

IV. EDUCATIONAL PROGRAM

4.1 GENERAL REQUIREMENTS OF THE EDUCATIONAL PROGRAM

Effectiveness in all educational programs, delivery systems, and support structures should be the primary goal of every institution.

All aspects of the educational program must be clearly related to the purpose of the institution.

Review of all academic unit reports reveals that each unit's educational program is derived from the Jacksonville State University (JSU) mission. Mission statements of the academic units mirror elements of the University mission, particularly the essentials of teaching, research, and service, with teaching central to each academic unit. Faculty perceptions of the relationship of the department's educational programs to the University mission were validated in the Fall 2001 Faculty Survey. More than 95 percent of faculty "agreed or strongly agreed" with the statement that, "My department/division plans support the University mission statement, purpose statements and goals."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.

As the Vice President for Academic and Student Affairs (VPASA) unit report details, the University assures the competency of its faculty initially through a careful recruitment and hiring process and then monitors competency and productivity over

time through annual reviews which evaluate the instructional, research, and service accomplishments of all faculty.

The academic unit reports indicate that the library and learning resources are adequate as well. The Houston Cole Library (HCL) provides JSU students and faculty with over 645,311 volumes, 1,334 print title subscriptions, and over 100 databases, some providing full-text access to over 15,000 journal titles. Further, the Library holds 32,875 audiovisual units, 1,273,105 microform units, 1,890 maps, is a “Selective Depository” of government documents, and maintains the Alabamiana collection. All of these items are described in the Library’s integrated library system, Voyager. The Library’s holdings are supplemented through a consortia inter-library loan agreement with the Network of Alabama Academic Libraries. Thirty-two web-accessible workstations are available throughout the Library’s public service areas. In addition, there is a computer lab with 17 workstations located on the 10th floor of the HCL. The Library hours (87 per week during fall and spring terms; 69 hours per week during the summer terms) are generous, and through the Library’s web site, faculty and students have on-line access to many library resources 24 hours a day.

Beyond its investment in computer resources for the HCL, the University provides computer labs for classes and for student use. Additionally, faculty members have personal computers with Internet access in their offices with training in the use of computers available.

Unit reports indicate that instructional materials and equipment are adequate, although most units indicate that additional funding would enhance programs and

services. Although some departments would benefit from additional space, the physical facilities are also adequate to fulfill the mission of JSU.

Data gathered through the 2001 Graduating Senior Survey (GSS) underscore favorable student perceptions of the quality of University resources. Table 4.1.1 highlights students' positive perceptions of faculty quality.

Table 4.1.1
Student Satisfaction with Faculty

Items Evaluated	n	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Faculty were professionally competent	402	46.3	44.5	7.2	2.0	0.0
Department faculty were effective teachers	402	39.6	46.8	11.7	1.5	0.5

Additionally, the 2001 GSS shows that the University's seniors find support facilities to be adequate, as illustrated in Table 4.1.2.

Table 4.1.2
Students' Perceptions of the Adequacy of Support Facilities

Items Evaluated	n	More Than Adequate %	Adequate %	Inadequate %
Micro-computer facilities for major	362	24.6	67.1	8.3
Laboratory facilities for major	331	15.4	71.0	13.6
Library holdings for major	393	31.3	60.3	8.4

As indicated in Table 4.1.3, seniors surveyed were pleased with the quality of their major.

Table 4.1.3
Students' Perceptions of the Quality of Their Major

Items Evaluated	n	Excellent %	Good %	Fair %	Poor %
Overall quality of your major	391	49.1	46.5	3.8	0.5
Instruction in 300-400 courses in major	404	48.5	47.3	4.2	0.0
Courses as preparation for employment	396	35.9	47.0	15.4	1.8

Items Evaluated	n	Excellent %	Good %	Fair %	Poor %
Courses as preparation for graduate school	374	35.8	53.2	9.6	1.3
Classroom facilities in your department	406	26.8	46.1	21.2	5.9

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The student enrollment and financial resources of an institution must be sufficient to support an effective educational program.

As a state-assisted institution also supported by a growing endowment and federal grants, JSU has adequate financial resources to provide a strong educational program for its 9000 students. Unit reports from the colleges affirm that the financial resources of the University are adequate to support its programs, with no college reporting an inability to provide an effective educational program.

Enrollment is increasing at both the undergraduate and graduate levels. The increase in undergraduate students particularly has increased the need for resources in the College of Arts and Sciences, which is responsible for the bulk of general studies classes taken by freshmen and sophomores. The increase in graduate enrollment has a great impact on the College of Education and Professional Studies, where most of the graduate increase has occurred. The College reports a need for additional faculty to maintain quality in light of this increase. Table 4.1.4 illustrates the sources and proportions of the University's financial resources (*JSU Fact Book 2002-03*, p. 56) and Table 4.1.5 depicts JSU's growing enrollment, as shown on p. 22 of the *JSU Fact Book*.

**Table 4.1.4
Current Revenues by Source (2002-03)**

REVENUE SOURCES	FY2000	Percent of Total
Tuition and Fees	\$28,325,298	37.6
State Appropriations	28,318,597	36.9
Federal Grants to Students/Direct Loans/Other	9,743,742	12.7
State Grants & Contracts	2,833,483	3.7
Local	216,559	0.3
Private	600,935	0.8
Endowment	257,716	0.3
Sales & Services of Educational Activities	705,244	0.9
Auxiliary Services Income	3,498,632	4.6
Athletic Income	380,780	0.5
Other Sources	1,281,446	1.7
Total	\$76,612,433	100.0

**Table 4.1.5
Undergraduate & Graduate Enrollment (1995-2002)
Fall Semester Only**

Year	Undergraduate	%	Graduate	%	Total
1995	6566	85%	1131	15%	7697
1996	6548	85%	1140	15%	7688
1997	6477	85%	1142	15%	7619
1998	6558	87%	1180	13%	7738
1999	6760	84%	1288	16%	8048
2000	6648	83%	1354	17%	8002
2001	7009	83%	1469	17%	8478
2002	7323	82%	1607	18%	8930

The academic unit reports attest to the ongoing, successful efforts at every level to maintaining the effectiveness and integrity of the University's academic programs. In the Fall 2001 Faculty Survey, 79.7 percent of respondents "agreed or strongly agreed" with the statement, "Most graduates from the programs in which I teach are well educated and well prepared to succeed in their careers." In response to the statement, "The general education program ensures that our students receive a well-rounded undergraduate education," 86.9 percent "agreed or strongly agreed." Data from the

Spring 2002 Student Survey revealed that 87.2 percent of students responding to the same statement “agreed or strongly agreed.”

Information from the 2001 GSS points to the strengths of the educational programs at JSU. When asked to comment on their “overall satisfaction with JSU education,” over 85 percent of the seniors reported being “satisfied or very satisfied.”

Alumni Survey (1998-99) results provide additional evidence of the effectiveness of the educational program at JSU. When asked if “Education enabled students to meet economic expectations,” 79 percent of the recent graduate respondents replied “some or a great deal,” while 87.4 percent of the long-term graduate respondents replied “some or a great deal.” When asked to respond to the statement “Jacksonville State University experience prepared me for my current position,” 83.3 percent of recent graduates replied “agree or strongly agree,” while 82.8 percent of long-term graduates replied “agree or strongly agree.”

