is reviewed by all appropriate committees in the institutional curriculum review process.

Additionally, several degree programs undergo periodic review by outside accrediting agencies. These agencies carefully review instructional methods, course goals and objectives, methods of evaluation, and course content in these programs using acceptable standards and practices developed by the accrediting agencies.

Course grade distributions and pass rates, along with course evaluations and other feedback from students, provide faculty information for assessing whether the methods of instruction are appropriate to the goals of each course and the capabilities of students. The campus-wide teaching evaluation, which evaluates both the instructor and the course, is one method of evaluating faculty in the teaching area defined in the Faculty Role Model. Department chairs and faculty, working together, can use these evaluations in the Faculty Role Model process to improve instruction and course content and design.

Evidence of Compliance

- Course syllabi
- *The Augusta State University Faculty Manual*, Sections 104.1.1, 104.1.1.1, 104.1.1.2, 104.1.1.3, 420, 520, 700
http://www.aug.edu/faculty_secretary/facman.pdf
- Faculty Reports and student evaluations of courses and faculty (in the offices of the deans and department chairs)
- *Augusta State University Catalog 2000-2001*, pp. 220-379
http://www.aug.edu/registrar_va/catalog/cover.htm
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for

full citation)

4.2.4 *Experimentation with methods to improve instruction **must** be adequately supported and critically evaluated.* (Page 30, line 5)

Response

Augusta State University is in compliance with this criterion.

Experimentation with methods to improve instruction is adequately supported and critically evaluated. The institution's Faculty Role Model evaluation system encourages all faculty to seek improvement in all areas of teaching, including instructional pedagogy. The Role Model contains both planning and evaluation functions designed to review the effectiveness of teaching methods. Faculty set goals in the three areas of teaching, faculty development, and service which may include goals specifically related to experimentation with methods to improve instruction. These goals are evaluated by both the faculty member and the department chair or dean as part of the faculty members annual evaluation. Additionally, all courses are evaluated annually by students, including courses which include experimentation with methods to improve instruction.

In addition, both Augusta State University and the University System of Georgia encourage experimentation with methods to improve instruction through ongoing programs designed to educate and support faculty, including:

- Faculty Research and Development Committee funds to attend educational conferences and present papers on innovative teaching techniques;
- Augusta State University Foundation funds to develop new methods for improving retention through experimental instructional techniques;
- Student Service Learning Projects funds;
- Micro-Teaching workshops;
- computer and technology sessions sponsored by Computer Services;
- acquisition of computer-based instruction skills through the full-time Instructional Specialist.

Each of these must file end-of-year reports, which are viewed by the appropriate administrator. Many also include participant evaluations as a regular part of their operations.

ASU's faculty also receive individualized training to improve the curriculum through technological innovation. One source of such training is the Training Triad, a collaborative effort among the trainers from Computer Services, Media Services, and Reese Library. It was formed to increase communication among the trainers, help reduce redundancies, share resources, and promote common interests. One recent Training Triad effort has led to the establishment of the Faculty and Staff Training and Development Center located in Room 305 of Reese Library. This center is split into two areas: a training classroom designed for small-group training with state-of-the-art equipment, and a development

area designed for trainer collaboration and one-on-one training with faculty or staff. The development area, when completed, will include capabilities for video and graphic editing, and campus general software. Costs for the equipment, software, and renovations to the room have been shared among the Triad members.

A significant leader in Triad activities is Computer Service's Instructional Services section, whose sole mission is assisting faculty with pedagogically sound infusion of technology into the curriculum. Media Services has an on-line instructional request form that faculty or students may use to request an instructional class. The instruction is coordinated by the Instructional Specialist. Media Services offers classes in scanning and Web design, introduction to Powerpoint, videotape editing, and Media Services orientation.

Evidence of Compliance

- Faculty Research and Development proposals (in the Office of the Vice President for Academic Affairs)
- Requests for Funds to Support Service Learning Projects (in the Office of the Dean of the College of Arts and Sciences)
- *The Augusta State University Faculty Manual*, Sections 420 and 421
http://www.aug.edu/faculty_secretary/facman.pdf
- Media Services web site
http://www.aug.edu/media_services
- Media Services Training Sessions
http://aug.edu/media_services/sessions.htm
- Computer Services Training Calendar
<http://www.aug.edu/~sswww/cgi-bin/Calendar/calendar.cgi>
- Training Triad web site
<http://www.aug.edu/triad/>
- Training Triad Calendar
<http://aug.edu/triad/cgi-bin/Calendar/calendar.cgi>
- About the Instructional Specialist
http://www.aug.edu/instructional_services/about_me.htm
- Faculty Reports (in the offices of the Academic Deans and Department Chairs)
- Faculty reports and student evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- Department Chairs and Dean annual evaluations of faculty (in the offices of the Academic Deans and Department Chairs)
- Student Evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)

4.2.4 *An institution **must** use a variety of means to evaluate student performance. The evaluation **must** reflect concern for quality and properly discern levels of student*

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

The institution must 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. (Page 30, lines 7, 8, 10, 11, 13)

Response

Augusta State University is in compliance with these criteria.

Augusta State University evaluates student performance in a variety of ways which reflect concern for quality and properly discern different levels of student performance. A description of the grading policy is published annually in the *Augusta State University Catalog*. All faculty are in compliance with the grading procedures. Methods for evaluating student performance include examinations, research papers and reports, oral presentations, individual and group projects, juried performances, recitals, and other methods appropriate to course goals and objectives, course level, method of instruction, and academic discipline.

The university evaluates the effectiveness of its instructional program through a variety of techniques. The University System of Georgia requires that students enrolled in undergraduate degree programs pass the Regents Test as a requirement for graduation to demonstrate proficiency in reading and writing skills. The test is administered to students who have satisfactorily completed English 1101 and 1102 or English 1111 or will have earned 30 hours of credit by the end of the next semester in which they are enrolled. Students who fail to take the test are not allowed to register for subsequent semesters until they have taken the test. Augusta State University's first-time pass rate for the Regents' Test is fairly high among the 34 university system institutions, seventh in Fall 1999, sixth in Fall 1998.

Augusta State University has introduced a General Education Assessment Examination to assess student performance around the mid-point of the undergraduate career. This examination evaluates student performance in three academic areas (humanities, social sciences, natural sciences) and in four skills dimensions (college-level reading, college-level writing, critical thinking, using mathematical data). This test was introduced in Spring 2000; the university is evaluating the test results as well as the continued use of the test for assessing general education.

Academic departments evaluate the effectiveness of their academic programs through a variety of techniques. These include standardized exams, senior papers and projects, capstone experiences and projects, exit interviews, alumni surveys, and performance portfolios. Academic Unit Self-Study reports demonstrate the variety of techniques used to evaluate program effectiveness.

Evidence of Compliance

- Augusta State University Self-Study Report 2000 (especially Section III)
- *Augusta State University Catalog 2000-2001*, p. 32
http://www.aug.edu/registrar_va/catalog/cover.htm
- Academic Profile GENED Institutional Summary
- Augusta State University Planning Reports, May 12, 2000
- Rank Order of USG Institutions' Regents Test Pass Rate (Fall 1999, Spring 1998, Fall 1998), University System of Georgia Institutions Regents Test Pass Rates (Fall 1999, Spring 1998, Fall 1998)
www.aug.edu/institutional_research/test_info.htm
- Academic Unit Self-Study reports

4.2.4 *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 undergraduate credit awarded. 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. (Page 30, lines 20, 26)*

Response

Augusta State University is in compliance with these criteria.

All Augusta State University undergraduate courses provide at least one calendar week of reflection and analysis for each semester hour of academic credit. All courses offered in the summer terms have the same contact hour requirements as those offered during the regular academic year. These summer courses also have at least one calendar week per semester hour of credit. Students taking courses of shorter duration than the 15-week semester are held to the same course requirements and expectations as students taking the same courses during the regular academic year. Course pass rates for summer courses are comparable to courses in the fall terms.

Evidence of Compliance

- Augusta State University Schedule of Classes, Summer 2000, Fall 2000, Spring 2001 (previous schedules of classes available in the Office of the Registrar)
- *Augusta State University Catalog 2000-2001*, pp. 220-379
http://www.aug.edu/registrar_va/catalog/cover.htm
- C Grade distributions (Fall 1998, Summer 1999, Fall 1999, Summer 2000)
- C Course syllabi

4.2.4 *Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education **must** provide for its students a learning environment in which scholarly and creative achievement is*

encouraged. (Page 30, line 32)

Response

Augusta State University is in compliance with this criterion.

The faculty at Augusta State University is encouraged to engage in scholarly activities of many kinds. This encouragement is performed in a number of ways. First, there is a decided expectation that faculty will do research, make presentations at professional meetings, engage in consulting, present musical performances, exhibit artistic works, submit grant proposals, publish scholarly articles, and/or present evidence of other forms of scholarly activities. Second, the Faculty Role Model (by which the faculty member is evaluated) determines what portion of the faculty member's evaluation, from 10% to 40%, is dependent upon scholarly activity; the Faculty Role Model and the record of scholarly activities provide the bulk of the evidence to support promotion, tenure, and/or merit salary increases. Third, the department is provided funds which can be used to support scholarly activities. Fourth, two separate budget allocations specifically support research and faculty development: one is a budget of approximately \$20,000 controlled by the Faculty Research and Faculty Development Committee which supports research and faculty development proposals twice during the academic year; the other is a budget of approximately \$20,000 controlled by the Vice President for Academic Affairs which supports research and faculty development proposals recommended by faculty and approved by the Faculty Research and Faculty Development Committee. These methods encourage many members of the faculty to be active in scholarship, creating an atmosphere of scholarly interest which is evident to students.

While this atmosphere of scholarly activity indirectly influences students, they are also directly encouraged to pursue such activity themselves. A number of the faculty explicitly require students to engage in student research, and many others encourage it by making it a way for students to improve their grades. In the Spring 2000, the campus chapter of Phi Kappa Phi sponsored an all-day presentation of student research, with approximately 20 such presentations from such areas as English, biology, anthropology, mathematics, computer science, physics, chemistry, sociology, and psychology. This program will be repeated annually. Plans are already underway for the 2001 program with faculty challenged to make special efforts to encourage their students to participate. The deans have discretionary funds specifically earmarked for support of student research.

There are also many other opportunities for students to engage in scholarly and creative activities. For example, student publications such as the *Phoenix* magazine and *The Bell Ringer* newspaper publish student articles. *Choice Voice* each term publishes the best works of students from freshman English classes. A number of student clubs on campus also engage in scholarly activities as a group.

Students participate in competitive academic events which reward creativity and hard work. All ASU students, including those enrolled in the university's basic communication course, are invited to

participate in a campus-wide speech contest conducted each spring. Students in business and in computer science compete each year in state and national academic competitive events, and have fared extremely well in competition with a number of research institutions.

Of course, it must be emphasized that all faculty members are encouraged to teach in such a manner as to influence students to be creative and approach all of their studies in a scholarly fashion.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Section 420 (Faculty Role Model policy and forms); Section 430, 450 (Promotion and tenure policy)
http://www.aug.edu/faculty_secretary/facman.pdf
- Requests for Funds to Support Service Learning Projects (in the Office of the Dean of the College of Arts and Sciences)
- Faculty Research and Development (Committee and Vice President for Academic Affairs) budgets (in Augusta State University Educational and General Budget, Fiscal Year 2001)
- *First Annual Augusta State University Student Research Conference: Celebrating Student Success*, Wednesday, March 22, 2000, Sponsored by the ASU Chapter of the National Honor Society of Phi Kappa Phi
- Selected editions of *The Bell Ringer* (all editions archived in the Special Collections room in Reese Library)
- Selected editions of *Choice Voice* (previous editions in the Writing Center)
- Recent editions of *Phoenix* (previous editions in the Phoenix Office in Washington Hall)
- Most recent examples of *ASU Report*, *Augusta State University*, *Experts Lists* (previous publications in the Office of Public Information and Publications)

4.2.4 *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 **must** be under the ultimate control and supervision of the educational institution. (Page 30, line 39)*

Response

Augusta State University is in compliance with this criterion.

Augusta State University does not offer any professional, vocational, or technical program which requires any clinical or other affiliations with outside agencies. We do enter into a number of memoranda of understanding with outside agencies. The memoranda of understanding are initiated primarily by the departments of Nursing, Psychology, Sociology, and Kinesiology and Health Sciences and are placed with many agencies in the surrounding area. The forms for the memoranda of understanding are generated by the University System of Georgia and are identical in form. In each case, the cooperating agency controls of the use of the facility and its properties, but the grading of the

student is the responsibility of the faculty member of the department initiating the memorandum of understanding. Although immediate supervision of the student is in the hands of the facility personnel, the university supervisor is in ultimate supervisory control.

Evidence of Compliance

- Signed memoranda of understanding (February 2000 through January 2001)

4.2.4 *The institution **must** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.* (Page 30, line 41)

Response

Augusta State University is in compliance with this criterion.

Faculty in all programs are encouraged and supported through faculty development funds in their efforts to remain current in their fields and to incorporate new developments into their courses and programs. Schools and programs also maintain active relationships with the appropriate licensing agencies to help assure that ASU graduates will be academically, practically, and experientially prepared to enter the profession upon graduation. Furthermore, each of the undergraduate programs offering pre-professional degrees is fully accredited by the appropriate national accrediting organization in that profession (e.g., music, nursing, education, business).

Faculty teaching courses in non-externally accredited programs keep abreast of current curricular content and practices in their fields through reading the literature, doing research, attending and participating in professional meetings and teaching workshops, and through other less formal means. Through the Faculty Role Model process and the Faculty Annual Reports, faculty report on changes they make in their courses to keep them current in their fields, and department chairs and deans evaluate these activities. Faculty also work through departmental committees and activities to assist chairs and deans in keeping the curriculum current.

Evidence of Compliance

- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- Faculty Role Model Agreements (in the offices of the Academic Deans and Department Chairs)
- Faculty Reports (in the offices of the Academic Deans and Department Chairs)
- Faculty Research and Development proposals (in the Office of the Vice President for Academic Affairs)
- Academic Unit Self-Study reports

4.2.4 *An institution **must** demonstrate that program length, clock hours or credit hours, and tuition fee charges are appropriate for the degrees and credentials it offers. (Page 31, line 3)*

Response

Augusta State University is in compliance with this criterion.

Program length, clock hours or credit hours, and tuition are not discretionary for the institutions in the University System of Georgia. The Board of Regents is responsible for establishing standards and publishes them in the *Board of Regents Policy Manual*, the *Academic Affairs Handbook*, the *Bylaws of the Board of Regents*, and in other sources such as its minutes.

Evidence of Compliance

- *Board of Regents Policy Manual*, Section 704.01
<http://www.peachnet.edu/admin/humex/policy/sec700.html>
- *Board of Regents Academic Affairs Handbook*, Section 200
<http://www.usg.edu/admin/accaff/handbook/section2/2.00.html>
- *Bylaws of the Board of Regents of the University System of Georgia*
<http://www.usg.edu/admin/humex/bylaws/>

4.2.5 Academic Advising of Undergraduate Students

4.2.5 *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. An institution **must** ensure that the number of advisees assigned to faculty or professional staff is reasonable. (Page 31, lines 6, 15)*

Response

Augusta State University is in compliance with these criteria.