A key outside indicator of the effectiveness of the University’s educational program is the positive assessment of graduates by their employers. In the most recent compilation of the Employer Survey (1993-1995), over 96 percent of employers responding to the survey rated the quality of education provided at JSU as “good or excellent” in comparison to employees educated at other institutions. Table 4.1.6 provides these survey responses.

Table 4.1.6
Quality of Education of JSU Graduates as Compared to
Graduates of other Institutions

	Recent Graduates		5-Yr. Graduates	
	Number	%	Number	%
Employee's General Education				
Excellent	88	45.6	94	42.3
Good	98	50.8	123	55.4
Fair	7	3.6	5	2.3
Quality of Education in Specialty				
Excellent	89	49.7	111	50.5
Good	83	46.4	103	46.8
Fair	7	3.9	6	2.7

Additionally, the survey reveals that 97.9 percent of employers reported that JSU graduates “meet or exceed” their expectations for college graduates, a testament to the effectiveness of the educational programs of the University.

Table 4.1.7
Employer Expectations for College Graduates

	Recent Graduates		5-Yr. Graduates	
	Number	%	Number	%
Exceeds expectations	51	25.2	72	30.4
Meets expectations	148	73.3	160	67.5
Does not meet expectations	3	1.5	5	2.1

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

In recent years, JSU has expanded its delivery beyond its main campus in Jacksonville, Alabama, and an off-campus site in Gadsden, Alabama, to various forms of distance learning, such as Dual Enrollment, College by Cassette, videoconferencing, and Internet delivery.

Recognizing its responsibility to every student, regardless of location, the University has provided programs and classes equivalent to its on-campus offerings. Section 4.5 of this report details the University's efforts to provide uniform quality and equivalent service to students, regardless of the methods of instruction or delivery or location of programs or students. The observations of faculty and students most directly involved in Distance Learning provide evidence that the University's efforts to assure quality distance learning experiences have been adequate, as revealed in Table 4.1.8.

Table 4.1.8
Distance Learning vs. On-Campus Learning

Item Evaluated	n	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The University effectively supports the facilities and delivery of instruction at off-campus centers/sites					
Students	639	26.0	53.2	15.2	5.6
Faculty	129	20.0	55.6	20.2	4.0
Academic standards for off-campus classes are the same as those for on-campus classes					
Students	549	38.3	41.0	13.5	7.3
Faculty	93	37.6	41.9	14.0	6.5
Academic standards for distance learning classes are the same as those for on-campus classes					
Students	530	36.4	46.2	12.1	5.3
Faculty	86	36.0	34.9	18.6	10.5

All academic programs are under direct supervision of the appropriate academic department and college, with technical support for distance education provided by the Department of Distance Education.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.2 UNDERGRADUATE PROGRAM

4.2.1 Undergraduate Admission

General admission policies must be established by the governing board on recommendation of the administration.

By state statute and by University policy, the JSU Board of Trustees has established the general admission policies of the University. General admission policies are created through the Division of Academic and Student Affairs. After review by the administrative staff and upon the President's approval, policies are submitted to the Board of Trustees for final approval.

Until the early 1990's, JSU was an open admissions institution. A task force consisting of faculty and administration from across the University studied the existing policies, determined a need for admission requirements, and recommended changes to the President. In 1992, the President presented these changes to the Board of Trustees, which approved the University's implementation of admission requirements. The admission policy adopted by the Board in 1992 continues as University policy (*2002-03 University Catalogue*, p. 9-14).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The board is responsible for deciding the size and character of the student body.

Set by the Board of Trustees with advisement of the administration, the University's admission policies guide all admissions to the University and thereby set the size and character of the student body. The Board has oversight of admissions, and through the President's quarterly reports to the Board on the status of applications,

enrollment demographics, and housing, oversees the size and character of the JSU student body. Currently, the Board has approved the President's goal of an enrollment of 10,000 students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Implementation of specific admission policies, however, is the responsibility of the administration and faculty of the institution.

The unit responsible for administering the policies must be clearly identified.

The administration and faculty of JSU share responsibility for implementation of admission policies. The Office of Admissions has responsibility for administration of admission policies of the University. The Director of Admissions, who reports to the Associate Vice President for Student Affairs (AVPSA), leads this unit and is responsible for the accurate publication of admission requirements, recruitment, review of applications according to admission standards of the University, enforcement of nondiscrimination policy, notification of acceptance or rejection of applicants, enrollment of freshman and transfer students, and the supervision of the Admissions Committee consisting of students, faculty, administrators and support staff.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

In those institutions in which various subdivisions maintain separate admission requirements there must be institution-wide coordination of all admission policies and procedures.

Once students are accepted to JSU, they are eligible for admission to any of the University's majors for which they meet admission criteria. Certain majors and degree programs have additional upper division admission requirements. The VPASA has oversight of the additional admission requirements of any major or degree program. Such requirements must be approved by the Undergraduate University Curriculum Committee (UUCC), which submits all curriculum matters to the VPASA for final approval.

A review of the departmental reports of the College of Arts and Sciences, as well as the College report, reveals that separate admission policies exist in the Department of Sociology and Social Work, the Department of Art, and the Department of Music. Admission to the Social Work Program leading to the Bachelor of Social Work degree has additional requirements, both quantitative and qualitative, as follows: quantitative requirements include passage of at least 30 semester hours (including MS 102 and MS 204); a 2.25 grade point average; a grade of "C" or better in SW 330; and a passing score on the English Competency Exam (ECE). Qualitative measures for admission are based on those requirements detailed in the *National Association of Social Workers Code of Ethics*. Admission requirements for the Bachelor of Fine Arts (BFA) require potential candidates to present a portfolio of work from their courses for formal review by the Art Department faculty for approval prior to entrance to the BFA program. For the Music major, special placement examinations in applied music and music theory are given at the time of matriculation.

The College of Commerce and Business Administration (CCBA) requires completion of the 60-hour CCBA Pre-Business program with a GPA of 2.0 or higher prior to admission to one of the College's majors.

The unit report of the College of Educational and Professional Studies notes that State Department requirements for certification determine criteria for admission to Teacher Education Programs. Requirements include three written letters of recommendation by professors, survey information, a grade point average of 2.5 or higher, 60 hours of college credit of which 48 are general studies courses, a score of 300 or higher on the Basic Skills Test, and completion of classroom observations.

In the College of Nursing and Health Sciences students are eligible to apply for admission to the upper division of nursing during the final semester of prerequisite courses or after the completion of all prerequisite courses with a GPA of 2.5 or higher and a grade of "C" or better in each prerequisite course.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Admission policies must be consistent with the educational purposes of the institution.

JSU's mission statement defines the University as a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate population. Admission policies for freshman students range from unconditional admission for students with no deficiencies and successful ACT/SAT scores to conditional admission and admission through successful completion of ExSEL (Experiencing Student Success in Education and Life) for students

with moderate to serious academic deficiencies. ExSEL, a seven-week summer program, provides intensive preparation in basic academic and nonacademic skills, such as study skills, career orientation, and interpersonal skills. Students who successfully complete the program are admitted to the University through conditional admission. Admissions categories for freshmen are delineated in the *2002-03 University Catalogue*, page 9-11.

The University's admission policies for transfer students, international students, special students, and accelerated high school/dual enrollment students also allow a diverse range of students to apply for and have a successful educational experience at JSU. The University publishes its admission policies annually in the *University Catalogue*.