Advising has many levels at Augusta State University. University College and the Department of Learning Support utilize a University College Advising and Tracking System that provides for the systematic tracking and auditing of each student admitted to University College. This information is updated on the students' records each semester by the assigned advisors. All advisors in the department have access to all University College and Learning Support student records via UCATS and BANNER. Regulations and guidelines for enrollment in Learning Support programs are published in the *Augusta State University Catalog*, are on the department Web site, and are distributed to

students and explained by instructors in each class at the beginning of the semester. As students are advised for registration, they are informed of relevant restrictions on co-enrollment and other regulations and guidelines specified by both the Board of Regents and the University College.

The START-UP Center provides academic advising for students who are undecided about their majors and for Joint Enrolled high school students. Utilizing CAS Standards of Practice as an operational framework, two full-time professional advisors assist students in formulating their educational plans. The center regularly communicates with students prior to orientation and initial registration, and throughout their terms as START-UP advisees.

Departmental advising for those students who have selected a major is handled differently by different departments. Some departments pair students with a faculty member according to degree plans, while other departments use alphabetical methods. All advisors have access to information regarding each student assigned to that department. Almost all advisors are BANNER-trained or have access to support staff who can run reports as needed. In addition to the above, the Minority Advising Program offers advising help to minority students.

All departments reported that the advising load is reasonable with a faculty/student ratio of from 1:10 to 1:30.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 37-38
http://www.aug.edu/registrar_va/catalog/cover.htm
- University College/Learning Support Self-Study Report
- Learning Support Web site
http://www.aug.edu/arts+sciences/developmental_studies/
- START-UP Center Self-Study Report
- START-UP Center Web site <http://www.aug.edu/~startup/>
- Academic Unit Self-Study reports

4.2.5 *An effective orientation program **must** be made available to all full- and part-time undergraduate students.* (Page 31, line 18)

Response

Augusta State University is in compliance with this criterion.

ASU follows the standards as presented in the Council for the Advancement of Standards in Higher Education (CAS).

START-UP provides new undergraduates with a series of informational opportunities at key points throughout their initial term. New student support information is included in acceptance packets

and posted on START-UP Download (Web). Collectively referred to as the OARS programs, these include individual ASU PREP appointments, New Student Orientations, SOS Days (club/service fair), ACES Q&A program (parent/spouse/other), ACES First Term Survival Guide, MOO (Mobile Orientation Office), Badge Days, Midterm Help, Priority Registration Help, ACES Drop-Ins, and ACES Calls/Post Cards. Requests for ASU Prep appointments almost doubled during the last academic year, underscoring the national trend of a shift toward more personalized service. For the past two Fall semesters, the center has offered a series of orientation sessions in small-class format (OARS 123) that allows for a more individualized learning environment and enhanced information for advising departments. Before each term, new students also have an opportunity for orientation, advisement, and early registration in a more traditional large-group format, with primary focus on that day's registration. The distribution of support at key points as opposed to "front-end" overload appears appropriate, based on learning theory and experiential reports. Participants' feedback on what was helpful, what tips they would give a new student, and how they might change orientation helps to shape the next programs. OARS programs are reviewed immediately following each offering, and annually.

ASU also provides an effective orientation program to all full- and part-time undergraduate students: the Augusta State University Orientation course (ASUO 1000) is open to all undergraduate students, familiarizing them with the policies and services of ASU and providing instruction in the fundamental skills necessary to succeed in college-level courses.

Academic departments use many methods to enhance orientation and advising, including advising handbooks, advising sheets, meetings with students, introductory courses, listserves, etc.

Evidence of Compliance

- START-UP Center Self-Study Report
- ASUO 1000 syllabi
- Academic Unit Self-Study reports
- *Augusta State University Catalog 2000-2001*, pp. 17, 55, 231
http://www.aug.edu/registrar_va/catalog/cover.htm

4.2.5 *Orientation and advisement programs **must** be evaluated regularly and used to enhance assistance to students.* (Page 31, line 20)

Response

Augusta State University is in compliance with this criterion.

Orientation and advisement programs are evaluated regularly both formally and informally. Orientation is formally evaluated after each session through participant surveys and review by the START-UP staff. An annual evaluation of the OARS program is also performed. The START-UP Center details extensive use of the results to improve service to students. Academic departments

formally evaluate orientation and advisement through exit surveys and alumni surveys. These services are informally evaluated through student exit interviews and department and advisement committee meetings.

On an institutional level, advisement is evaluated by a variety of means. Students required to take discipline-specific exit examinations are administered the ACT Student Opinion Survey upon completion of the exam. The same survey was administered to a sample of all undergraduate students as part of the University System of Georgia Student Opinion Project. Additionally, advising-related questions from the Student Opinion Survey were replicated on the Student Success Survey administered for the Self-Study. A question about satisfaction with advising has been asked on the last two years' Graduating Students Surveys.

Overall, students have indicated satisfaction with orientation, academic advising services, availability of advisors, and value of information provided by advisors. Although extensive data is gathered about satisfaction with advisement, there does not appear to be widespread distribution of findings or, with the notable exception of the START-UP Center, well documented use of the results to enhance assistance to students.

Satisfaction with Advising and Orientation for
Students Required to Take Departmental Exit Exams
(1 =Very Dissatisfied, 3=Neutral, 5=Very Satisfied)

	1995	1996	1997	1998	1999	2000
Academic advising services	3.98	3.86	3.83	3.91	3.95	4.00
College orientation program	3.62	3.68	3.80	3.62	3.73	3.65
Availability of your advisor	4.17	4.17	4.05	4.21	4.12	4.19
Value of information provided by your advisor	3.96	3.98	3.92	4.05	4.02	4.10

The Dean of Students has initiated a procedure to ensure wider distribution of the ACT Student Opinion Survey following the suggestion (below) from the Self-Study Steering Committee. Currently ten years of the survey are housed in the Counseling and Testing office and the office of the Dean of Students. Starting with the 2000-2001 survey, the library will maintain two years of the survey in the

Special Collections section. A copy of the 1999-2000 ACT Student Opinion Survey and the results are on file in the Special Collections section of the library. When the 2000-2001 survey results arrive (late spring or early summer) a copy will be forwarded to the library. The Dean of Students sent out notices to faculty and staff, via email and hard copy, that the survey and survey results are available for units to use in their planning and evaluation processes. The Dean of Students will notify faculty and staff annually when the most recent results have been sent to the library. Consequently, an earlier suggestion, *“that the results of the ACT Student Opinion Survey administered to graduating seniors taking department exit examinations be more widely distributed to the campus community so academic departments, administrators, and support departments can interpret and use the results as appropriate,”* has been removed.

Evidence of Compliance

- START-UP Center Self-Study Report
- Academic Unit Self-Study reports
- ACT Student Opinion Survey 1995-2000 (administered to graduating seniors completing department ETS major field tests)
- Graduation Survey Reports (1993-1998)
- 1998 ACT Student Opinion Survey Summary Report (University System of Georgia Student Opinion Project)
- Winter Semester 1999 Graduating Student Survey
- Student Success Survey, Fall Semester 1999, Frequency Distributions
- Fall Semester, 1999 Student Success Survey Report

Suggestion: *that academic departments provide better documentation of their procedures for evaluating advising, and provide better documentation of the use of the results of those evaluations.*

4.3 Graduate Program

4.3.1 Initiation, Operation and Expansion of Graduate Programs

*The administration and faculty **must** be responsible for the development of new academic programs recommended to the governing board. (Page 31, line 23)*

Response

Augusta State University is in compliance with this criterion.

All proposed new graduate degree programs and all proposed revisions to existing degree programs must first be approved by that program or department's faculty and then by the faculty of the college in which each program is or will be offered. This process is the same as for the initiation of any

new academic program. Only after the required documents and research have been completed does the program leave the originating department. After favorable action through the required committee structure process the proposals are submitted to the entire faculty of the university for approval. See also the response to section 4.3.4 of the Self-Study Report.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 204.6, 204.1, 107.1, 422
http://www.aug.edu/faculty_secretary/facman.pdf
- *Board of Regents Policy Manual*, Section 306
<http://www.peachnet.edu/admin/humex/policy/sec300.html>
- *Board of Regents Academic Affairs Handbook*, Sections 1.07, 2.0302
<http://www.usg.edu/admin/accaff/handbook/section2/2.00.html>

4.3.1 *A graduate program **must** have curricula and resources substantially beyond those provided for an undergraduate program. Research, scholarly activity and/or advanced professional training **must** be included in graduate studies and supported by adequate resources.* (Page 31, lines 26, 29)

Response

Augusta State University is in compliance with these criteria.

Augusta State University devotes reasonable resources to graduate programs. The graduate curriculum, as evidenced by continuing re-accreditation reports, is substantially beyond that of undergraduate programs. In addition, each program reflects advanced work, with smaller class sizes than those of the undergraduate programs.

Research, scholarly activity, and/or advanced professional training are required in all graduate studies programs. Course syllabi for graduate courses provide further evidence that expectations for graduate students are higher than for undergraduate students. Graduate courses usually require students to write research-oriented papers or engage in guided professional activities. The Master of Science in Psychology and the Master of Public Administration degree programs have a thesis option available for students. All educational specialist programs require an extended research project.

Evidence of Compliance

- Graduate course syllabi
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- *Augusta State University Catalog 2000-2001*, pp.185-219
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.1 *An institution **must** provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.* (Page 31, line 30)

Response

Augusta State University is in compliance with this criterion.

The faculty at Augusta State University demonstrate the requisite strengths for graduate-level programs and research activities as evidenced by faculty credentials and professional development. Some 84.2% of full-time and part-time faculty teaching graduate courses possessed the earned terminal degree in Fall semester 1999; 92.9% in Spring semester 2000; and, 95.9% in Fall semester 2000.

The Reese Library provides a wide variety of services that promote the educational purposes of the university. A collection of over 445,000 volumes, plus an extensive collection of government publications and almost 1,200 current periodical subscriptions support student learning and research. There are quiet study areas, photocopiers, microform copiers, an audio lab, a curriculum lab, computer labs, and access to CD-ROM databases, online databases and the Internet. GIL, the library's computerized catalog, gives access to information about most library materials. GALILEO, a statewide computer system, provides a wealth of additional information resources, with over 100 databases. Materials from other libraries may be obtained through interlibrary loan.

Media Services is dedicated to serving the university's instructional technology needs. Media Services includes the Media Center, Classroom Services, GSAMS and satellite teleconferencing, the television studio, and audio production facilities. Instructional training is provided for individuals and classes. The Audio Lab provides equipment and space for listening and viewing over 2,400 musical selections with formats including laser disc, compact disc, and record albums. The Media Center features a collection of over 4,000 items in different formats that can be viewed at 29 individual carrels. Instructional support services include an equipment and material check-out system, video and audio duplication and editing, and the production of presentations using videotape, audiotape, 35mm slide, and multimedia. Classroom Services provides a wide range of audiovisual presentation equipment available to students for use in all academic classrooms.

The information technology resources available to the university community are rapidly expanding. ASUNET, the Augusta State University Network, is a campus-wide fiber optic network linking student microcomputer laboratories, academic and administrative offices, and Reese Library. ASUNET provides access to PEACHNET, the University System of Georgia's state-wide network, and UUNET, which provides access to computing resources all over the world. ASUNET also provides in-house access to a Hewlett-Packard 9000, and an IBM RS6000. Additional computing resources are provided by over 30 network file servers.

The university provides special training on campus-specific software packages, electronic mail, and other resources through a combination of periodic seminars and individual instruction provided free of charge. The Office of Computer Services provides computing support for instruction, research, and administration and supports the students, faculty, and university staff as they strive to use today's technology in their daily routines.

The Student Help Desk assists students with computers, software, and other peripherals in the campus computer labs. Phone support for students is available from all labs. Augusta State University has a Web site for a current listing of technology resources and the locations from which these resources can be accessed.

An appropriate administrative organization is functional. Each college is headed by a dean, and all deans report to the Vice President for Academic Affairs. Representatives from the three colleges, the Office of the Registrar, Admissions Office, and other student support areas, together with the Vice President for Academic Affairs and the Associate Vice President for Academic Affairs, make up the Graduate Council. The Graduate Council has been meeting since Fall 1998 to discuss and oversee issues in the respective graduate programs. An updated proposal of mission, goals, and processes for the Graduate Council was drawn up by the Graduate Council in Fall 2000. Because the Graduate Council is expanding its role, the SACS Self-Study Steering Committee has suggested that the council's functions be assessed to determine whether it is the most efficient means for meeting the university's need for graduate program oversight and review. See Section 3.1.

Evidence of Compliance

- Full-Time/Part-Time Faculty Teaching Graduate Courses, Fall 2000, Spring 2000, Fall 1999
- Faculty academic files (in the Office of the Vice President for Academic Affairs)
- Faculty Reports (in the offices of the Academic Deans and Department Chairs)
- Augusta State University Unit Plans, Sept.15, 2000
- Computer Services Web site http://www.aug.edu/support_services
- Media Services Web site http://www.aug.edu/media_services
- Reese Library Web site <http://www.aug.edu/library>
- Graduate Council minutes, 1998-2000

*4.3.1 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.*

*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. (See Commission document “Substantive Change Policy for Accredited Institutions.”)*

*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. (Page 32, lines 8, 12, 17, 23, 25, 28)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University has initiated only one additional master’s degree program since the last reaffirmation of accreditation was confirmed in 1991. This was the Master of Public Administration (M.P.A.) program established in 1996.

This program did not seem to be substantially different from the programs already in existence. The subject matter, of course, was somewhat different, but the intent was to prepare students to enter the public sector with skills beyond the baccalaureate level, thus providing for opportunities of advancement or for entrance into a doctoral program. Thus, the goals of this program are much the same as those for the Master of Business Administration (entrance into the corporate world in a management or professional position, or entrance into a doctoral program), the Master of Education (entrance into the public school or private school sector to become master teachers, counselors, or administrators, or entrance into a specialist’s or doctoral program), or the Master of Science in Psychology (entrance into the field of clinical, counseling, and experimental psychology, or entrance into a doctoral program).

This program originated somewhat differently than most others. Prior to 1991, Georgia Southern University offered an M.P.A. program in multiple satellite locations, including one at Fort Gordon in Grovetown, Ga., near Augusta. The program proved to be very taxing for the faculty at Georgia Southern. Faculty members had to teach on campus, then travel the 75 miles to Fort Gordon to teach there. Since Augusta State was already in the vicinity of the Fort Gordon program, an agreement was initiated in 1991 for the program to be transferred from Georgia Southern to Augusta State. This transition was shepherded by Dr. Ralph Walker, then chair of the Department of Political Science at Augusta State. The transition was to take place over a period of five years, with faculty at Augusta State increasingly assuming responsibility for teaching the courses at Fort Gordon until the program was officially and completely housed with Augusta State. The Vice President for Academic

Affairs at Augusta State University arranged that the Board of Regents not require ASU to undergo all of the usual requirements for the initiation of a new program. Since the program was already in existence and the needs assessment had been completed some years before, this phase of the initiation procedure was unnecessary. An analysis of the resource commitments, faculty credentials, and other financial implications was filed with the University System of Georgia. These were found to be in order and the transition was approved.

Augusta State University does not offer doctoral programs.

Evidence of Compliance

- Documentation relative to the transition of the MPA program from Georgia Southern University to Augusta State University
- Master of Public Administration brochure

4.3.2 Graduate Admission

4.3.2 *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. Admission criteria typically include an appropriate baccalaureate degree. In cases where the baccalaureate degree is not required, the institution **must** demonstrate that the student has adequate educational preparation to complete the graduate degree. 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. When possible, an interview with the applicant should also be arranged. Admission criteria for all graduate programs **must** be published. (Page 32, lines 32, 38; page 33, lines 1, 11)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University offers a master's degree program in Public Administration (M.P.A.), a master's degree program in Psychology (M.S.), a master's degree program in Business Administration (M.B.A.), 13 master's degree programs in fields of Education (M.Ed.), and six educational specialist's degree programs in fields of Education (Ed.S.)

All master's degree programs require a baccalaureate degree from a regionally accredited institution of higher education. Students are required to submit complete official transcripts from all institutions of higher education previously attended; all master's programs require a minimum score on

the Graduate Record Exam (a minimum score on the Miller Analogies Test is also acceptable for the M.Ed. programs). These minimum scores are published in the graduate section of the *Augusta State University Catalog 2000-2001*. A minimum undergraduate grade point average is required for each master's degree program as is a minimum of two letters of recommendation from persons familiar with the applicant's academic and/or professional experience. Specific master's degree programs have additional requirements (i.e., a written statement of goals for the M.S., a teaching certificate and two years teaching experience for the M.Ed., etc.).

All educational specialist degree programs require a master's degree from a regionally accredited institution of higher education. The student is required to submit complete official transcripts from all institutions of higher education previously attended. All educational specialist programs require a minimum score (higher than that required for the master's degree program) on the GRE or MAT exam and a minimum grade point average on all previous graduate work. Students are also required to possess a valid teaching certificate and have three years of successful teaching experience.

All graduate degree programs at Augusta State University require at least a baccalaureate degree for admission.

Admission criteria are published in the *Augusta State University Catalog 2000-2001*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp.184-214 and 216-218
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.2 *Course work transferred or accepted for credit toward a graduate degree **must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs.*** (Page 33, line 13)

Response

Augusta State University is in compliance with this criterion.

All graduate degree programs at Augusta State University require that preliminary degrees are received from regionally accredited institutions of higher education. Likewise, Augusta State University accepts transfer credit only from regionally accredited institutions of higher education. This requirement ensures that the instructors of the transferred courses are at least qualified by the standards of the accrediting agency. The transferred courses must be graduate-level courses and must be comparable to courses in the program of study. In fact, the courses must be the same courses except in the case where a transferred course is deemed, by the department of the major, to be of sufficient benefit to the student's studies to warrant the transferred course being substituted for a course listed in the program of study.

In all graduate programs at Augusta State University, no more than nine credits of transferred work may be included in the program of study.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 10-11, 190 (Psychology), 195 (Education), and 216 (Business Administration)
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Policy Manual for the Master of Public Administration Degree Program*, p. 7

4.3.2 *Graduate credit **must** not be awarded for portfolio-based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution. This limitation on the award of credit for experiential learning does not preclude practices such as internships and field experiences that are an integral part of a graduate program and are conducted under the supervision of the institution. In those exceptional individual cases, however, an institution may award graduate credit for portfolio based experiential learning which occurs prior to the student's matriculation into a graduate program. 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; (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. (Page 33, lines 25, 37)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University does not award credit for experiential learning in any of its graduate programs. The graduate programs in Public Administration, Psychology, Education, and Business Administration will accept nine semester hours of graduate work from accredited institutions and graduate programs with approval of the department chair and/or director of the graduate program.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 190 (Psychology), 195 (Education), 216 (Business Administration)
http://www.aug.edu/registrar_va/catalog/cover.htm

- *Policy Manual for the Master of Public Administration Degree Program, p. 7*

4.3.2 *Separate admission criteria **must** be formulated for each level of graduate work offered.* (Page 34, line 14)

Response

Augusta State University is in compliance with this criterion.

Each master's degree program publishes its admission criteria in the *Augusta State University Catalog 2000-2001*. All master's degree programs require completion of a bachelor's degree from a regionally accredited college or university. Each program defines the scores needed on appropriate tests (GRE, MAT, GMAT), and other requirements appropriate to the programs. The College of Education offers the Specialist in Education program, which has separate admission criteria from the master's programs in education.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001, pp. 184-218*
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.2 *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.* (Page 34, line 15)

Response

Augusta State University is in compliance with this criterion.

The College of Education defines its policies on provisional admission for the Master's program in the *Augusta State University Catalog* as well as its policies on probation and suspension. There is no provisional admission to education specialist programs. The policies on provisional admission do not clearly specify the time the student may remain in that status, but do define credit-hour limits. Policies on probation and suspension define the time limits a student may remain on probation and suspension. The Public Administration, Psychology, and Business Administration programs do not define their policies on provisional or conditional admission and probation and suspension in the *Augusta State University Catalog*. Public Administration defines its policies on provisional admission and probation in its *Policy Manual*. The provisional admission policy specifies that students may take only one course while in that status. The probation policy limits a student to two C course grades. After the second C, students are placed on probation and are subject to suspension if they make a grade below B while on this period of probation. Psychology defines its policies on conditional or provisional admission and probation in their policy manual. Provisional graduate students must petition for regular graduate status after satisfactory completion of at least 6 and not more than 9 hours of admissible graduate work. Students are expected to maintain a GPA of at least 3.00 across all

courses attempted in the M.S. degree program. Dismissal is probable for the student whose GPA shows a deficit of greater than six quality points at any time in the program. Work with a grade of “U” may be repeated once if the student’s major professor or academic advisory committee so recommends. The graduate program in Business Administration admits students conditionally if they have taken the GMAT, know the scores, but have not received official notification. Students must supply the official record within the semester. Policies on academic probation, provided in the *Augusta State University Catalog*, state that students must raise their cumulative GPA to at least 3.00 within the next nine hours of course work.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 194-196
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Policy Manual for the Master of Public Administration Degree Program*, pp. 5-6
- *Policy Manual for the M.S. Degree in Psychology*, pp. 4, 11

Suggestion: *that all graduate programs clearly define and publish their policies on provisional or conditional admission and probation and suspension in the Augusta State University Catalog, and that these policies define how long a student may remain in these categories.*

4.3.2 *Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program. An institution must publish both the general criteria for admission and any special admission criteria for individual programs. It must regularly evaluate its admission policies.* (Page 34, lines 19, 22, 24)

Response

Augusta State University is in compliance with these criteria.

The Katherine Reese Pamplin College of Arts and Sciences offers graduate programs leading to Master of Public Administration and Master of Science in Psychology.

The College of Education, in collaboration with the Pamplin College of Arts and Sciences, offers graduate programs leading to the Master of Education and Education Specialist degrees in the following areas:

	M.Ed	Ed.S.
Early Childhood Education	X	X
Middle Grades Education	X	X
Special Education	X	
Health and Physical Education	X	X
Secondary Education:		

English Education	X	X
Mathematics Education	X	X
Social Studies Education	X	X
History Education	X	X
Counselor Education	X	
Educational Leadership	X	X

The College of Business Administration offers a graduate program leading to the Master of Business Administration.

Admission criteria for each of the graduate programs were established with representation by the faculty responsible for instruction in that program. After departmental consideration, the recommendation for admission criteria follows the same governance procedure on campus as any other change in program, new course offering, or any other action that impacts a particular program. All information is presented to the faculty of Augusta State University as outlined in the governance procedure.

General admission criteria for each graduate program are included in the *Augusta State University Catalog*. Any special admission criteria for individual programs not specified in the catalog are printed in specific program advising manuals in the department offering the program.

All admission policies for graduate programs are regularly evaluated and include any requirements by the Board of Regents. In addition, the College of Business Administration is fully accredited by the AACSB - The International Association for Management Education. All teacher education programs for elementary, special, secondary, and P-12 teachers, administrators, counselors, and supervisors, are approved by the Georgia Professional Standards Commission and are accredited by the National Council for Accreditation of Teacher Education (NCATE). All of these accrediting agencies evaluate the graduate programs corresponding to the periodic review process for re-accreditation.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 185 (for MPA); 188-189 (for MS in Psychology), 192-196 (for M Ed. And EdS programs), and 217 (MBA) http://www.aug.edu/registrar_va/catalog/cover.htm
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- *Policy Manual for the Master of Public Administration Degree Program*
- *Policy Manual for the M.S. Degree in Psychology*
- Policies and Procedures for Master of Business Administration Program

4.3.3 Graduate Completion Requirements

4.3.3 *General completion requirements for graduate degrees offered by an institution **must** be determined by the faculty or an appropriate body representing the faculty. 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. 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. (Page 34, lines 26, 28, 38)*

Response

Augusta State University is in compliance with these criteria.

All policies, including graduate policies, are approved by the faculty in a formalized pattern of faculty governance. Graduate policies, including completion policies, were formulated for the first time in November 1971. They were approved at a regular faculty meeting at that time; all policies on graduate study which were developed since that time, including any completion policies, have been approved by the faculty. All programs provide written policies on completion, and include each of the items mentioned above. These policies are published in the *Augusta State University Catalog* which is made available to each incoming graduate student. In approving these policies, the faculty of Augusta State University have determined that the policies are appropriate to the various degrees and programs.

Evidence of Compliance

- Minutes of the Augusta State University Faculty 1999-2000 (prior minutes in library archives)
- *The Augusta State University Faculty Manual*, pp. 11-17
http://www.aug.edu/faculty_secretary/facman.pdf
- *Augusta State University Catalog 2000-2001*, pp. 21-23 and 185-218
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.3 *If individual units develop special completion requirements for their graduate programs, these requirements **must** be published in the official catalog. (Page 35, line 4)*

Response

Augusta State University is in compliance with this criterion.

All completion requirements for the graduate programs are published in the *Augusta State University Catalog*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 21-23, and 185-218
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.3 *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.* (Page 35, lines 6, 9)

Response

Augusta State University is in compliance with these criteria.

All graduate courses at Augusta State University are acceptable as requirements or electives applicable to at least one of the Augusta State University graduate degree programs.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 184-218
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.4 Graduate Curriculum

4.3.4 *An institution offering graduate work **must** be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction. 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 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.* (Page 35, lines 12, 15, 17, 20)

Response

Augusta State University is in compliance with these criteria.

Graduate study is more complex and specialized than undergraduate study. The university's undergraduate courses are designed primarily to introduce students to various fields of study and, in many instances, guide their early efforts in research. Some programs lead to initial certification levels in a profession (education, for example). Graduate courses are more demanding and specialized, both in the content addressed and in the level of work and skill required. Course descriptions in the *Augusta*

State University Catalog and a comparison of syllabi from courses at both levels reflect these differences and demonstrate that graduate courses are designed to develop highly specialized skills, while fostering students' intellectual maturity, professional competence and research productivity.

Curricular objectives and instructional techniques vary according to the mission of each graduate program and school. Some graduate programs require culminating projects and comprehensive examinations to certify that students have attained the expected learning outcomes and professional standards. Accreditation reviews by professional organizations and outside agencies along with the Georgia Professional Standards Commission examine the content of graduate courses to ensure that programs are at a level of study appropriate to the degree level and are designed to prepare students for practical applications in their chosen professions. Graduate curricula are found in four academic areas: the College of Education (where more than 80% of our graduate students are enrolled), the College of Business Administration, the Department of Political Science, and the Department of Psychology. The graduate curriculum, because it is focused on specific areas of expertise in our colleges (for example, Arts and Sciences focuses only on the Master of Public Administration and the Master of Psychology) receives close attention within each college. As the respective departmental committee minutes and policy manuals attest, external standards and criteria are translated into action on a regular basis through the supervision of the department chairs and faculty curriculum committees. Education and Business Administration are obliged to demonstrate the quality of their graduate curricula to external reviewing agencies (Georgia Professional Standards Commission, NCATE and AACSB). Psychology and Public Administration are both in pursuit of the accreditation available to such programs (Psychology Master's degrees are not generally "accredited").

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 220-379
http://www.aug.edu/registrar_va/catalog/cover.htm
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- Graduate course syllabi
- Curriculum Standards for Applied Master's Programs (Psychology)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- *Policy Manual for the Master of Public Administration Degree Program*
- *Policy Manual for the M.S. Degree in Psychology*
- Policies and Procedures for Master of Business Administration Program

4.3.4 *Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.* (Page 35, line 25).

Response

Augusta State University is in compliance with this criterion.

Combined instruction of graduate and undergraduate students, when permitted, is structured to ensure appropriate attention to both groups and guarantees that the graduate students receive additional course work and specialized assignments appropriate for graduate work.

Evidence of Compliance

- College of Business Administration Self-Study Report
- Departments of Political Science, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, Teacher Education Self-Study reports
- Graduate course syllabi

4.3.4 *The curricular offerings **must** be clearly and accurately described in published materials. 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. (Page 35, lines 27, 28)*

Response

Augusta State University is in compliance with these criteria.

All curricular offerings are clearly and accurately described in published materials. The *Augusta State University Catalog* contains a brief description of all courses offered for graduate credit. Each semester, a listing is published of course offerings, times, credits, instructors, and location for each course. The graduate curricular offerings at Augusta State University are directly related to the goals of the institution and to the degree program. In addition, the curriculum is specialized for the particular degree program being sought by the student.

While the published catalog remains an excellent guide to all programs, some departments have supplemented their published materials to inform students of graduate curricula. For example, in the College of Education, the Department of Clinical and Professional Studies publishes a Graduate Programs brochure as well as “track sheets.” Kinesiology and Health Science provides consultation with the chair of the department before a student plots a curricular course with the track sheets. Clinical and Professional Studies and Educational Leadership also publish informational handbooks for students. The College of Business Administration publishes its curriculum electronically and has various hard-copy supplements. Psychology graduate courses and the curriculum of the Master of Public Administration also publish descriptions electronically. More traditionally, the *Policy Manual for the M.S. Degree in Psychology* details their respective graduate curricula.