The Admissions Committee, whose charge is to review undergraduate applicants who are not admissible under regular admissions categories, reported the following results in the last five years, as shown in Table 4.2.1.1.

**Table 4.2.1.1
Annual Enrollment Breakdown 1997-2001**

Year	Applicants	Number Admitted	Number Enrolled	Number in good academic standing at end of academic year	Number on Probation/ Warning at end of academic year	Number Suspended/ Dismissed at end of academic year
1997	45	41	36	22	11	3
1998	25	20	17	11	5	1
1999	27	22	22	13	8	1
2000	28	19	16	13	3	0
2001	37	33	30	21	8	1

Source: Statistics compiled from Admissions Committee Reports

Both faculty and students at JSU deem the University's admission policies appropriate, according to their survey responses. Of faculty, 69 percent responded

“agree or strongly agree” to the statement: “The University’s undergraduate admissions policy is appropriate.” Of students, 87.8 percent responded “agree or strongly agree” to this statement.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

They (admission policies) must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.

JSU admits, as freshmen, high school graduates who have demonstrated capability for doing college level work. The basis for judging this capability is an acceptable score on the ACT (American College Test) and/or the SAT (Scholastic Aptitude Test). Students also provide their official high school transcript, along with a completed entrance application and fee. High school graduates whose test scores and transcripts indicate that they have no (or minimal) academic skills deficits are admitted unconditionally. Students with moderate skill deficiencies may be admitted conditionally. Such students must complete developmental studies courses designed to overcome their deficiencies.

The *University Catalogue* provides specific criteria for students transferring from two-year colleges, for students transferring while on probation at another institution, and for students seeking admission after suspension from another institution.

Transfer students must provide official transcripts from each college or university previously attended. If fewer than 24 hours transfer to JSU, these students must complete the requirements for freshman admission. The University reserves the right to refuse to accept transfer course work. However, all course work from regionally

accredited institutions is accepted as fair equivalent for JSU courses, if JSU has an equivalent course at the same level. The Alabama Articulation and General Studies Committee/Statewide Transfer and Articulation Reporting System (AGSG/STARS) legislation also provides qualitative/quantitative markers for acceptance of transfer credits from institutions within the State of Alabama. Details are located on the STARS web site: <http://STARS.troyst.edu>.

International students seeking entrance to JSU as first-time freshmen must provide either an acceptable ACT/SAT score or an acceptable score on the TOEFL (Test of English as a Foreign Language) along with proof of secondary school graduation. If a student transfers from a regionally accredited U.S. institution with 24 or more hours of acceptable transfer work, including 6 hours of English Composition with a grade of "C" or better, the requirement may be waived.

Qualitative and quantitative requirements for transient students, dual enrollment students and early admission students are also outlined in the *University Catalogue*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students.

Diagnostic testing should be an important element of a developmental or remedial program.

Students admitted to JSU with moderate academic deficiencies (ACT 16-18 or SAT 750-890) must enroll in prescribed developmental courses designed to remove those deficiencies. These students also participate in testing, special counseling, and

advisement activities. Specifically, courses in the Department of Learning Skills are designed to assist students who must enhance reading, writing, mathematical, language, and thinking skills. The Department of English also offers a developmental English course, EH 098, Basic English Skills. According to the annual report of Learning Services, 62 percent of the math students and 84 percent of the writing students tutored in Learning Services earned a “C” or better in the course tutored. The report further notes that of the students who took LS 104, Academic Skills, from 1999-2000, 86 percent were in good academic standing in subsequent courses. At the present time, student tracking is completed manually to determine completion of remedial courses within the prescribed time frame.

For the past three years, the University has benefited from a significant federal grant that targets retention of students. The grant has enabled the University to create Supplemental Learning Services to assist students in the general studies curriculum. Through Supplemental Learning Services, students may participate in a series of weekly review sessions for “historically difficult courses” (www.jsu.edu/depart/ace/ls). A supplemental instruction leader who has successfully completed the course leads the reviews. The goal of the review sessions is not only to help students earn a better grade in a particular course, but also to help them learn more effective ways of studying.

For students seeking admission to JSU who have significant academic skills deficiencies, the University offers ExSEL, a summer developmental program. The program is targeted to high school graduates with ACT scores of 14-15 or Recentered SAT scores of 650-740; however, students with lower scores may be admitted to the ExSEL program. Upon successful completion of the ExSEL program, these students

may be enrolled as conditionally admitted students, taking the same prescribed courses as other conditionally admitted students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that JSU develop a computerized system to track the removal of deficiencies to ensure that students register for appropriate courses.

Each institution must regularly evaluate its admission policies.

The Office of Admissions administers University undergraduate admissions policies. The *University Catalogue*, which includes admissions policies, is reviewed annually and changes and procedures are made if deemed necessary to increase efficiency or to utilize available technology.

Prior to the 1993 reaffirmation, the Coordinator of Assessment completed a comprehensive review of the University's admission policy for the first-time students resulting in the adoption of a selective admission policy model. The Coordinator repeated the study with a completed record submitted to the Admissions Standards Subcommittee of the Enrollment Management Committee in Fall 2002. This comprehensive review presents evidence of the impact of the policy, evaluates how effectively it was implemented, and examines possible improvement of the policy. The evaluation of the admissions policy will continue to be completed on a ten-year cycle. Whereas a comprehensive review of the admission policy for first-time freshmen has been completed, no evaluation has been conducted for other admission categories.

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendation: The committee recommends that the University regularly evaluate admission policies for all admission categories to include transfer, international, special student, accelerated pre-college program/dual enrollment, early admission, non-traditional entrance admissions.

Suggestion: None

It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.

The responsibility for accuracy and integrity in recruiting at JSU lies primarily with the staff of the Office of Admissions. To ensure that these criteria are met, Admissions Counselors meet periodically with department heads to get the latest information about the University's academic programs. The *University Catalogue*, used as a recruiting guide for prospective students, is annually updated to reflect the most current listing of courses/programs offered by the University. Also, when University publications (e.g., view books, brochures, catalogues, etc.) are updated, they are reviewed to ensure accuracy.

JSU's off-campus recruitment occurs primarily at college fairs and in private visits to high schools in Alabama, Tennessee, Florida, and Georgia. JSU admissions counselors also work closely with community colleges. In these recruitment efforts, prospective students are provided appropriate brochures and other literature outlining academic and student life at JSU. The University's Office of Admissions also mails such literature to prospective students who either request it or whose names have been purchased from ACT/SAT.

Perhaps the best test of the truthfulness of JSU recruitment material occurs when students come to on-campus recruitment events, where they see this information in action, in a real-life setting. On-campus recruiting activities consist primarily of three

Preview Days, an Emerging Leaders Day, and daily campus tours. Preview Days allow prospective students to visit the campus, meet with academic advisors and student services personnel, and, in some cases, pre-register for courses. Emerging Leaders Day is an opportunity for area high school juniors to become acquainted with the campus. JSU also conducts campus tours Monday through Friday, which may include visits with faculty members in a selected field, a meeting with a financial aid officer, or a meeting with an Admissions Counselor. These activities, too, provide an accurate, personal glimpse of life at JSU. Table 4.2.1.2 provides information on the number of campus tours given over the four-year period, 1998 - 2002:

Table 4.2.1.2
Number of Campus Tours

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Total
98/99	12	39	35	20	30	23	39	40	35	30	28	47	378**
99/00	17	35	65	30	35	54	48	52	38	47	38	13	472**
00/01	12	25	41	15	35	31	30	43	48	32	28	20	360**
01/02	17	30	36	15	32	25	34	49	41	*33	*32	*31	375**

*This report was compiled in August 2002.

**Totals reflect 70 group/large van tours.

Information is also available on the University , (www.jsu.edu/depart). Most departments have web pages containing information about the departments, their offered majors, requirements, etc.

In all its recruiting activities, JSU follows the policies and ethical guidelines of American Association of College Registrars and Admissions Officers (AACRAO).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that to ensure accuracy all departments should frequently update departmental web sites and brochures.

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.

Each institution must assess and justify the appropriateness of experiences offered in lieu of a high school diploma.

Entering freshmen and transfer students with fewer than 24 semester hours must provide an official high school transcript showing date of graduation and type of diploma earned. JSU requires at least a standard (general education) diploma for admission. Successful completion of the General Education Development Test (GED), administered monthly at JSU, is accepted in lieu of a high school diploma. Students who take the GED must score at least 410 on each individual test section and must have a combined average 450 on all sections of the exam to receive the GED certificate. These standards are strictly enforced by the University. Students may be provisionally admitted for one semester based on ACT/SAT scores, but high school transcripts or GED scores must be submitted to complete the admission process.

ACT/SAT scores of entering freshmen and transfers with fewer than 24 semester hours are also used to place applicants in appropriate math and English courses at the University. In addition, math placement may be determined by the ACT-COMPASS.

JSU also accommodates high school students with exceptional abilities through its early admissions program (2002-03 *University Catalogue*, p. 14). This program allows students who have completed the 11th grade to be considered for admission as regular college students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Procedures established for implementation of institution admission policies must be followed in the admission of all students.

The institution must provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.

An institution's admission and retention policies should not be compromised to maintain a desired enrollment.

The Office of Admissions receives and reviews all undergraduate admission applications. Applications are examined for completeness and divided into freshman, transfer, and international applications. In reviewing applications, the Office of Admissions follows the published admission requirements.

Freshman applicants who have a minimum score of 19 on the ACT or 900 on the SAT and have graduated from high school with at least a standard diploma are admitted unconditionally. If an application does not contain proof of ACT/SAT scores, the student is not accepted until the University has received the required ACT/SAT score. If an application has the required ACT/SAT score, but no transcript or GED score, the student is provisionally admitted until the transcript or GED score arrives. Freshman applicants who are at least 25 years old or have not attended a secondary school in the last 8 years are provisionally accepted without an ACT or SAT score until the transcript or GED score arrives. The period of provisional admission is one semester.

Transfer applicants must be eligible to return to their previous institution and must submit official transcripts from all institutions attended. With fewer than 24 transfer hours, they must meet all freshman admission requirements as well. All transfer students must answer the question on the application about whether or not they are eligible to return to their previous institution. If they answer "yes," their application is

processed, and the University notifies them to submit official transcripts from all colleges attended. Personnel in the Registrar's Office evaluate all transcripts to verify transfer credit. Transfer applicants who reply "no" to the question about eligibility to return to their previous institution are sent a rejection letter that delineates steps they may take to become JSU students.

International applications are divided into freshman and transfer students. Freshman applicants must provide a TOEFL score of 500 or above (paper based test) or 173 or above (computer-based test). In lieu of the TOEFL, an international student may present a composite score of 19 on the ACT or a combined verbal and math score of 900 on the SAT. They also must provide proof of secondary school completion. International students considered as transfers are those who have attended an accredited college or university in the United States. Such students must provide official transcripts from all colleges/universities attended. They, like other transfer students at JSU, must be eligible to return to their prior institution before they can be admitted to JSU. They must also have six hours of freshman English with a grade of C or better and at least 24 transfer credits to be excused from the ACT/SAT/TOEFL score requirement.

Once international students are admitted to the University, they are treated as any other regularly admitted student and are not tracked separately. Registrar Office personnel, however, keep an annual report of the countries from which these students originate (*Foreign Countries Report*, found in the Office of the Registrar).

The Admissions Committee reviews the files of those who do not meet JSU's admission requirements when the applicant requests an appeal of the denial of

admission. The Admissions Committee has the authority to accept, on a case-by-case basis, students who do not meet all admission requirements; however, only a small number of students fall into this category.

The Office of Admissions personnel examine required credentials of all freshman, transfer, and international applicants to ensure that they meet the published admission policies for entrance to the University. Students who do not meet minimum test scores may choose to attend the summer ExSEL program which, if successfully completed, will allow them conditional admission for the fall semester. A student who cannot attend ExSEL or who is a transfer student ineligible to return to a previous institution may petition the Admissions Committee.

JSU assumes that those students who are unconditionally admitted have the capabilities to be successful college students. The University, at the same time, recognizes that those students who are admitted conditionally are at risk and may not achieve academic success at the same rate as other college students. Thus, JSU offers special assistance to these students through developmental courses, special counseling, and other services to assist at-risk students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution must clearly define and publish its policy on the admission of transfer students.

The University defines and publishes its policy on the admission of transfer students on pages 11-12 of the *2002-03 University Catalogue* and on the JSU web site http://www.jsu.edu/transfer/transfer_admissions.html The JSU General Education

Curriculum mirrors the Alabama General Studies Curriculum, so students transferring to JSU from Alabama public two-year and four-year colleges may expect consistency throughout their program. Using Statewide Transfer and Articulation Reporting System (STARS), an on-line advisement tool (<http://STARS.troyst.edu/>), a transfer student may determine the courses at other Alabama two-year and four-year public institutions that are equivalent to JSU courses required for all majors offered at JSU.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The *2002-03 University Catalogue* and the JSU web site both state the policies and procedures for transfer students. One official transcript from each college or university previously attended is required. This section states that typically all course work from regionally accredited institutions will be accepted as fair equivalent courses at JSU, provided the University has an equivalent course at the appropriate level. Courses not having fair equivalents at JSU may or may not be accepted as an elective. The course transfer decision is made on a course-by-course basis by the Registrar's Office personnel during the credit evaluation process.

The *University Catalogue* section "Transfer Student Admissions" states that students may transfer from a two-year college at any time. Although an unlimited

number of hours is acceptable from a two-year college, each student must earn a minimum of 64 hours from a four-year college or university, 32 of which must be earned from JSU. The *2002-03 University Catalogue* states in the section “Non-Traditional Credit” (p. 39) that JSU grants a maximum of 46 hours of non-traditional credit, which includes CLEP (College Level Examination Program), military service schools, and AP (Advanced Placement). In granting credit for appropriate CLEP scores, JSU sets the maximum credit attainable by CLEP at 31 semester hours for the general examinations and 15 semester hours for the subject examinations. A student may not receive CLEP credit for any previously attempted college course or for a basic course in those subjects for which he/she has acceptable college credit for more advanced courses. No examination may be repeated in an attempt to receive credit. In addition, JSU awards credit for AP courses taken in secondary schools and supplemented by satisfactory scores on the national examination of the College Entrance Examination Board (CEEB) Advanced Placement program. JSU requires a score of 3 or above to be considered for the award of credit.