The purposes and goals of Augusta State University dictate all course offerings. For example, one of its purposes is to provide quality graduate education programs that meet the needs of the citizens of the CSRA. Graduate programs in the College of Education, the College of Business Administration, the Department of Psychology, and the Public Administration program are custom-designed and

targeted for the needs of the citizens of the CSRA. The financial resources available to ASU to achieve its purposes and goals are for the most part obtained through the agencies of the President and the Vice President for Business and Student Services in negotiation with the Board of Regents and the Chancellor. To ensure that these resources achieve ASU's educational goals, the faculty have developed a Faculty Role Model that guides and guarantees instructional performance.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 185-376
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Policy Manual for the M.S. Degree in Psychology*
- *Policy Manual for the Master of Public Administration Degree Program*
- College of Business Administration Self-Study Report
- Departments of Political Science, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, Teacher Education Self-Study reports
- Graduate course syllabi
- College of Arts and Sciences Self-Study Report
- College of Education Self-Study Report
- Augusta State University Schedule of Classes, Summer 2000, Fall 2000, Spring 2001 (previous schedules of classes available in Office of the Registrar)

4.3.4 *The institution **must** have a clearly defined process by which the curriculum is 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 an institution-wide process to coordinate programmatic and curricular changes. (Page 35, lines 32, 34)*

Response

Augusta State University is in compliance with these criteria.

The institution has a clearly defined process for establishing, reviewing and evaluating curriculum. The process for the graduate curriculum and programs is the same as for the undergraduate curriculum and programs. Curriculum issues are first addressed within the department as a part of ongoing evaluative processes. Although anyone may propose curricular changes, major responsibility resides with the department chair. Each of the colleges has a curriculum committee to deal with matters pertinent to its curriculum. All proposed changes to a college's curriculum must be submitted to its curriculum committee. (In the College of Education, curricular matters in teacher education and other school personnel preparation programs must first be reviewed by the Teacher Education Council.) Any department or college possibly affected by the curriculum change must be consulted before the change is sent to the Academic Policies Committee. The Academic Policies Committee reviews curriculum changes from the colleges and forwards these to the University Council with the committee's recommendation.

To facilitate this process, the Academic Policies Committee has developed standard forms for the submission of changes in curriculum and academic programs. Any addition or deletion of a program, major, minor, or area of concentration, or any change to areas A-E of the Core must be considered by the faculty as a whole. The Academic Policies Committee submits recommendations for curricular changes, either to be voted on by the faculty or presented as information only, to the University Council, which reviews proposals and decides to place them on the agenda for the general faculty meeting. ASU's policies and procedures for developing and reviewing academic degree programs is consistent with Board of Regents policies.

Each course and instructor is evaluated every Fall and Spring semester: in the Fall using a campus-wide teaching evaluation instrument, and in the Spring using that or other instruments in addition to the common instrument. The primary responsibility for evaluation of the curriculum resides in the departments.

The process for establishing, reviewing, and evaluating the curriculum recognizes the various roles of the faculty, the administration, and the governing board. The standard forms used for applying for new courses and changes in an academic programs establish an approval process which requires the approval of faculty committees, joint committees (faculty, administrator/student), and respective administrators. The Board of Regents' academic approval process defines the types of actions related to academic programs that require Central Office and/or Board of Regents approval.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 204.6, 204.1, 107.1, 422, IX http://www.aug.edu/faculty_secretary/facman.pdf
- Proposal for Change in an Academic Program
- Application for a New Course
- *Board of Regents Academic Affairs Handbook*, Section 203.02
<http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.02.html>
- *Board of Regents Policy Manual*, Section 306
<http://www.peachnet.edu/admin/humex/policy/sec300.html>
- Academic Unit Self-Study reports
- *Board of Regents Academic Affairs Handbook*, Section 1.07
<http://www.usg.edu/admin/accaff/handbook/section1/1.07.html>
- College Curriculum Committees minutes
 - College of Arts and Sciences (1997-2000)
 - College of Education (1992-2000)
 - College of Business Administration (1996-2000)
- Academic Policies Committee minutes, 1999-2000 (previous years in library archives)

4.3.4 *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. (Page 35, line 39)

Response

Augusta State University is in compliance with these criteria.

The Board of Regents of the University System of Georgia and/or the Central Office is responsible for authorizing the creation, substantive redirection, and discontinuation of all graduate degrees. The board and/or the Central Office also authorizes the number and nature of the departments, divisions, and schools through which degree programs are administered. Recommendations for these types of activities must be sent to the Board of Regents by the President of the university.

Institutional policies and procedures ensure that the administration and faculty are responsible for the development of academic programs recommended to the Board of Regents. Board of Regents policies and procedures provide the framework for developing academic programs recommended to the Board. The administration and faculty are responsible for implementing and monitoring the general curriculum policy and academic programs approved by the board.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 204.6, 204.1, 107.1, 422, and IX http://www.aug.edu/faculty_secretary/facman.pdf
- *Board of Regents Academic Affairs Handbook*, Section 203.02 <http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.02.html>
- *Board of Regents Policy Manual*, Section 207, 306
- <http://www.peachnet.edu/admin/humex/policy/sec300.html>
- *Board of Regents Academic Affairs Handbook*, Section 1.07 <http://www.usg.edu/admin/accaff/handbook/section1/1.07.html>

4.3.4 *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.*

*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. A master's or specialist degree **must** provide the following: an understanding of the subject matter 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. (Page 36, lines 6, 10, 12)*

Response

Augusta State University is in compliance with these criteria.

The College of Education is the only area that offers the Specialist's degree. The Specialist's degree is different from the Master's degree, preparing students to be "change agents" who understand the nature of change and the climate to support change.

The Master's degree requires 36 credit hours, or the equivalent of two years of course work taking nine credit hours each semester (not counting summer). The Specialist's degree is 30 credit hours, or the equivalent of one-and-a-half years of course work. Familiarizing students with the discipline's subject matter, literature, theory, research, and methodology is a priority of the faculty in these programs.

Graduate students in the College of Education are required to comprehend methodology and engage in research. For example, the M. Ed. requires a capstone, original research project. The Ed. S. program includes a thesis.

In the Psychology Master's program, graduate students enroll in Psychology 6121 and 6122 (Research Methods 1 and 2). The Psychology program includes written and oral comprehensive examinations that encompass research and methodology. Students may take either an internship option or a thesis and research option; the internship option requires more extended research. In either option, students are required to complete a minimum of 45 credit hours.

The M.B.A. requires more than a year of full-time study. The curriculum is highly "case-intensive" as well as "literature-intensive," and includes exposure to research methodology and theory. The research methods course, QUAN 6600, Applied Business Research, which covers such topics as research design, sampling, data collection, analysis, and interpretation, is required of graduate students, as is a great deal of group work, conducted and monitored by faculty in comparatively small classes.

The M.P.A. program requires 36 credit hours, or the equivalent of two years of course work taking nine credit hours each semester. Included in the course work is a History, Scope, and Practice class familiarizing students with the discipline and subject matter, literature, and theory; a course in Research Methodology in Public Administration; and a course in Quantitative Methodology in Public Administration. Students are required to complete a thesis concerning their internship or public sector job, applying the skills of observation, analysis, and the knowledge acquired in the two years of study to an actual work setting, and demonstrating these in a formal paper. A final oral examination by three public administration faculty is also required to demonstrate ability to communicate knowledge of practical application and theory learned in the program of study.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 185-218
http://www.aug.edu/registrar_va/catalog/cover.htm
- Graduate course syllabi

- *Policy Manual for the M.S. Degree in Psychology*
- *Policy Manual for the Master of Public Administration Degree Program*
- Master of Business Administration Program handout
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)

4.3.4 *A non-research-oriented professional master's degree **requires** an understanding of the accepted professional practices in the field.* (Page 36, line 20)

Response

Augusta State University is in compliance with these criteria.

The Master of Public Administration degree is designed to help prepare an individual for career service in national, state, or local government, in regional planning agencies, and in non-profit or voluntary organizations. The program of study is 36 semester hours, with 24 of these hours constituting the core requirements. The core requirements (eight courses) make up the professional practices in the field as laid out by the National Association of Schools of Public Affairs and Administration.

The Master of Science in Psychology requires the satisfactory completion of a minimum of 45 semester hours of graduate work that includes Professional and Ethical Foundation (PSYC 6190), Research Methods I and II (PSYC 6121 and 6122), and six semester hours of either Internship (PSYC 6960, 6970 and/or 6980) or Thesis and Research (PSYC 6990). Beyond this, an individualized plan of study, approved by the student's academic advisor, is used to establish specific course requirements and to determine whether the student will be in the thesis or internship track. For either track, at least 36 of the 45 total hours required must be earned in the major field.

The College of Education offers the M.Ed and the Ed.S. degree in the following programs of study: 1) Early Childhood Education; 2) Middle Grades Education; 3) Special Education; 4) Health and Physical Education; 5) Secondary Education; 6) Counselor Education; and 7) Educational Leadership. Graduate degrees in the College of Education are designed to build on previous course work and clinical and field experiences. Each program of study has specialized objectives designed to extend and enrich the knowledge base, understanding, and pedagogical repertoire of the student. Each program provides students the opportunity for using critical thinking and analytical abilities so that as graduates they can question and create new curricular programs, contribute to the professional knowledge base by relating classroom practices to research, extend best practice, and offer collaborative assistance to colleagues.

The College of Business Administration offers the M.B.A. degree program with the objective of providing advanced business education beyond the baccalaureate level to prepare students to assume responsible management and professional positions in private and public organizations. The curriculum

has been designed to provide students with breadth of exposure to business administration disciplines rather than with specialization in any single discipline. Specific course requirements for each student are determined by the student's previous academic experiences and are approved by the Director of Graduate Studies to ensure that each student understands the professional practices in the field of study.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 186-187 (M.P.A.) 190 (M.S. in Psychology), 192, 198-215 (M.Ed. and Ed.S), 218 (M.B.A.)
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Policy Manual for the M.S. Degree in Psychology*
- *Policy Manual for the Master of Public Administration Degree Program*
- Master of Business Administration Program handout

4.3.4 *The institution **must** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.* (Page 36, line 22)

Response

Augusta State University is in compliance with this criterion.

Professional degree programs are reviewed regularly by professional accrediting agencies and/or the Georgia Professional Standards Commission (for programs in Education). The professional standards organizations and accrediting bodies to whose criteria and guidelines ASU adheres are listed in Evidence of Compliance. The curricula for these programs are designed specifically to prepare students to enter their respective fields upon graduation and to meet certification requirements. Program faculty review their curricula regularly to ensure that curricular content reflects current trends and expectations in their fields.

Evidence of Compliance

- Graduate course syllabi
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- Curriculum Standards for Applied Master's Programs (Psychology)
- National Association of Schools of Public Affairs and Administration (NASPAA)

4.3.4 *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.* (Page 36, line 24)

Response

Augusta State University is in compliance with this criterion.

Program length, clock hours or credit hours, and tuition are not discretionary for the institutions in the University System of Georgia. The Board of Regents is responsible for establishing standards and publishes them in the *Board of Regents Policy Manual*, the *Academic Affairs Handbook*, the *Bylaws of the Board of Regents*, and in other sources, such as its minutes.

Evidence of Compliance

- *Board of Regents Policy Manual*, Section 704.01
<http://www.peachnet.edu/admin/humex/policy/sec700.html>
- *Board of Regents Academic Affairs Handbook*, Section 200
<http://www.usg.edu/admin/accaff/handbook/section2/2.00.html>
- *Bylaws of the Board of Regents of the University System of Georgia*
<http://www.usg.edu/admin/humex/bylaws/>

4.3.4 *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 evidenced 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 case, 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 an effective relationship exists between curricular content and current practice in the field of specialization. **The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its doctoral degrees.** (Page 36, lines 28, 34; page 37, lines 6, 8, 10, 13)*

Response

Augusta State University does not offer any doctoral degree program.

4.3.4 *The institution **must** conduct frequent systematic evaluations of graduate curricula offerings and program requirements. An institution **must** integrate research with instruction.* (Page 37, lines 15, 17)

Response

Augusta State University is in compliance with these criteria.

In addition to the periodic and ongoing reviews by curriculum committees at the department level for each graduate program, each graduate course is evaluated by students. An additional, broader layer of supervision and evaluation of the graduate curricula in all colleges has been proposed by a subcommittee of the Graduate Council (proposal drafted April 24, 2000, and revisions implemented at subcommittee meeting of September 12, 2000). The subcommittee proposed that the Council annually concern itself with “reviews of individual graduate program reports.”

Program requirements are evaluated by the appropriate departmental curriculum committees to ensure that up-to-date information and course content are included.

All graduate programs incorporate research and methodology components into their curricula. Curricular content is attuned to current practice via several mechanisms, including involvement with professional associations and accreditation by external agencies, when available.

Student research is integrated with graduate instruction through the following courses:

M.P.A.:	PADM 6500 - Research Methods in Public Administration PADM 6600 - Quantitative Methods in Public Administration
College of Education:	EDUC 6021 - Introduction to Educational Research EDUC 7021 - Conducting Educational Research EDLR 7561 - Thesis Research EDLR 7562 - Thesis Research EDTD 7909 - Thesis I EDTD 7910 - Thesis II
Psychology:	PSYCH 6121 - Research Methods I PSYCH 6122 - Research Methods II
COBA:	QUAN 6600 - Applied Business Research (required for the M.B.A.)

These courses are supplemented by other requirements that infuse research into the graduate curriculum. For example, Psychology graduate students are required to submit an independent research project that encompasses two semesters' research. Some 50% of those graduate students then present that research at professional conferences. Psychology graduate students also have a research internship option as well as a thesis option. The PADM sequence also exemplifies this integration of student research. This curricular sequence is structured around a group project. Students take the courses as a cohort and work on a major research project. The current project is to assess whether the MPA program meets NASPAA accrediting standards and community needs. Similar practices are evident in the College of Education and College of Business Administration.

Evidence of Compliance

- Student Evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- College Curriculum Committees minutes
 - College of Arts and Sciences (1997-2000)
 - College of Education (1992-2000)
 - College of Business Administration (1996-2000)
- Graduate Council minutes, 1998-2000
- *Policy Manual for the Master of Public Administration Degree Program*, p. 3
- *Counselor Education Program Student Handbook*, p. 14 (in the Department of Clinical and Professional Studies)
- *Policy Manual for the M.S. Degree in Psychology*

4.3.5 Graduate Instruction

*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.*

*Instructional methods and delivery systems **must** provide students with the opportunity to achieve the stated objectives of a 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. Methods of instruction **must** be appropriate for students at the specified level of graduate study. (Page 37, lines 26, 31, 34, 37)*

Response

Augusta State University is in compliance with these criteria.

The environment at Augusta State University supports and encourages scholarly interaction between faculty and students. This interaction occurs in the classroom, during advising, clinical experiences, internships, recitals, other formal gatherings, and informal campus contacts. All faculty are required to post office hours on their office doors and to include this information in their course syllabi so that students can know when to make an appointment. Faculty meet with students on an appointment or walk-in basis, depending on the circumstances. Faculty work very closely with students on assignments and on their research projects. Media Services provides workstations that promote collaborative projects, especially curriculum development between faculty and students. Many faculty and students collaborate on research, making presentations at professional meetings.

The stated objectives of a course are specified in the course syllabus. Included in each course syllabus are goals and requirements for the course as well as information that breaks down the course content into instructional delivery segments. The methods of evaluation are also outlined in the course syllabus.