Transfer students in good standing are eligible to attend JSU and must submit official transcripts from all colleges attended. Students transferring fewer than 24 semester hours must also meet freshman entrance requirements. Students under academic probation at other accredited colleges/universities are admissible to JSU on probation. Students under academic suspension at the last college attended may not be admitted to JSU but may choose to petition the Admissions Committee for special consideration.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Institutions which award credit based 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:

- 1. The amount of credit awarded is clearly stated and is in accord with commonly accepted good practice in higher education.**
- 2. Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational programs.**
- 3. 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. The institution demonstrates that assessment procedures verify that the credit awarded is appropriate.**

JSU's policies for awarding non-traditional credit are published in the *2002-03 University Catalogue* on page 39. The maximum number of hours allowed for non-traditional credit is 46 semester hours. Non-traditional credit awarded by JSU is not considered as resident credit. JSU awards credit for CLEP, AP and courses taken through military service schools. The CLEP and AP exams have been reviewed by the appropriate departments, which have determined minimum scores acceptable for awarding credit for each discipline. The military service school credit is based on recommendations from the American Council of Education (ACE) Guide. Technical specialty credit and work experience credit are awarded based on recommendations from the Department of Technology and Engineering.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.

JSU awards experiential credit for courses taken through military service schools and, in some cases, work experience. The military service schools are evaluated using the ACE Guide recommendations, and appropriate documentation is required.

Appropriate documentation can be an AARTS (Army Ace Registry Transcript), a copy of the student's DD214 (discharge papers), or copies of certificates received. Military service school information is evaluated by personnel in the Registrar's Office, based on recommendations from the ACE Guide.

The Department of Technology and Engineering awards a maximum of 18 hours for previous work experience using an evaluation process in which a faculty committee reviews a student-prepared portfolio. The Department of Technology and Engineering provides students with a document that describes the procedure for obtaining credit for experiential learning. Students must submit a portfolio that is evaluated by a committee of faculty members in the absence of the student. In awarding credit for experiential learning, the faculty committee ensures that the management or technical work experience described is relevant to the academic field, that the credit awarded does not duplicate credit already awarded or which will be covered in future courses in the student's program, and that the credit is fully documented and referenced as credit for

prior experiential learning. If the committee recommends credit, the recommendation is sent to the Registrar for final approval. Only general elective credit within the Department of Technology and Engineering is awarded for experiential learning.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.

Once a student has applied for admission and supplied transcripts from all colleges/universities attended, an evaluation of transfer credits accepted is mailed to the student. This evaluation, conducted by the staff in the Registrar's Office, takes place in as timely a manner as possible, generally within one to three weeks after official transcripts have been received.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

To evaluate coursework transferred or accepted for credit toward an undergraduate degree at JSU, the Registrar and staff compare course descriptions, often in consultation with the appropriate department head. In some cases, the student

is required to produce a course syllabus and/or letter from the university where classes were taken.

Within the State of Alabama, STARS is a statewide effort to ensure the transferability of courses between colleges/universities in the State. The general studies curriculum offerings of each Alabama university, college, junior college, and/or technical school have been screened and previously deemed appropriate/not appropriate for transfer.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

There must be clearly defined policies regarding the academic dismissal, suspension, and readmission of students.

Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution.

Students at JSU must meet minimum cumulative grade point averages (GPAs) in accordance with the Undergraduate Academic Standards Policy (*2002-03 University Catalogue*, p. 34-35).

Students in academic difficulty are given opportunities and support to improve performance. The Academic Standard Policy sets forth four levels for determining satisfactory academic progress: Academic Warning, Academic Probation, Academic Suspension, and Academic Dismissal, with opportunity for reinstatement. In determining satisfactory academic progress, May, Summer I, Summer II, and associated marathon terms are counted as one semester.

A student is placed on “Academic Warning” after any term in which the student’s cumulative GPA falls below the required minimum GPA. Should a student on Academic Warning have a cumulative GPA to fall below the required minimum cumulative GPA, the student will be placed on Academic Probation. Students on Academic Probation may take no more than 12 semester hours during the fall and spring semesters and no more than 3 semester hours per term during May, Summer I, and Summer II. A student on Academic Probation must maintain a semester GPA of 2.00 or greater or achieve the required minimum GPA.

Students on Academic Probation ending a term with a cumulative GPA less than the minimum required will be put on “Academic Suspension.” Students who have been previously suspended are dismissed following a term in which the student fails to earn a minimum “C” in each course. Dismissal is for one year. Students who were previously on probation are suspended following a term in which the student fails to earn a “C” in each course. Suspension is for one term. Students may be readmitted after petitioning to the AVPAA for reinstatement. Reinstatement requires tri-weekly progress reports in the office of the AVPAA and a “C” or better in each course. During short terms, weekly progress reports are required. The policies are followed and records are kept on file in the Office of the AVPAA. The student’s academic standing, including reinstatements (termed *retrieval*), is coded in the computer system to become a matter of permanent record. These policies and procedures are in the *2002-03 University Catalogue*, on the Academic and Student Affairs homepage, and in the *Academic Advising Quick Reference Guide*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.2.2 Undergraduate Completion Requirements

In each degree program, there must be an appropriate sequence of courses leading to the degree.

The University offers six undergraduate degrees as follows: Bachelor of Science in Education (B.S. Ed.), Bachelor of Science (B.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Social Work (B.S.W.), and Bachelor of Science in Nursing (B.S.N.). Each degree program has an appropriate sequence of courses leading to the degree following curriculum guidelines established by the appropriate college and department, and in some cases, by the accrediting body for that program or college. The appropriateness of sequencing is also determined through the established curriculum development process consisting of departmental, college, and University curriculum committees. The degrees offered by the four colleges of the University and the pages of the *2002-03 University Catalogue* where the course sequences are found are listed below in Table 4.2.2.1.

Table 4.2.2.1
Undergraduate Programs Offered by Jacksonville State University (2002-03)

PROGRAM OF STUDY	DEGREE(S)	CATALOGUE PAGE	MINOR
College of Arts and Sciences			
Art	B.A., B.F.A	55-56	Yes
Biology	B.A., B.S.	67-74	Yes
Criminal Justice	B.S.	76-77	Yes
Drama	B.A.	83	Yes
English	B.A.	92-93	Yes
History	B.A.	98	Yes
Foreign Languages	B.A.	101-103	Yes
Mathematics	B.S.	109-110	Yes
Computer Science	B.S.	113-115	Yes
Music	B.A.	122-124	Yes

PROGRAM OF STUDY	DEGREE(S)	CATALOGUE PAGE	MINOR
Chemistry	B.S.	127, 130	Yes
Geography	B.S.	132-133, 135-136	Yes
Physics	B.S.	140	Yes
Political Science	B.A.	144-145	Yes
Psychology	B.A., B.S.	149-150	Yes
Sociology	B.A., B.S.	153-154	Yes
Social Work	B.S.W.	156	No
College of Commerce and Business Administration			
Accounting	B.S.	160	Yes
Economics	B.S., B.A.	161, 164-165	Yes
Finance	B.S.	162	Yes
Information Management E-Commerce	B.S.	162	No
Management	B.S.	163	Yes
Marketing	B.S.	163	Yes
College of Education and Professional Studies			
Communication	B.A.	180-181	Yes
Early Childhood Education	B.S.Ed.	181-182	No
Elementary Education	B.S.Ed.	183-184	No
Collaborative Education	B.S.Ed.	185-187	No
Secondary Education	B.S.Ed.	189	No
Family and Consumer Sciences Education	B.S.Ed.	192	No
Family and Consumer Sciences	B.S.	193-197	Yes
Physical Education	B.S.Ed.	201	No
Exercise and Wellness	B.S.	202	No
Recreation Administration	B.S.	203	Yes
Computer Integrated Manufacturing Systems Technology	B.S.	211	No
Electronics Technology	B.S.	212	No
Occupational Safety and Health Technology	B.S.	213	No
Technology	B.S.	213-214	Yes
College of Nursing and Health Sciences			
Nursing	B.S.N.	223-224	No

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution must publish the requirements for each degree it awards.

Degree requirements set forth for the University are published in the *2002-03 University Catalogue*, p. 50-52. In addition, each department lists detailed degree requirements and specific criteria for completion within department sections of the *Catalogue*. Information pertaining to degree requirements can also be found on the JSU web site (<http://www.jsu.edu/depart/undergraduate/catalog>). Individual departments also distribute audit/advisement forms listing degree requirements. Finally, degree requirements are listed on Degree Audit Reports (DARS) distributed each semester to students. The DARS provides a summary of curriculum requirements for an individual student. The DARS indicates program requirements that have been satisfied and lists those still remaining for graduation.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The department head, program coordinator, and/or academically qualified faculty establish and regularly review the appropriate sequence of courses leading to each degree. The curriculum is then approved following JSU's established curriculum procedure. Further evidence of the appropriateness of many degree programs is their accreditation through nationally recognized specialty accrediting organizations.

For each degree program offered, 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, and other degree requirements are specified in the *University Catalogue*. See Table 4.2.2.1 for specific location of this information for each degree program.

Standards for satisfactory academic progress are specified in the Undergraduate Academic Standards Policy, published in the *2002-03 University Catalogue*, p. 34-35.

This policy states that students at JSU are required to meet minimum cumulative grade point averages (GPA's) as evidence of satisfactory academic progress. Selected departments have established retention and progression policies that expand on University requirements and are made clear to students in those departments.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

All degree programs require at least 41 semester hours of general education courses. These include at least one course each from humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics and are consistent with the Articulation and General Studies Committee (AGSC) guidelines. The general education courses are classified into four areas: Written Composition (6 semester hours), Humanities and Fine Arts (12 semester hours), Natural Sciences and

Mathematics (11 semester hours), and History, Social, and Behavioral Sciences (12 semester hours). These general education requirements are published in the *2002-03 University Catalogue* p. 50 and on the JSU web site at <http://www.jsu.edu/depart/undergraduate/catalog/>.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The basic core of general education courses required by JSU and all degree programs provides opportunities for all graduates to achieve and sustain competencies in reading, writing, oral communication, math skills, and basic use of computers. This requirement includes 6 semester hours of written composition (EH 101,102) and 12 semester hours of humanities and fine arts. Each degree program requires at least 3 semester hours in literature. Each graduate must also successfully complete the English Competency Exam (ECE). This combination of coursework and the requirement that students pass the ECE before application for graduation effectively ensure the competency of all graduates in reading and writing skills.

The required basic core of general education courses includes 11 semester hours of mathematics and natural sciences. All graduates must complete at least three semester hours in mathematics at the pre-calculus level (MS 102) or higher mathematics, which require more than fundamental mathematical skills for completion. Most majors require at least one additional three-hour math course.

Almost all degree programs require three semester hours of oral communication (EH 141) and three semester hours in the basic use of computers (CS 201, 230 or TEC 201). Successful completion of these requirements, coupled with subsequent speaking and research activities in other classes, effectively demonstrates that graduates are competent in oral communication and the basic use of computers.

In the Bachelor of Arts and the Bachelor of Fine Arts (Major: Art) programs, an oral communication course or computer course is not required; however, extensive oral communication activities and use of computers are incorporated into classes required for the major. Art studio courses require oral presentations and oral problem critiques. Students must also present oral portfolio reviews as sophomores. Additionally, all art program graduates are required to complete a senior seminar course (ART 488 or 499), which features oral presentations. Concerning competence in the use of computers, art students utilize computers in graphic design (ART 329, 429, 430, 431, and 481) and digital photography courses (ART 369, 469, 470, and 471).

In the case of the Bachelor of Arts in Music (Concentration: Music Education), a specified course in the basic use of computers is not required; however, as with the art program, music education students use computers in several required applied courses in the major, including MU 101, 102 and MU 211, 212. These music theory courses incorporate numerous basic computer skills, plus specialized skills such as music notation and composition using computers.

The decision of the Art and Music Departments not to include specific courses in oral communication and/or computer use was necessitated by accreditation demands (Art—National Association for Schools of Art and Design; Music—National Association

for Schools of Music) and the limit of 128 hours for the bachelor's degree, by the requirements of the Articulation Agreement.

In general, various courses throughout the University require a degree of competency in reading, writing, oral communication, fundamental mathematical skills, and/or the basic use of computers. JSU requires all graduates of degree programs to complete a general education achievement test (CBASE) that measures competency in these areas.

An outside indicator of the competence of JSU graduates comes from results of the Employer Survey (1993-95). As noted in Table 4.2.2.2, employers rated JSU graduates positively.

Table 4.2.2.2
Employee's Abilities Relative to Others in Similar Positions
(1=Poor; 4=Excellent)

Ability	Mean*
Reading effectively	3.36
Writing effectively	3.24
Speaking effectively	3.26
Processing and interpreting numerical data	3.25
Working with computers	3.20

*Compiled from results of recent and five-year graduates

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The definition and requirements for each major and area of concentration are specified in the *2002-03 University Catalogue* and on the JSU web site

(<http://www.jsu.edu/depart/undergraduate/catalog>). Each college clearly defines all

requirements for majors and areas of concentration. Individual departmental listings also include the number of credits required for each major and area of concentration. In addition, through the DARS system, the University provides audit/advisement forms that clearly define major and area of concentration requirements. Table 4.2.2.3 provides a listing of programs.

Table 4.2.2.3
Undergraduate Programs Offered by Jacksonville State University (2002-03)
Hours in Major/Concentration

PROGRAM OF STUDY	DEGREE(S)	CATALOGUE PAGE	# OF HOURS IN MAJOR/CONCENTRATION (not including support courses)
College of Arts and Sciences			
Art	B.A.	55-56	48
	B.F.A		84
Biology	B.A., B.S.	67-74	39
Criminal Justice	B.S.	76-77	42
Drama	B.A.	83	43
English	B.A.	92-93	36
History	B.A.	98	30
Foreign Languages	B.A.	101-103	36
Mathematics	B.S.	109-110	38
Computer Science	B.S.	113-115	42
	IS		44
	SE COM		41
Music	B.A.	122-124	48
	GEN EDU		54
Chemistry	B.S.	127, 130	38
	BIOCHEM		38
	GEN ENVIRO		42
Geography	B.S.	132-133, 135-136	35
Physics	B.S.	140	32
Political Science	B.A.	144-145	30
Psychology	B.A., B.S.	149-150	32
Sociology	B.A., B.S.	153-154	30
Social Work	B.S.W.	156	54
College of Commerce and Business Administration			
Accounting	B.S.	160	24