Graduate course syllabi reveal that the university's graduate programs employ a variety of appropriate instructional methods, including lecture, class discussion, computer use, research papers, case analyses, student presentations, group projects, outside speakers, one-on-one instruction, laboratory experiences, and media presentations.

Evidence of Compliance

- Graduate course syllabi
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- Media Services Web Page http://www.aug.edu/media_services
- *The Augusta State University Faculty Manual*, Sections 104.1.1, 104.1.1.1, 104.1.1.2, 104.1.1.3, 420, 520, 700
http://www.aug.edu/faculty_secretary/facman.pdf
- Student Evaluations of courses and faculty (in the offices of the academic deans and department chairs)
- Faculty Annual Evaluations (in the offices of academic deans and department chairs)
- Faculty Reports (in the offices of academic deans and department chairs)
- *Augusta State University Catalog 2000-2001*, pp. 220-379
http://www.aug.edu/registrar_va/catalog/cover.htm

4.3.5 *Experimentation with methods to improve instruction must be adequately supported and critically evaluated.* (Page 38, line 1)

Response

Augusta State University is in compliance with this criterion.

Experimentation with methods to improve instruction is adequately supported and critically evaluated. Many faculty development programs are under way at any given time on campus. These are either provided by a department on campus, part of funded development activities, or off-campus programs that the faculty member has organized on his own. Given ASU's mission of instructional excellence and the rapidity with which instructional technologies are changing, the institution supports experimentation in instruction with collaborative training efforts. ASU's faculty also receive individualized training to improve the curriculum through technological innovation. The Training Triad is one source of such training.

The Training Triad is a collaborative effort among the trainers from Computer Services, Media Services, and Reese Library. It was formed to increase communication among the trainers, help reduce redundancies, share resources, and promote common interests. One recent effort on the part of the Training Triad has led to the establishment of the Faculty and Staff Training and Development Center located in Room 305 of Reese Library. This center is split into two areas, a training classroom designed for small-group training with state-of-the-art equipment, and a development area designed for trainer collaboration and one-on-one training with faculty or staff. The development area, when completed, will include capabilities for video and graphic editing, and campus general software. Costs for the equipment, software, and renovations to the room have been shared among the Triad members.

A significant leader in Triad activities is Computer Service's Instructional Services section, whose sole mission is assisting faculty with pedagogically sound infusion of technology into the curriculum.

Media Services has an on-line instructional request form that faculty or students may use to request an instructional class. The instruction is coordinated by the Instructional Specialist. Media Services offers classes in scanning and Web design, introduction to Powerpoint, videotape editing, and Media Services orientation.

The institution's Faculty Role Model evaluation system encourages all faculty to seek improvement in all areas of teaching, including instructional pedagogy. The Role Model contains both planning and evaluation functions designed to review the effectiveness of teaching methods. Faculty set goals in the three areas of teaching, faculty development, and service which may include goals specifically related to experimentation with methods to improve instruction. These goals are evaluated by both the faculty member and the department chair or dean as part of the faculty members annual evaluation. Additionally, all courses are evaluated annually by students, including courses which include experimentation with methods to improve instruction.

Evidence of Compliance

- Faculty Research and Development proposals (in the Office of the Vice President for Academic Affairs)
- Requests for Funds to Support Service Learning Projects (in the Office of the Dean of the College of Arts and Sciences)
- *The Augusta State University Faculty Manual*, Sections 420 and 421
http://www.aug.edu/faculty_secretary/facman.pdf
- Media Services web site
http://www.aug.edu/media_services
- Media Services Training Sessions
http://aug.edu/media_services/sessions.htm
- Computer Services Training Calendar

<http://www.aug.edu/~sswww/cgi-bin/Calendar/calendar.cgi>

- Training Triad web site
<http://www.aug.edu/triad/>
- Training Triad Calendar
<http://aug.edu/triad/cgi-bin/Calendar/calendar.cgi>
- About the Instructional Specialist
http://www.aug.edu/instructional_services/about_me.htm
- Faculty Reports (in the offices of the Academic Deans and Department Chairs)
- Faculty reports and student evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- Department Chairs and Dean annual evaluations of faculty (in the offices of the Academic Deans and Department Chairs)
- Student Evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)

4.3.5 *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. An institution **must** publish its grading policies, and its grading practices **must** be consistent with policy.* (Page 38, lines 3, 4, 6, 7)

Response

Augusta State University is in compliance with these criteria.

Graduate students are evaluated throughout their tenure in each program in a variety of ways. After meeting specified requirements for a program, students petitioning for admission are evaluated for candidacy. Once a student is admitted, a graduate committee (major professor, etc.) at the department level guides a student through a program. When students petition for permission to undertake a thesis or to enroll in certain internship experiences, their major professor considers many factors to aid with the decision for the preferred option. Letter grades are issued in all classroom-based courses; these are typically based on many types of evaluations of course performance, including participation, tests, papers, and presentations. Students must pass a comprehensive oral or written examination.

The grading policy for graduate programs, published in the *Augusta State University Catalog*, specifies that the determination of academic accomplishment is based solely upon a student's grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, F, or WF has been received into the number of quality points earned on those hours. A GPA of 3.00 must be maintained on all courses attempted in a graduate program. The meaning of a grade and quality points for an assigned grade are the same for graduate and undergraduate courses, with the grade of A meaning "Excellent" and earning 4.0 quality points.

The grading practices at Augusta State University are consistent with the stated policies as

published in the *Augusta State University Catalog*. To articulate the grading policies of the various graduate programs, the Graduate Council is considering a revised policy manual.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 28, 32, pp. 185-218
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Policy Manual for the M.S. Degree in Psychology*
- *Policy Manual for the Master of Public Administration Degree Program*
- Master of Business Administration Program handout
- Graduate course syllabi

4.3.5 *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. 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. (Page 38, lines 10, 15)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University offers only a few courses in non-traditional formats. These courses are offered in the College of Education by the Department of Teacher Development and the Department of Clinical and Professional Studies. These courses are offered as one-week intensive workshops; enrollment is limited to graduate students with extensive teaching experience who are able to synthesize sizable amounts of information in short periods of time. These courses always focus on advances in instructional practices, so in-class time is spent engaging in strategies. Out-of-class time focuses on the scholarly grounding of the course content and demonstrated practices. Once the week-long class meetings have ended, students have additional time to reflect on, analyze, and synthesize information and insight as they create final products for evaluation and grades. Faculty meet individually with students during this post-workshop period.

Because these courses are never taught in the traditional time frame of a semester, there are no comparative data available to compare results of traditional and nontraditional delivery methods. However students taking these courses must fulfill all requirements for graduation (e.g., capstone courses, standard exams, etc.).

Evidence of Compliance

- Augusta State University Schedule of Classes, Summer 2000, Fall 2000, Spring 2001 (previous schedules of classes available in the Office of the Registrar)
- Graduate course syllabi (education)

4.3.5 *There **must** be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress.* (Page 38, line 19)

Response

Augusta State University is in compliance with this criterion.

Procedures for assigning students to their advisors, appointing graduate committees, and monitoring their academic progress are handled in the department where the graduate program is housed.

Evidence of Compliance

- College of Business Administration, Departments of Political Science, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, Teacher Education
Self-Study reports

4.3.5 *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.* (Page 38, line 22)

Response

Augusta State University is in compliance with this criterion.

Evaluation and assessment are specific to the individual colleges. All programs conduct student evaluations, and this information is used to evaluate the effectiveness of instruction and to decide if any changes are appropriate. In addition, professional accrediting agencies evaluate programs on their quality of instruction. Those graduate programs which are seeking accreditation conform to the standards established by the appropriate professional organizations and evaluate their instruction accordingly.

The graduate programs recently began pursuing a collaborative approach to systematic evaluation through the Graduate Council. The subcommittee report for a “renewed” Graduate Council sets as a goal: “To help assure that all graduate programs operate within established University and individual graduate program policies, especially on matters involving admissions standards and student performance standards.”

Evidence of Compliance

- College of Business Administration, Departments of Political Science, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, Teacher Education Self-Study reports
- Accreditation and Review Reports for business administration (AACSB), education (NCATE, GPSC), music and art (NASM, NASAD), and nursing (GBN, NLN) programs (see **Evidence of Compliance** for *must* statement 3.1, page 20 line 10 for full citation)
- Student Evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)

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. 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. An institution **must** ensure that the number of advisees assigned to faculty or professional staff is reasonable.*

*An effective orientation program **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. (Page 38, lines 28, 37; page 39, lines 1, 3)*

Response

Augusta State University is in compliance with these criteria.

Each college is responsible for developing, implementing, and maintaining a system of academic advising of graduate students. Students are assigned an advisor upon acceptance to a program, and faculty advisors are provided with information on their advisees. Throughout their education at Augusta State University, students are encouraged to meet regularly with their advisors, who assist them in monitoring their academic progress. The BANNER system provides advisors with access to up-to-date student records and allows them to print current academic summary sheets at any time, and a special graduate student tracking data base, WADM 119, has been created.

Each college is responsible for orienting graduate students to the university and to their specific program. This is handled in different ways by different departments. For example, in Psychology, the graduate program director conducts a general orientation each semester. The *Policy Manual* for the M.S. degree program details the process by which students subsequently select an advisor (major professor) and receive other forms of professional guidance. Only full-time tenure-track faculty

members serve as advisors to graduate students.

For the Master's in Public Administration, the M.P.A. director assumes the initial role of academic advising until the student requests another MPA faculty member to serve as advisor (*Policy Manual*). In the College of Education, the dean assigns newly accepted graduate students to the chair of their respective programs, who in turn provides each student with an advisor within that field of study. Using advising sheets and an individualized folder, the advisor plans and tracks the program of study.

In the College of Business Administration, graduates are advised by the director of graduate studies (associate dean) and the full-time graduate degree program specialist in the M.B.A. office.

Evidence of Compliance

- College of Business Administration, Departments of Political Science, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, Teacher Education Self-Study reports
- *Policy Manual for the M.S. Degree in Psychology*
- *Policy Manual for the Master of Public Administration Degree Program*
- Master of Business Administration Program handout

4.4 Publications

4.4 *The content and design of publications produced and distributed by an institution **must** be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.*

*An institution **must** make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and, other items relative to attending the institution or withdrawing from it. (Page 39, lines 6, 9)*

Response

Augusta State University is in compliance with these criteria.

The office of Public Information and Publications ensures that the content and design of publications are accurate and adhere to the principles of good practice. The office also adheres to the publication policy of the University System of Georgia. To ensure that publications carry an accurate institutional message, the office works with departments in the preparation of materials destined for external publication, and designs all business cards, stationery, invitations, and programs. University publications are reviewed periodically and modified so that they continue to provide useful and relevant

information.

Information relating to admissions and other items pertaining to attending Augusta State University are published in the *Augusta State University Catalog*, which is produced through Academic Affairs and reviewed by departments before publishing.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Board of Regents Policy Manual*, Section 1000 (Publication Policy of the University System of Georgia) <http://www.peachnet.edu/admin/humex/policy/sec1000.html>
- *Augusta State University Jaguar Student Handbook and Academic Planner 2000-01*, http://www.aug.edu/student_activities/handbook.htm
- Augusta State University Schedule of Classes, Summer 2000, Fall 2000, Spring 2001 (previous schedules of classes available in the Office of the Registrar)

4.5 Distance Learning Programs

- 4.5 *An institution **must** formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose. Further, an institution **must** demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria. (Page 39, line 27; page 40, line 1)*

Response

Augusta State University has no distance learning programs. However, some courses incorporate distance learning activities. These courses are evaluated and reviewed just like any other course in the curriculum.

4.6 Continuing Education, Outreach and Service Programs

- 4.6 *Continuing education and outreach and service programs **must** be clearly related to the purpose of the institution. (Page 40, line 15)*

Response

Augusta State University is in compliance with this criterion.

Continuing Education has derived its mission statement from the Augusta State University Mission Statement to support the institution's outreach function. Each part of the unit mission statement is reflected in purpose statements which reflect all programming aspects of the unit. Since September 1999 annual strategic and long-range planning meetings have been held to develop goals to support the

purpose of Continuing Education.

Evidence of Compliance

- Augusta State University Continuing Education Strategic Action Planning documents, 1999
- Continuing Education Self-Study Report
- *Augusta State University Catalog 2000-2001*, pp. 3 (Mission Statement) and 47 (Continuing Education) http://www.aug.edu/registrar_va/catalog/cover.htm

4.6 *All continuing education programs, both credit and non-credit, **must** be evaluated regularly.* (Page 40, line 17)

Response

Augusta State University is in compliance with this criterion.

Continuing Education does not offer any credit programs. Continuing Education offers only non-credit programs, and these are evaluated regularly.

Every term, Continuing Education does pre- and post-planning for its non-credit courses and seminars. Program coordinators assess the content of past program offerings, requested offerings, and ideas from local media and other sources to develop a wide range of programs covering many content areas and demographic groups. Using financial formulas and program content proposal guidelines, the unit develops objectives for its programs. At the conclusion of every program, evaluations are collected from participants on satisfaction with course content, instructor competence, facilities, ideas for future programs, and demographic information. Program coordinators use the information to consult with instructors to improve program content and delivery, to create new programs, and to assess the demographic group served. All courses have individual financial assessments.

Evidence of Compliance

- Continuing Education Self-Study Report
- Program planning files of individual program coordinators
- Sample course evaluations (kept by individual program coordinators for three years)
- Quarter/semester financial spreadsheets (kept by Senior Accounting Assistant)
- Proposals and reports for GED program (kept by GED Master Teacher -- ended 6-30-00)
- Sandhills Writers Conference financial and program plans (in the office of the Director of the conference in the Department of Languages, Literature, and Communications)
- Music Conservatory Program financial and program plans (in the office of the Director of the program in the Department of Fine Arts)

- 4.6 *All continuing education and outreach and service programs offered for credit **must** comply with the requirements of the Criteria, and with Section IV in particular.*
(Page 40, line 19)

Response

Continuing Education does not offer any credit programs

- 4.6 *For non-credit continuing education programs, the institution should follow national guidelines for the recording of Continuing Education Units.* (Page 40, line 22)

Response

Augusta State University is in compliance with this criterion.

Continuing Education follows the SACS Criteria and Guidelines and the Board of Regents University System of Georgia C.E.U. Handbook.

Evidence of Compliance

- *The Continuing Education Unit: Guidelines*, The Commission on Colleges, The Southern Association of Colleges and Schools, Fifth Edition, 1994
- Board of Regents University System of Georgia Continuing Education Unit, *Utilization of the Continuing Education Unit (C.E.U.) Within the University System of Georgia*, 1996
- ACEware registration system handbook
- Summary of Continuing Education Activities

- 4.6 *For outreach and service programs, an institution **must** provide the resources and services necessary to support the programs and **must** evaluate the program regularly.*
(Page 40, lines 26, 27)

Response

Augusta State University is in compliance with these criteria.