PROGRAM OF STUDY	DEGREE(S)	CATALOGUE PAGE	# OF HOURS IN MAJOR/CONCENTRATION (not including support courses)
Economics	B.S., B.A.	161, 164-165	24 24
Finance	B.S.	162	24
Information Management/ E-Commerce	B.S.	162	27
Management	B.S.	163	21
Marketing	B.S.	163	24
College of Education and Professional Studies			
Communication	B.A.	180-181	39
Early Childhood Education	B.S.Ed.	181-183	35
Elementary Education	B.S.Ed.	183-184	29
Collaborative Teacher k-6	B.S.Ed.	185-186	32
Collaborative Teacher 6-12	B.S. Ed.	186-187	32
Secondary Education	B.S. Ed.	189	30
Family and Consumer Sciences Education	B.S.Ed.	192	33
Family and Consumer Sciences	B.S.	193-197	30
Physical Education	B.S.Ed.	201	28
Exercise Science and Wellness	B.S.	202	45
Recreation Administration	B.S.	203	30
Computer Integrated Manufacturing Systems Technology	B.S.	211	27
Electronics Technology	B.S.	212	27
Occupational Safety & Health Technology	B.S.	213	27
Technology	B.S.	213-214	27
College of Nursing and Health Sciences			
Nursing	B.S.N.	223-224	64

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.

JSU requires at least 52 semester hours of advanced level (courses numbered 300 or above) coursework for all degree programs. This requirement is specified under the general requirement section of the academic regulations and is published in the *2002-03 University Catalogue*, p. 29-30.

Advanced level requirements for individual degree programs are based on guidelines from professional organizations, national accrediting organizations, and/or the experience of the faculty program coordinator, department head, or academically qualified faculty. Advanced level requirements for individual degree programs are specified in the *2002-03 University Catalogue* under individual department sections. In addition, these advanced level requirements are listed on departmental audit sheets.

At JSU, 84 percent of advanced level courses have a prerequisite requirement.

The percentages for each college are as follows:

**Table 4.2.2.4
Percentage of Courses Requiring Prerequisites**

College	Percentage of Advanced Level Courses with Prerequisites
College of Arts and Sciences	85
College of Commerce and Business Administration	98
College of Education and Professional Studies	76
College of Nursing and Health Sciences	86

Advanced level courses that do not require a prerequisite are often stand-alone application courses (ESC 430 Health Effects of Hazardous Materials) and/or an advanced level introductory course (ART 369 Beginning Photography).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

General graduation requirements include a minimum of 32 semester hours of residence work at JSU. This 32 semester hours of resident work is 25 percent of the 128 semester hours required for graduation in a baccalaureate program. This requirement is published in the *2002-03 University Catalogue* under “Academic Regulations” (p.29-30) and on the JSU web site

<http://www.jsu.edu/depart/undergraduate/catalog>

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 institution’s own degree or certificate programs.

All classes offered at JSU are applicable to at least one of the degrees awarded by the institution, with the exception of the remedial/developmental classes. According to the *2002-03 University Catalogue*, p. 33, remedial/developmental classes are awarded institutional credit only and are not counted toward the minimum hours required for graduation. However, institutional credit is considered in determining full-time status and financial aid status and in calculating the overall grade point average.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.2.3 Undergraduate Curriculum

Curricula 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.

Successful completion of the general studies curriculum appropriately links the curricula of all departments to the educational purpose of the University. The required courses in Area I (Written Composition) are designed to assist students in developing competence in communication and information skills. Students demonstrate competence in written communication skills by satisfactory completion of the ECE prior to graduation. The choice of courses in Area II (Humanities and Fine Arts) stimulates esthetic appreciation through the introduction of important works of literature, history, and art, music, or drama. The Area III requirement in Natural Sciences and Mathematics supports the educational purpose of developing attributes in quantitative skills, critical thinking, and problem-solving skills. The choice of courses in Area IV (History, Social, and Behavioral Sciences) supports the development of attributes in intellectual tolerance, psychological and physical well-being, interpersonal and organizational skills, social responsibility, and learning, as well as life-long learning. Coursework in Area V (Pre-professional, major and elective courses) varies with and is specified by departments but, in all cases, supports the educational purpose of the University and completes the foundational knowledge required for discipline-specific coursework.

The general studies curriculum requirements are reinforced at the departmental level in individual classes. For example, to reinforce communication skills, students are required to write position papers, laboratory reports, and term papers and to make oral presentations in classes. To reinforce information skills, students are required to prepare research and term papers using library search techniques. To reinforce quantitative skills, students are required to analyze and interpret data from experiments. Critical thinking is reinforced in all courses requiring problem solving and critical analysis of experiments. Learning is taught in many courses that review the history of intellectual approaches to the study of behavior. Intellectual tolerance is reinforced in all courses that stress the diversity of human behavior and experience. Psychological and physical well-being are reinforced in courses ranging from time management and improved study skills to maximizing mental health and happiness.

A review of the departmental unit reports confirms that specific departmental curriculum requirements, like the general studies requirements, are directly related and appropriate to the purpose and goals of the institution. Departmental curricula provide students a variety of educational experiences, while giving them the knowledge and skills necessary for employment, citizenship, and life-long learning. Each departmental curriculum is designed to be student-centered, offering students a broad-based education, while preparing students for careers in their chosen areas of concentration. Of students at JSU who responded to the Spring 2002 Student Survey, 87.2 percent “agreed or strongly agreed” to the statement: “The general education program ensures that students receive a well-rounded education.”

The University fulfills its public service purpose by extending its knowledge, skills, resources and values to the community, region, and State. Departmental curricular requirements support the public service purpose of the University. For example, the music faculty and its students collectively represent the largest and most important resource of musical expertise in northeast Alabama. Through personal performance, teaching, and consultation of faculty, as well as through the performance and contributions of students and student ensembles, the Music Department is the single most active music center in the area. Other departments integrate education and public service as well. The Psychology Department places students in community agencies for practica and internship experiences. The Department of Sociology and Social Work requires that students have a volunteer experience in a social service agency. According to data collected in the 2001 GSS, 78.2 percent of the students responding rated the practical experiences/internships in the major as “good or excellent.”

The University research purpose is supported in general through the specific program requirements in which students develop skills in observation, experimentation, and analysis by completing the Area III requirement in Natural Sciences and Mathematics. According to data collected using the College Students Experiences Questionnaire (CSEQ), over 70 percent of the students responding reported at least some gain in their understanding of science and technology and 83 percent reported a gain in quantitative thinking. At the college/departmental level, the research purpose is satisfied in departmental curricular requirements. For example, the Department of Psychology addresses research in experimental methods courses, independent research courses, and theses completed by students. In Biology, students complete a

required course in Introduction to Research and complete a required library, field, or laboratory research project in Senior Seminar. Indeed, according to data collected in the 2001 GSS, 76.5 percent of the students responding indicated participation in a research project in the major either “occasionally or frequently.” Further support for the research purpose is demonstrated by the College of Arts and Sciences’ sponsorship of an annual spring symposium where students throughout the College present their research results. According to the program of the 8th Annual Spring Symposium (April 2002), 34 students from Biology; English; Mathematical, Computing, and Informational Sciences; and Physical and Earth Sciences presented research results as either a poster or an oral presentation. Many undergraduate research projects are peer-reviewed by state, regional, or national agencies and accepted for presentation of student research data at professional meetings. For example, one undergraduate student presented a poster at the 101st General Meeting of the American Society of Microbiology (May 2001). There were 20 presentations that included research by JSU undergraduate students at the 2002 meeting of the Association of Southeastern Biologists and there were 3 JSU undergraduate presentations from biology at the 2002 meeting of the Alabama Academy of Science.