The institution supports the outreach and service mission of the Continuing Education Division as it offers continuing education non-credit programs by providing state dollars for the Director, Operations Manager and a portion of the salary of the Program Support Specialist. In addition, the institution provides facilities for most of the programs. All campus support services are available to Continuing Education, including the Business Office, Reese Library, Public Safety, Media Services, and the bookstore. Any outreach and service programs which are not offered as non-credit Continuing Education programs are not within the supervision of this unit.

The institution evaluates Continuing Education programs regularly through monthly management

reports prepared by the Business Office, review of reports sent to the Board of Regents, and by the Director's participation in the Academic Vice President's Council.

Evidence of Compliance

- Continuing Education Self-Study Report
- Continuing Education budget (in the Augusta State University Educational and General Budget, Fiscal Year 2001)
- Monthly management reports
- Revenue Ledger History reports
- Top Dog reports
- Hi-Lo reports
- Summary of Continuing Education Activities
- Program planning files of individual program coordinators
- Sample course evaluations (kept by individual program coordinators for three years)
- Quarter/semester financial spreadsheets (kept by Senior Accounting Assistant)
- Proposals and reports for GED program (kept by GED Master Teacher -- ended 6-30-00)
- The Augusta State University Unit Plans, September 15, 2000
- The Augusta State University Planning Reports, May 12, 2000

4.6 *An institution planning to initiate, through continuing education or outreach programs, a degree program **must** inform the Executive Director of the Commission on Colleges in advance of program implementation. (Page 40, line 30)*

Response

Continuing Education has no plans to initiate degree programs at this time.

4.6 *An institution **must** not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience. In some cases, the institution **must** document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level. (Page 41, lines 1, 5)*

Response

Augusta State University does not offer credit for non-credit coursework.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, p. 47.
http://www.aug.edu/registrar_va/catalog/cover.htm

4.6 *All credit-bearing continuing education courses and activities **must** comply with the requirements of the Criteria.* (Page 41, line 13)

Response

There are no credit courses or activities offered by Continuing Education.

Evidence of Compliance

- ACEware registration records (in the Office of Continuing Education)
- *Augusta State University Catalog 2000-2001*, p. 47
http://www.aug.edu/registrar_va/catalog/cover.htm

4.7 Student Records

4.7 *The institution **must** have adequate student records for both credit and non-credit courses, maintained and stored in one central office at the institution. Complete back-up files, such as facsimiles, microfilm or electronic data banks, should be stored in a secure area outside the records office, preferably in a different building or at an off-site location. The institution **must** take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. Since computer generated and stored records present unique security problems, the institution should have in place special security measures to protect and back up data.*

*The institution **must** have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records. It **must** establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.* (Page 41, lines 14, 23, 29, 32)

Response

Augusta State University is in compliance with these criteria.

Student records have been electronic since 1986. These are backed up each workday evening and stored in the vault in the Business Office in Fanning Hall. These student academic records are accessed on-line only by unique ID and password assigned by Computer Services. Student academic records prior to 1986 exist on microfiche and are stored in the Business Office in Fanning Hall with a working copy in the Registrar's Office in Payne Hall. Hard copies of academic records prior to 1986 are also maintained in the vault in the Registrar's Office in Payne Hall. For security purposes, Computer Services can provide the Registrar with documentation regarding backups and access by employees.

The institution describes what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records in the *Augusta State University Jaguar Student Handbook and Academic Planner*.

Information-release policies for privacy and for confidentiality of records are contained in the *Augusta State University Catalog 2000-2001* and in the *Augusta State University Jaguar Student Handbook and Academic Planner 2000-01*.

Evidence of Compliance

- *Augusta State University Catalog 2000-2001*, pp. 56, 67
http://www.aug.edu/registrar_va/catalog/cover.htm
- *Augusta State University Jaguar Student Handbook and Academic Planner 2000-01*, pp.49-50
http://www.aug.edu/student_activities/handbook.htm
- Office of the Registrar Self-Study Report

4.8 Faculty

4.8 *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. (Page 42, line 6)*

Response

Augusta State University is in compliance with this criterion.

In 1990 the Vice President for Academic Affairs established a standard procedure for establishing a packet of required documentation to assure that each time a new faculty member (full-time, part-time, temporary, or adjunct) is employed, the new faculty member meets the minimum qualifications (from SACS, the University System of Georgia, and Augusta State University) for employment. This packet is accumulated by the department, then reviewed and verified by signature by the department chair, the appropriate dean, the VPAA, the Director of Institutional Research, the Vice President for Business and Student Services, and finally by the VPAA again, in whose office the packet is housed as the faculty member's permanent academic folder. Each of these offices attests to the fact that the documentation needed to satisfy that office's requirements is present. In the office of the VPAA, the Administrative Assistant to the VPAA reviews the documentation initially, then the VPAA reviews it. The VPAA is ultimately responsible for the accuracy and completeness of the packet of documentation.

A critical part of the minimum qualifications for faculty required by Augusta State University is

the promise of quality teaching. Augusta State University considers itself primarily a teaching institution and quality instruction is paramount. Thus, in reviewing credentials, a close look is taken at the candidate faculty member's experience and/or potential for quality teaching. Another consideration is the prospective faculty member's potential for scholarly activity. Although Augusta State University is not funded for research, a new faculty member must have the potential of producing quality scholarship both for the individual's future advancement and credibility and for the image of the university. Thus, although less important than the potential for quality teaching, the potential for scholarship it is still an important qualification for any new faculty member.

Evidence of Compliance

- *Augusta State University Procedures Manual for Appointments Requiring Board of Regents Approval 1997*
- *Board of Regents Policy Manual, Sections 801.01-801.05*
<http://www.peachnet.edu/admin/humex/policy/sec800.html>
- *Board of Regents Academic Affairs Handbook Section 4.01*
<http://www.usg.edu/admin/accaff/handbook/section4/4.01/>
- *The Augusta College Faculty Manual Sections 400 and 540*
http://www.aug.edu/faculty_secretary/facman.pdf

4.8.1 Selection of Faculty

4.8.1 *An institution **must** show that it has an orderly process for recruiting and appointing its faculty. Recruitment and appointment procedures **must** be described in the faculty handbook or other published documents. (Page 42, lines 12, 19)*

Response

Augusta State University is in compliance with these criteria.

In 1990, the Vice President for Academic Affairs established a standard procedure for establishing a packet of required documentation to ensure that each time a new faculty member (full-time, part-time, temporary, or adjunct) is employed, the new faculty member meets the minimum requirements (from SACS, the University System of Georgia, and Augusta State University) for employment. This packet is assembled by the department, then viewed and verified, by signature, by the department chair, the appropriate dean, the VPAA, the Vice President for Business and Student Services, and finally by the VPAA again, in whose office the packet is retained as the faculty member's permanent academic folder. Each of these offices attests to the fact that the documentation needed to satisfy that office's requirements is present. In the office of the VPAA, the administrative assistant reviews the documentation initially, then the VPAA reviews it. The VPAA is ultimately responsible for the accuracy and completeness of the packet of documentation. The process for recruiting faculty is outlined in the *Augusta State University Procedures Manual for Appointments Requiring Board of Regents Approval 1997*.

If a new faculty prospect does not meet minimal standards for employment, the VPAA returns the candidate's packet to the appropriate department indicating that the person is not qualified. The lack of the appropriate degree is usually the reason. The candidate is then no longer considered, or the department chair submits a letter providing justification for the hiring. This justification is then reviewed and evaluated by the VPAA. Often a packet is returned to the department because it is missing official transcripts or other documents, or because of an inaccuracy or a missing signature. Initially, perhaps one-third of the packets had such problems, but now that it is understood how carefully these packets are reviewed, the record is much better. Careful review of prospective faculty members' credentials by a number of individuals ensures that no unqualified candidates are employed.

Evidence of Compliance

- *Augusta State University Procedures Manual for Appointments Requiring Board of Regents Approval 1997*
- *Board of Regents Policy Manual, Sections 803.01-803.05*
<http://www.peachnet.edu/admin/humex/policy/sec800.html>
- Faculty Search Regulations
- Faculty Search Request form

4.8.1 *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 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. (Page 42, lines 21, 28)*

Response

Augusta State University is in compliance with these criteria.

All faculty hired from the United States have their degrees from regionally accredited institutions. Faculty whose degrees are from institutions outside the United States are checked to assure that they have appropriate academic preparation.

Evidence of Compliance

- Faculty academic files (in the Office of Vice President for Academic Affairs)

4.8.1 *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. (Page 42, line 31)*

Response

Augusta State University is in compliance with this criterion.

The institution ensures that each faculty member employed is proficient in oral and written communication in the language in which the assigned courses will be taught. During the interview process, all parties review the candidate's Vita and get an opportunity to ensure sufficient evaluation of the candidate's language proficiency before an employment offer is made.

Evidence of Compliance

- Faculty academic files (in the Office of Vice President for Academic Affairs)

4.8.2 Academic and Professional Preparation

4.8.2 *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. Both full-time and part-time faculty **must** meet the following criteria for academic and professional preparation. (Page 43, line 6)*

Response

Augusta State University is in compliance with this criterion as documented in sections 4.8.2.1, 4.8.2.2, and 4.8.2.3.

4.8.2.1 Associate

4.8.2.1 *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. (Page 43, lines 12, 20)*

Response

Augusta State University is in compliance with these criteria.

With very few exceptions, full-time and part-time faculty members teaching credit courses in associate degree programs in *humanities/fine arts; social/behavioral sciences; natural sciences/mathematics* 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. As faculty members are recruited, credentials are checked to verify the satisfaction of these requirements. The department chair, the dean of the appropriate college, and the Vice President for Academic Affairs all sign off on a cover sheet that attests to the qualifications being met. In all

exceptional cases, justification is provided in the faculty files.

Evidence of Compliance

- Faculty academic files (in the Office of Vice President for Academic Affairs)

*4.8.2.1 The Commission encourages interdisciplinary courses 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 interdisciplinary courses or programs. (Page 43, line 24)*

Response

Augusta State University is in compliance with this criterion.

In the regular institutional employment procedure outlined above, the institution documents and justifies the academic and professional preparation of faculty members teaching in interdisciplinary courses or programs.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

*4.8.2.1 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 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. (Page 43, line 32)*

Response

This criterion does not apply to Augusta State University.

Augusta State University has no professional, occupational, or technical areas that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer.

*4.8.2.1 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. (Page 44, lines 2, 6)

Response

Augusta State University is in compliance with these criteria.

All full- and part-time faculty members teaching courses in professional areas that are components of associate degree programs not usually resulting in college transfer possess at least the master's degree and work experience in the area in which they are teaching. As faculty members are recruited, credentials are checked to verify the satisfaction of these requirements. The department chair, the dean of the appropriate college, and the Vice President for Academic Affairs all sign off on a cover sheet that attests to the qualifications being met. This cover sheet becomes a part of the faculty academic file.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

*4.8.2.1 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. (Page 44, line 14)*

Response

Augusta State University is in compliance with this criterion. In all exceptional cases, justification is provided in the faculty files.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

*4.8.2.1 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 competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications. (Page 44, line 16)*

Response

Augusta State University is in compliance with this criterion.

Official transcripts are obtained from each new faculty member during the search process. Personnel files contain faculty members' official transcripts, vitae, with records of publications, licensure verification, and other qualifications.

Evidence of Compliance

- Faculty academic files (in Office of Vice President for Academic Affairs)

*4.8.2.1 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 experience, etc.*

*Faculty members who teach basic computation and communication skills in non-degree occupational programs **must** have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupation field. (Page 44, lines 30, 31, 37)*

Response

Augusta State University is in compliance with these criteria.

The Paralegal certificate program is the only such program at ASU, and all the faculty in the program are practicing lawyers.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

*4.8.2.1 Faculty members who teach adult basic education courses below the collegiate level **must** have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach. (Page 44, line 41)*

Response

Augusta State University has no adult basic education courses below the collegiate level.

*4.8.2.1 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 remedial education. (Page 45, line 5)*

Response

Augusta State University is in compliance with this criterion.

All faculty members teaching in remedial programs hold at least the bachelor's degree in a discipline appropriate to their teaching assignment.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.2 Baccalaureate

4.8.2.2 *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 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.* (Page 45, lines 12, 19)

Response

Augusta State University is in compliance with these criteria.

All full- and part-time faculty members teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, possess at least the master's degree and 18 hours of work in the area in which they are teaching. As faculty members are recruited, credentials are checked to verify the satisfaction of these requirements. The department chair, the dean of the appropriate college, and the Vice President for Academic Affairs all sign off on a cover sheet that attests to the qualifications being met. This cover sheet becomes a part of the faculty academic file.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline are presented in lieu of formal academic preparation. Such cases are justified by the institution on an individual basis. Justification for each exceptional case is kept in individual faculty members' academic files.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

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

*It is **the responsibility** of the institution to keep on file for all full-time and part-time faculty members documents of academic preparation.* (Page 45, lines 23, 26)

Response

Augusta State University is in compliance with these criteria.

In the regular institutional employment procedure outlined above, the institution documents and justifies the academic and professional preparation of faculty members teaching in interdisciplinary courses or programs.

All full-time and part-time faculty members' documentation is kept on file in the Office of the Vice President for Academic Affairs.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.2 *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.*

*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 remedial education. (Page 45, line 35; page 46, lines 3, 8, 12)*

Response

Augusta State University is in compliance with these criteria.

Over 25 percent of the undergraduate course hours in each discipline offered at the university are taught by faculty holding the terminal degree.

Faculty who teach in a remedial program hold as a minimum the baccalaureate degree and have either teaching experience or graduate training in remedial education teach in their field.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.3 Graduate

4.8.2.3 *Institutions offering either master's or specialist degrees **must** demonstrate a high level of*

faculty competence in teaching and scholarship. (Page 46, line 17)

Response

Augusta State University is in compliance with this criterion.

The faculty at Augusta State University demonstrate the requisite strengths for graduate-level programs and research activities as evidenced by faculty credentials and professional development. Some 84.2% of full-time and part-time faculty teaching graduate courses possessed the earned terminal degree in Fall semester 1999; 92.9% in Spring semester 2000; and, 95.9% in Fall semester 2000. Faculty teaching graduate courses have high levels of teaching competence as demonstrated by course evaluations and records of scholarship.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)
- Faculty Reports and student evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- *The Augusta State University Faculty Manual*, Sections 420 and 421,
http://www.aug.edu/faculty_secretary/facman.pdf

4.8.2.3 *Institutions offering doctoral degrees **must** demonstrate the research capability of faculty members teaching in these programs.* (Page 46, line 19)

Response

Augusta State University does not offer the doctoral degree.

4.8.2.3 *Eligibility requirements for faculty members teaching graduate courses **must** be clearly defined and publicized.* (Page 46, line 22)

Response

Augusta State University is in compliance with this criterion.

Eligibility requirements for all faculty teaching graduate courses are clearly defined and publicized in *The Augusta State University Faculty Manual*.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Section 400
http://www.aug.edu/faculty_secretary/facman.pdf
- *Board of Regents Policy Manual*, Section 803.01
<http://www.peachnet.edu/admin/humex/policy/sec800.html>

4.8.2.3 *Institutions **must** have adequate resources to attract and retain a qualified faculty,*

especially in the disciplines in which doctoral programs are offered. (Page 46, line 23)

Response

Augusta State University is in compliance with this criterion.

The University System of Georgia provides a retirement plan (TRS) as well as several ORPs (Optional Retirement Plan) for faculty. The state provides approximately 70% of the cost. The university offers a varied and comprehensive benefits package. Included in the program are:

- Health Insurance - Blue Cross & Blue Shield
- Healthcare (HMO) - BlueChoice
- Basic Life Insurance, Supplemental and Dependent Life Insurance - Metropolitan Life
- Long Term Disability Insurance - Prudential Insurance
- Cancer and Short Term Disability Insurance - AFLAC
- Dental Insurance - Brokers National Life Assurance Company and Denticare Inc.
- Dependent Care and Health Care Spending Accounts
- Tax Sheltered Annuities

Each fall the university provides an opportunity for faculty and staff to change their benefits package. Last fall the USG introduced a PPO (Preferred Provider Organization) plan option for health insurance.

Comparisons of average salaries for full-time ASU instructional faculty with the Southern Regional Education Board (SREB) for 1998-99 indicate that ASU salaries are below the regional average salaries at the professor, associate, and assistant ranks, but slightly higher at the rank of instructor. ASU average salaries at the rank of professor are \$6,635 below the SREB average salaries at this rank. At the associate level, ASU average salaries are \$1,008 below the average SREB salaries, and \$2,086 below the SREB average salaries at the rank of assistant. At the instructor rank, the average ASU salaries are \$654 higher than the average salaries for the SREB states.

Salary increases are, by system policy, entirely based on merit. The primary vehicle for determining merit is the Faculty Role Model used for faculty evaluations.

Evidence of Compliance

- Benefit and Retirement Packets for new employees
- *Board of Regents Academic Affairs Handbook*, Section 4.14.02
<http://www.usg.edu/admin/accaff/handbook/section4/4.14/4.14.02.html>
- *Board of Regents Policy Manual*, Section 803.14
<http://www.peachnet.edu/admin/humex/policy/sec800.html>
- Average Salaries of Full-Time Instructional Faculty at Public Four-Year Colleges and Universities 1998-99

- *The Augusta State University Faculty Manual*, Section 400
http://www.aug.edu/faculty_secretary/facman.pdf

4.8.2.3 *Faculty members responsible for the direction of doctoral research **must** be experienced in directing Independent study. In addition, those engaged in graduate teaching should demonstrate, by their involvement in institutional activities, their commitment to the academic community, the institution they serve, their students, and their academic disciplines.* (Page 46, line 27)

Response

Augusta State University is in compliance with this criterion.

Augusta State University has no doctoral programs. However, those engaged in graduate teaching demonstrate, by their involvement in institutional activities, their commitment to the academic community, the institution they serve, their students, and their academic disciplines.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 420, 421
http://www.aug.edu/faculty_secretary/facman.pdf
- Faculty Reports and student evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- Department Chairs and Deans annual reports of faculty (in the offices of the Academic Deans and Department Chairs)
- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.3 *Each faculty member teaching courses at the master's and specialist degree level **must** 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. **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 those disciplines. All faculty members teaching courses at the doctoral degree level **must** hold the earned doctorate in the teaching discipline of a related discipline. The institution **must** 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.* (Page 46, line 34; page 47, lines 2, 7, 20)

Response

Augusta State University is in compliance with these criteria.

Augusta State University has no doctoral programs. All faculty members teaching courses at the master's and specialist degree level, with few exceptions, hold the terminal degree. For those faculty not holding the terminal degree, documentation in the faculty academic files in the Vice President for Academic Affairs' office justifies the master's degree or master's degree in the teaching discipline coupled with the related doctorate, and/or exceptional scholarly or creative activity or professional experience.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.3 *The Commission encourages interdisciplinary courses 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.*

*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.* (Page 47, lines 24, 27)

Response

Augusta State University is in compliance with these criteria.

All faculty meet the requirements of the *Criteria*. All faculty vitae for both full-time and for part-time faculty are on file in the Office of the Vice President for Academic Affairs.

Evidence of Compliance

- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.3 *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.* (Page 47, line 40)

Response

Augusta State University is in compliance with this criterion.

At least four qualified full-time faculty teach in each graduate degree program.

Evidence of Compliance

- Augusta State University Schedule of Classes, Summer 2000, Fall 2000, Spring 2001 (previous schedules of classes available in the Office of the Registrar)
- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.2.3 *All policies and regulations affecting graduate curricula, as well as requirements leading to graduate credit, certification and degrees, should be formulated by the graduate faculty or an appointed or elected group representing that faculty.* (Page 48, line 3)

Response

Augusta State University is in compliance with this criterion.

All policies and regulations affecting graduate curricula as well as requirements leading to graduate credit, certification and degree are subject to approval by the entire faculty of ASU, as assembled at a General Faculty meeting, as is mandated by our governance system. There are no Graduate Faculty designated as such. Assignment of faculty to graduate courses, as well as the routine monitoring of policies and regulations affecting graduate curricula and credit, are determined by the college in which the graduate program is housed. The re-emergence of the Graduate Council, after its dissolution in the 1980s, promises to overlay a consultative and supervisory layer over our current processes.

Augusta State University is faculty-governed. Therefore, all policies and regulations affecting graduate curricula are formulated by the appropriate appointed or elected group. Although at one time in its history, the institution designated a graduate faculty, that designation (along with the institution of the Graduate Dean) was abolished. More responsive to the mission and goals of ASU was a decentralized approach to graduate education, namely, through departmental curriculum committees, the deans, Academic Policies Committee and the VPAA, with the wider-ranging policies brought before the faculty as a whole.

Since Fall 1998 a Graduate Council has convened to discuss (though not necessarily decide) curricular issues. In Spring 2000, the Graduate Council charged a subcommittee with proposing a reformulation of the mission, goals, and processes of the Graduate Council. In Fall 2000, this proposal (discussed and revised by the subcommittee) was presented to the full Graduate Council. Under “Goals,” items 2 and 3, it was proposed that it should be the Graduate Council’s mission:

“To help assure that graduate program changes are reviewed appropriately before they are submitted to the Teacher Education Council (if the program is one involving teacher preparation), and the Academic Policies Committee for consideration for recommendation to the faculty.

“To propose or modify needed policies and procedures in a way that will benefit all University graduate programs.”

Evidence of Compliance

- Graduate Council minutes 1998-2000
- Minutes of the Graduate Council Subcommittee (in the Office of the Associate Vice President for Academic Affairs)
- Proposal of the Graduate Council Subcommittee (in the Office of the Associate Vice President for Academic Affairs)
- College Curriculum Committee's minutes
 - College of Arts and Sciences 1997-2000
 - College of Education 1992-2000
 - College of Business Administration 1996-2000
- Academic Policies Committee minutes 1999-2000 (previous years in library archives)
- *The Augusta State University Faculty Manual*, Sections 105-108, 204.1 and 204.6
http://www.aug.edu/faculty_secretary/facman.pdf

4.8.2.4 Distance Learning Programs/Activities

*Institutions offering courses for credit through distance learning activities and programs **must** meet all criteria related to faculty. Whether through direct contact or other appropriate means, institutions offering distance learning programs **must** provide students with structured access to and interaction with full-time faculty members. (Page 48, lines 7, 10)*

Response

Augusta State University has no distance learning programs. Courses that contain distance learning activities are taught by faculty who meet all criteria related to faculty.

4.8.3 Part-Time Faculty

*4.8.3 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. (Page 48, line 13)*

Response

Augusta State University is in compliance with this criterion.

The number of full-time faculty is adequate to provide effective teaching, advising, and scholarly or creative activity, and is appropriate to participate in curriculum development, policy making, institutional planning and governance as evidenced by the fact that all of these activities are provided and done so with professionalism, dedication, and sensitivity. That is not to say that there are not needs in

these areas. When the University System converted from the quarter calendar to the semester calendar in 1998, the conversion was done without additional resources from the system to provide for the need for additional faculty necessitated by the conversion. Since the average faculty teaching load under the quarter calendar was 15 credit hours (three five- hour courses) and since the average teaching load for the faculty under the semester calendar is 12 credit hours (four three-hour courses), it takes more faculty to reach the same number of students in the same number of courses.

The institution has responded to this need in several ways. First, additional part-time faculty were employed. Second, classes were increased in size to accommodate the same number of students in fewer classes. Third, in some instances when course enrollments had been small under the quarter calendar, offerings per year were reduced under the semester calendar. This situation has created an increased burden on the faculty, but because the faculty are primarily concerned with the welfare of their students, they have simply accepted this additional burden without lessening their service to students.

Students are being taught with dedication and competence, although with a few more students in class than previously. Faculty regularly advise their students. A great deal of scholarly and creative activity is evident from the faculty even though much of this is done on what might be considered personal time. Faculty governance is alive and well at Augusta State University, with most faculty feeling that this is an area of specific faculty responsibility. This governance manifests itself in regular and careful attention to the need to revise the curriculum and to work closely with the President in college-wide institutional planning.

The faculty are, admittedly, overworked, but their dedication creates a situation where the needs of the students and the university and the University System are met and met with competence.

Evidence of Compliance

- Faculty reports and student evaluations of courses and faculty (in the offices of the Academic Deans and Department Chairs)
- 2000-2001 Augusta State University Committee List
<http://www.aug.edu/committeelist.html>
- Augusta State University Summary Part-Time Faculty Report, Fiscal Year 1998-1999
- Memorandum, Part-Time Faculty Report for Fall 1999, March 28, 2000

4.8.3 *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. 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. (Page 48, lines 21, 22)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University uses part-time faculty to enhance the educational effectiveness of a department when it is deemed necessary. These decisions rest with the department chair and require a dean's approval. There is no "institutional policy" that limits a department to the usage of part-time faculty. Augusta State University used a total of 113 part-time faculty (27.3 EFT) for FY 1998-99. This was an increase of 1 EFT over the previous year. These part-time faculty taught a total of 368 sections (275 lower level, 81 upper level, 12 graduate) and generated 15 % of total credit hours.

All part-time faculty members at Augusta State University must meet the same criteria as full-time faculty members.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 570 and 575
http://www.aug.edu/faculty_secretary/facman.pdf
- *Augusta State University Procedures Manual For Appointments Requiring Board of Regents' Approval*, pp. 4-6, 18-19
- Augusta State University Summary Part-Time Faculty Report, Fiscal Year 1998-1999
- Memorandum, Part-Time Faculty Report for Fall 1999, March 28, 2000
- Faculty academic files (in the Office of the Vice President for Academic Affairs)

4.8.3 *Each institution **must** establish and publish comprehensive policies concerning the employment of part-time faculty members. Each institution **must** provide for appropriate orientation, supervision and evaluation of all part-time faculty members. Procedures to ensure student access to part-time faculty members **must** be clearly stated and publicized.* (Page 48, lines 26, 28, 31)

Response

Augusta State University is in compliance with this criterion.

Augusta State University has established comprehensive policies concerning the employment of part-time faculty members and publishes this information in the *Faculty Manual*. Orientation, supervision, and evaluation of part-time faculty members is handled at the department level. All faculty are evaluated for each course that they teach. Each course syllabus supplies students the information regarding office hours, etc.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 570, 574, and Appendix A
http://www.aug.edu/faculty_secretary/facman.pdf
- Student evaluations of courses and faculty (in the offices of the Academic Deans and

- Department Chairs)
- Course syllabi
- *Augusta State University Procedures Manual for Appointments Requiring Board of Regents' Approval*

4.8.4 Graduate Teaching Assistants

4.8.4 *An institution **must** avoid heavy dependence on graduate teaching assistants....* (Page 49, lines 3, 6, 15, 26, 27, 33)

Response

Augusta State University does not use Graduate Teaching Assistants.

4.8.5 Faculty Compensation

*An institution should provide adequate salaries and benefits to attract and retain able faculty members. The institution should also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and plan for adequate insurance coverage. Salary increases **must** be based on clearly stated criteria.* (Page 50, line 2)

Response

Augusta State University is in compliance with this criterion.

Comparisons of average salaries for full-time ASU instructional faculty with Southern Regional Education Board (SREB) for 1998-99 indicate that ASU salaries are below the regional average salaries at the professor, associate, and assistant ranks, but slightly higher at the rank of instructor. ASU average salaries at the rank of professor are \$6,635 below the SREB average salaries at this rank. At the associate level, ASU average salaries are \$1,008 below the average SREB salaries, and \$2,086 below the SREB average salaries at the rank of assistant. At the instructor rank, the average ASU salaries are \$654 higher than the average salaries for the SREB states.

The University System of Georgia provides a retirement plan (TRS) as well as several Optional Retirement Plans (ORPs) for faculty. The state provides approximately 70% of the cost. The university offers a varied and comprehensive benefits package. Included in the program are:

- Health Insurance - Blue Cross & Blue Shield
- Healthcare (HMO) - BlueChoice
- Basic Life Insurance, Supplemental and Dependent Life Insurance - Metropolitan Life
- Long Term Disability Insurance - Prudential Insurance
- Cancer and Short Term Disability Insurance - AFLAC
- Dental Insurance - Brokers National Life Assurance Company and Denticare Inc.

- Dependent Care and Health Care Spending Accounts
- Tax Sheltered Annuities

Each fall the university provides an opportunity for faculty and staff to change their benefits package. This fall the USG is introduced a Preferred Provider Organization(PPO) plan option for health insurance.

Salary increases are, by system policy, entirely based on merit. The primary vehicle for determining merit is the Faculty Role Model used for faculty evaluations.

Evidence of Compliance

- Benefit and Retirement Packets for new employees
- *Board of Regents Academic Affairs Handbook*, Section 4.14.02
<http://www.usg.edu/admin/accaff/handbook/section4/4.14/4.14.02.html>
- *Board of Regents Policy Manual*, Section 803.14
<http://www.peachnet.edu/admin/humex/policy/sec800.html>
- Average Salaries of Full-time Instructional Faculty at Public Four-Year Colleges and Universities 1998-99
- *The Augusta State University Faculty Manual*, Sections 420, 421
http://www.aug.edu/faculty_secretary/facman.pdf

4.8.6 Academic Freedom and Professional Security

*Faculty and students **must** be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Such beliefs and principles may influence the curriculum and the selection of students, faculty and staff. Nevertheless, institutions of higher education exist to further the pursuit and dissemination of knowledge.*

*An institution **must** adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication. Institutional policies **must** set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution. (Page 50, lines 3,13, 17)*

Response

Augusta State University is in compliance with these criteria.

Faculty and students have full academic freedom at Augusta State University. The institution has long been committed to this principle. The university publishes the AAUP 1970 Interpretive Comments

on Academic Freedom and Tenure as a safeguard of the rights protected by the First Amendment of the United States Constitution. (Since the institution is governed by the faculty, when issues of academic freedom have arisen, the faculty has weighed carefully the right of free speech against the principles of wise and prudent behavior.)

In the *Faculty Manual*, distributed to all faculty, “Professional Rights and Responsibilities” in the Policies Section speaks primarily to academic freedom as it relates to the faculty member; a comparable idea with regard to academic freedom for students is stated in the Student Code of Conduct in the *Jaguar Student Handbook*.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 300, 450
http://www.aug.edu/faculty_secretary/facman.pdf
- *Augusta State University Jaguar Student Handbook and Academic Planner 2000-01*, pp.32-42 http://www.aug.edu/student_activities/handbook.htm

4.8.6 *Although tenure policy is not mandated, each institution **must** provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment. All policies regarding employment, as established by the governing board, **must** be published and distributed to the faculty. If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, **must** be clearly set forth in the faculty handbook or other official publication. Termination and non-renewal procedures **must** contain adequate safeguards for protection of academic freedom. (Page 50, lines 21, 25, 30, 32)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University provides faculty members with employment contracts which detail the terms and conditions of employment for each faculty member. The institution has a tenure policy and a system of faculty ranks. All matters pertaining to faculty tenure, ranks, and contracts are described in the *Faculty Manual* which is available to all faculty members. Pre-tenure and post-tenure reviews are mandatory for all faculty. Included in these policies are the policies for termination and non-renewal.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 430, 440, 450, 460
http://www.aug.edu/faculty_secretary/facman.pdf
- *Board of Regents Academic Affairs Handbook*, Section 4.03 (Promotion), 4.04 (Tenure), 4.11 (Notice of Employment and Resignation), 4.12 (Removal of Faculty

- Member) <http://www.usg.edu/admin/accaff/handbook/section4>.
- *Board of Regents Policy Manual*, Section 803.01 (Faculty Employment), 803.02 (Employment of Personnel for major Faculty and Administrative Positions) <http://www.peachnet.edu/admin/humex/policy/sec800.html>

4.8.7 Professional Growth

4.8.7 *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.) 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, practitioners. (Page 50, lines 34, 36; page 51, line 5)*

Response

Augusta State University is in compliance with these criteria..

The university clearly encourages and supports the continuance of professional development for all faculty throughout their careers. Professional development is encouraged through the faculty evaluation and development system and the provision of resources for professional development. Faculty annual reports, deans' and department chairs' annual reports of faculty, and current vitae demonstrate that this development occurs. The policies of the institution make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers and scholars.

Evidence of Compliance

- Faculty Reports (in the offices of the Academic Deans and Department Chairs)
- *The Augusta State University Faculty Manual*, Sections 300, 410, 420, 421, 430, 440, 450, 460 http://www.aug.edu/faculty_secretary_facman.pdf
- Faculty academic files (in the Office of the Vice President for Academic Affairs)

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. The extent of the participation and jurisdiction of the faculty in academic affairs **must** be clearly set forth and published. (Page 51, lines 11, 13)*

Response

Augusta State University is in compliance with these criteria.

The primary responsibility for the quality of educational programs resides with the faculty and its committees. Faculty in each department are responsible for evaluating the quality of educational programs. They are also responsible for recommending changes in curriculum and/or programs, the development of new courses and programs, and the deletion of courses. These recommendations are reviewed by the appropriate college curriculum committees and/or the Academic Programs Advisory Committee. After review by these committees, recommendations are made to the Academic Policies Committee, which in turn makes recommendations to the faculty. The extent of participation and jurisdiction of the faculty in academic affairs is clearly set forth and published in the *Faculty Manual*.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 105, 107, 108, 200, 430, 440, 450, 460; pp. 112-114 http://www.aug.edu/faculty_secretary/facman.pdf

4.8.9 Faculty Loads

4.8.9 *An institution **must** provide a faculty of adequate size to support its purpose. 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. 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. 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. (Page 51, lines 18, 19)*

Response

Augusta State University is in compliance with these criteria.

All academic departments at Augusta State University have adequate faculty to provide instruction in the areas of the major and general education to the extent that all majors are viable and the number of general education courses is sufficient to meet the students' needs. It is true that most departments desire and, in fact, need additional faculty. However, this does not prevent the university from providing the instruction to support its mission. For the fiscal year 1998-99 part-time faculty generated only 15% of the total credit hours for the institution.

Prior to 1998, when the University System of Georgia was operating on the quarter calendar, the normal teaching load, by System policy, was 15 quarter hours. Before 1990, when the university was operating on the quarter calendar, the normal teaching load at Augusta State University for faculty in Arts and Sciences and Education was 15 quarter hours per quarter and for faculty in Business Administration, 12 quarter hours per quarter. In 1990 and continuing until 1998, with the university still

on the quarter calendar, the teaching load in Business Administration was changed to an average of 10.5 quarter hours per quarter. After 1998, with the University System having changed to the semester calendar, the System did not have a policy on teaching load; the matter was to be determined by each institution in the System (with the added stipulation that no new funds would be allocated to provide new faculty to reduce the teaching load). At Augusta State University, the Vice President for Academic Affairs determined that the teaching load in Arts and Sciences and Education would decrease to 12 semester hours while the teaching load in Business Administration would remain at an average of 10.5 semester hours.

At Augusta State University, teaching is the single most important responsibility of the faculty. However, by University System policy all faculty members are also responsible for academic advising. In addition, committee memberships, student organization sponsorships, research, community service, etc., are often considered to be within the realm of faculty expectations. Although Augusta State University is not funded for research, a large number of the faculty desire to contribute to the production of knowledge and, thus, engage in research. Many feel an obligation to participate in the betterment of the local area and consult, conduct workshops, speak at local meetings, etc. The temptation is for a faculty member to be so interested in service that he or she becomes over-extended. The faculty member is protected from this over-extension in several ways. First and foremost, the Faculty Role Model (the Augusta State University version of faculty evaluation) allows the faculty member and the department chair to reach an agreement each year as to the responsibilities of that faculty member for the upcoming year and the extent to which those activities play a part in the overall evaluation of the faculty member. The chair and faculty member designate by mutual agreement the values to be placed on each of the three mandatory role model areas of teaching (45-70%), service (10-40%), and professional development and achievement (10-40%). If the faculty member attempts to take on too much in a given year, the department chair has the opportunity to counsel the faculty member at this point. This model allows the faculty member to assume other responsibilities beyond teaching and advising, but at the same time limits the other activities to the point where they do not interfere with the quality of teaching and advising. In addition, there are instances where the additional activities are of sufficient importance and time commitment that a reduction in teaching load is warranted. At this point the academic deans are responsible for "reassigned" time for the faculty member. There is no set university policy regarding this issue; it is left to the discretion of the deans.

The specific teaching assignments are the responsibility of the department chairs. Each chair takes into account the number of preparations, whether the courses are undergraduate courses or graduate courses, team-teaching opportunities, other responsibilities (as noted in the previous paragraph), and any other peculiar circumstances. Although the number of students is an occasional consideration, this is usually not a problem because most classes have 25 to 30 students.

Protection of the faculty member from an inordinate number of external responsibilities is provided by a policy which requires faculty to have written approval by the Vice President for Academic Affairs for any outside professional or other activity which could conceivably require time normally

devoted to ASU responsibilities.

Evidence of Compliance

- Augusta State University Summary Part-Time Faculty Report, Fiscal Year 1998-99
- *Board of Regents Policy Manual*, Sections 802.16, and 802.1601-802.1602
<http://www.peachnet.edu/admin/humex/policy>
- *Board of Regents Academic Affairs Handbook*, Section 409.01
<http://www.usg.edu/admin/accaff/handbook/section4/4.01>
- *Augusta State University Catalog 2000-2001*, pp. 32-35, 36-41, 55, 57, 67-69, 72-73, 85-88, and 143ff. http://www.aug.edu/registrar_va/catalog/cover.htm

4.8.10 Criteria and Procedures for Evaluation

*4.8.10 An institution **must** conduct periodic evaluation of the performance of individual faculty members. The evaluation **must** include a statement of the criteria against which the performance of each faculty member will be measured. The criteria **must** be consistent with the purpose and goals of the institution and be made known to all concerned. The institution **must** demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program. (Page 51, lines 33, 35; page 52, lines 2, 4)*

Response

Augusta State University is in compliance with these criteria.

All full-time faculty are evaluated annually via the Faculty Role Model. The Faculty Role Model defines the criteria against which the performance of each faculty member is measured. The criteria within the three role categories (teaching, service, professional development and achievement) are consistent with the purpose and goals of the institution as defined in the university mission statement and strategic plan. In conjunction with the chair, faculty develop goals for the year based on the criteria. Faculty provide the chair with a copy of their goals each year and, at the end of the year, a year-end report on the fulfillment of the goals. Part-time faculty are evaluated by the chairs after the first semester of teaching with subsequent evaluations at periodic intervals. In addition to the annual evaluations, untenured faculty are reviewed after completing two-and-a-half years of full-time service. Policies establishing the basis of the review and reporting and follow-up are provided in the *Faculty Manual*. All tenured faculty go through a post-tenure review every five years. Both the pre-tenure and post-tenure review processes provide for feedback and follow-up actions if deemed necessary. The flexibility of the Faculty Role Model provides opportunities for the chair and faculty member to address any identified problem areas in the annual evaluation of faculty via the allocation of weights to the three areas (teaching, service, professional development and achievement) and negotiated goals for the next year.

Evidence of Compliance

- *The Augusta State University Faculty Manual*, Sections 420, 421, 422, 575, 440,

460 http://www.aug.edu/faculty_secretary/facman.pdf

- Faculty Annual Reports (in the offices of the Academic Deans and Department Chairs)
- Department Chairs' and Deans' annual evaluation of faculty (in the offices of the Academic Deans and Department Chairs)

4.9 Consortial Relationships and Contractual Agreements

*A member institution which enters into such consortial relationships or contractual agreements **must** have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements. All consortia and contracts **must** be evaluated regularly.*

*If an institution plans to participate in consortial relationships or enter 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 arrangement.) (Page 52, line 15,19, 22)*

Response

Augusta State University is in compliance with these criteria.

Augusta State University offers no credit courses or programs with a consortial relationship and/or contractual agreement. The university does, however, have many such agreements for field experience assignments and requirements for some of its programs. These "consortial relationships" are defined in a Memorandum of Understanding (MOU).

In 1995 the Board of Regents began negotiations with the Georgia Hospital Association to establish a Memorandum of Understanding for all applied learning experiences for students in all University System institutions. Applied learning experiences are any practical hands-on observation/participation learning experience outside the academic setting that is part of a formal class for which the student receives academic credit. The initial document between the Board of Regents and the University System of Georgia was signed by the Georgia Hospital Association President and by Chancellor Stephen R. Portch in 1996. A new MOU between the Board of Regents and GHA was signed July 29, 1999. In addition to the GHA/BOR agreement, a "generic" MOU was written in 1996 that is to be used with any other facility with which students may have applied learning experiences. Renewal and amendment documents were also developed to extend or amend the original MOU.

The MOUs began in 1996 and subsequently were developed to be inclusive of applied learning experiences for students across all professional disciplines within an institution and the facility providing the experiences. This has eliminated the necessity of individual departments within an institution having separate agreements with the same facility. Most institutions within the University System of Georgia with applied learning experiences for students have a designated individual to coordinate the MOUs for

the institution and serve as a liaison between the institution and the BOR office of legal affairs. Dr. Letha Lierman, Chair of the Department of Nursing, is the liaison for Augusta State University. She coordinates MOUs for learning experiences for the Departments of Sociology, Psychology, Clinical and Professional Studies, Kinesiology and Health Science, as well as Nursing. MOUs between Augusta State University and specific facilities are housed in the Office of the Vice President for Academic Affairs.

The Department of Teacher Development has a similar relationship with the local school districts for the purpose of field experiences and student teaching in the Professional Development Schools associated with the College of Education. The chair of the Department of Teacher Development originates the application to be considered for inclusion as a Professional Development School and has the agreements for those accepted.

In all cases, the final grade and all control of the program rests with Augusta State University.

Evidence of Compliance

- Signed memoranda of understanding (February 2000 through January 2001)
- CSRA P-16 Professional Development School Initiative Elementary School Application
- CSRA P-16 Professional Development School Initiative Middle School Application
- CSRA P-16 Professional Development School Initiative Secondary School Application
- Augusta State University, Burke, Columbia, McDuffie, and Richmond Counties Central Savannah River Area P-16 Professional Development School Initiative
- CSRA P-16 Professional Development School Initiative
- CSRA P-16 Professional Development School Initiative Evaluation 1999-2000
- Augusta State University Master Teacher Application
- Professional Development School agreements (in the office of the Chair of the Department of Teacher Development)

4.9.1 Consortial Relationships

*4.9.1 A member institution seeking to participate in a consortium degree or certificate program **must** enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level. Exceptions **must** be approved by the Commission in advance of the formation of or participation in the consortium.*

*The member institution **must** maintain the quality of all courses/programs offered through the consortium. Educational courses/programs offered through a consortial relationship **must** be related to the teaching purpose of the institution and comply with the Criteria. (Page 52, lines 27, 30; page 53, lines 1, 4)*

Response

Augusta State University has no such Consortial Relationships.

4.9.2 Contractual Agreements

4.9.2 *Educational services and programs offered through a contractual agreement with another institution or organization **must** support the purpose of the institution. The member institution **must** maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the Criteria.*

If an institution enters into a teach-out agreement with another institution, it must submit the agreement to the Commission for approval. (Page 53, lines 8, 9, 15)

Response

Augusta State University has no such Contractual Agreements.

Section IV Summary

Summary of Strengths

A major strength of the university is the well qualified faculty who genuinely care for students and for the institution. The university has an institutional process that allows all “stakeholders” to have a voice in governance and curriculum issues, and this responsibility is taken very seriously.

Instruction is evaluated every semester by students and annually by the terms of the Faculty Role Model. Experimentation with methods to improve instruction is encouraged, supported, and critically evaluated at the department, college, and university levels. The integration of research and instruction is valued and prevalent in the curriculum. The possibilities for research have been greatly expanded with Reese Library’s access to the statewide Galileo system.

To meet the needs of the local population, Augusta State University offers selected graduate programs which are consistent with our mission statement. The small size of graduate classes allows for individualized teaching. All graduate classes are taught by well qualified faculty.

The Continuing Education programs use a database management system for all aspects of programming, and the division’s offerings are diverse and popular.

Summary of Weaknesses

The weaknesses identified in the self-study process are defined in the recommendation and suggestions listed below:

Recommendation: *that the university develop procedures to ensure that all transfer students demonstrate competency in the basic use of computers.* (Page 27, line 29)

Suggestion: *that academic departments provide better documentation of their procedures for evaluating advising, and provide better documentation of the use of the results of those evaluations.* (Page 31, line 20)

Suggestion: *that all graduate programs clearly define and publish their policies on provisional or conditional admission and probation and suspension in the Augusta State University Catalog, and that these policies define how long a student may remain in these categories.* (Page 34, line 15)