The curriculum is appropriate to the ability and preparation of the students admitted. Where there are deficiencies, students complete developmental/remedial courses prior to enrolling in more advanced courses. Developmental/remedial deficiencies can be satisfied by courses taken in mathematics, English, or Learning Skills as the case may require. Across the University, colleges provide additional opportunities to ensure student success. Introduction to Information Technology (CS

201) is a basic course that is instructive for students who have limited or no knowledge of computers.

In their unit reports, all departments report that the financial and instructional resources of the institution are adequate to meet the curriculum goals. Although increased funding would benefit and enhance all departments, resources are adequate for maintenance based on current enrollment.

[Note: The previous discussion pertains to the mission and purpose statements that are currently in effect as of the writing of this self-study. The University revised its mission statement in 2002 and this revised statement appears in the *2002-03 University Catalogue*. The education, public service, and research purposes that are discussed herein are in the process of being replaced with new University goals that are currently in the review process. The Institutional Effectiveness Committee has drafted these goals; they have been recommended by the President's Administrative Council, and approved by the Board of Trustees at their October 2002 meeting. The new goals will become effective immediately and used as the University's goals for the planning cycle that begins in December/January 2003.]

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

All aspects of the curriculum at JSU are established, reviewed, and evaluated by a careful process that involves faculty and administration. According to the unit report of the VPASA, the general studies curriculum was developed by the faculty and

administration in response to the AGSC established by the Legislature in 1994. The general studies curriculum forms the foundation for all baccalaureate curricula.

Establishing, reviewing, and evaluating the curriculum starts at the departmental level. Curricular offerings are reviewed by departments as part of the annual review of goals and objectives, with each faculty member assuming responsibility for curricular development within his or her teaching expertise. Many factors influence the need for curricular changes: accreditation standards, graduate survey assessment data, current student needs, industry and student needs, peers, as well as professional organizations. Each department has developed an internal process that is consistent with the discipline and/or specialty accreditation standards.

Once approved by the appropriate dean, changes are posted on the JSU curriculum bulletin board and continued through the process to final approval by the VPASA. Specifically, proposed curriculum changes are submitted to a University-wide curriculum posting system, with corresponding paperwork going to the UUCC. Curriculum changes can be entered into this system during the first five working days of the month (except for August and December). Entry is only allowed from the dean's offices. Access to curriculum change proposals requires mainframe access that limits the number of faculty who can view these proposals. Once posted on the system, a curriculum change proposal may be viewed for a maximum of 30 days; however, due to limited mainframe access, the majority of faculty do not have the opportunity to review proposals that may impact their program. If no objections are reported, then the proposal comes back to the Chair of the UUCC, who routes all proposals to the VPASA. Once approved, changes are reflected in the *University Catalogue* and are considered

effective as of the approval date. If there is objection to the proposed curriculum change, the proposal is presented to the UUCC, and if approved, the UUCC sends it to the VPASA for approval. All new programs must be presented to the UUCC for review.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that curriculum proposals be placed on the University Intranet, with password-protected access, so that all faculty will have opportunity to access and respond to proposals.

This process must recognize the various roles of the faculty, the administration and the governing board.

The faculty, administration and Board of Trustees are involved in establishing, reviewing, and evaluating the curriculum. Each arm is involved at a different level and plays a different role in the curriculum process. The primary responsibility for development of new courses, deletion or changes in existing courses, initiation of new programs, and program modification lies with the faculty. The department, college, and University curriculum committees, in accordance with established procedures (*Faculty Handbook*, p. 48-49), review all proposals concerning programs and curricula, regardless of the source of initiation. Faculty responsibility involves periodic review to ensure continued currency and applicability of coursework in the specific curriculum. From the faculty, proposed curriculum changes progress to the dean of the respective college and ultimately to the UUCC. Recommendations are reviewed and approved by the VPASA. The role of the administration in ensuring consistency and uniformity throughout the entire institution is met through the final process of approval, promulgation, and publishing of various curricular programs. The Board responsibility is

recognized through its approval of the general goals, overall mission, and objectives of the institution.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

For each major in a 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.

Department chairpersons have the primary responsibility for program coordination while curriculum development and review are shared with other members of the respective departments. Review of unit reports and faculty credentials reveals that all the assigned department chairs meet academic and discipline specific qualifications for the undergraduate major. Official transcripts that confirm academic qualifications are on file in the VPASA's office.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU offers the undergraduate major in a number of areas as defined in the online version of the *Viewbook* (www.jsu.edu/info/viewbook), the *2002-03 University Catalogue* (p. 50-52), and the *JSU Fact Book*. A review of faculty credentials on file in the VPASA's office confirms that at least one full-time faculty member with appropriate credentials has primary teaching assignment in each of the available majors.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The Board of Trustees approves the organizational structure of the University through which the curriculum is offered. The *JSU Board of Trustees Manual (2000)* assigns to the Board of Trustees the “responsibility to organize the University by appointing its faculty and officers... to prescribe courses of instruction... and to take whatever other actions may be deemed best for promoting the interests of the University” (p. 12-13). The number of degree programs and the types of degrees are reported annually in the *Fact Book*, and the President’s report addresses new degree programs and distance learning sites. Evidence cited in the April 2002 minutes of the Board of Trustees indicates a review of the University’s programs at JSU Gadsden, and the President reported on actions taken by the Alabama Commission on Higher Education (ACHE) with regard to the University’s curriculum.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.

There should be an institution-wide process to coordinate programmatic and curricular changes.

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, approved by the governing board, and any necessary review and approval by state or other agencies.

The UUCC approves undergraduate courses and curricular changes for the University. Academic programs are developed through a process begun in a departmental curriculum committee, which follows guidelines of the national accrediting agencies when applicable. The primary responsibility for development of new courses, deletion or changes in existing courses, initiation of new academic programs, and academic program modifications lies with the faculty of each department. Department, college and the UUCC review all proposals concerning programs and curricula, regardless of the source of initiation, with final approval by the VPASA. The development process is defined in the *Faculty Handbook* and involves the faculty and administration of the University in the development and evaluation process on the departmental, college, and University levels.

Additionally, ACHE is required by State law to approve new academic programs. Copies of policies and procedures are available from the VPASA's office.

Academic units determine schedules for course offerings within the academic calendar. Annual reviews of catalogue material, enrollment trends, and curricular programming occur at the departmental, dean, and Vice President levels within the academic division to ensure that planning, periodic assessment, evaluation, and

revision occur as needed. The faculty and administration of each department determine the general curriculum requirements for each degree offered by the department, ensuring that the degree requirements fall within the bounds of the GSAC/STARS agreement. The faculty implement the program by monitoring student progress through the program during advisement. Students are assigned advisors who check their progress concerning curricular requirements.

From the Board of Trustees to the academic departments, all curricular and academic programs are monitored by the administration, with input from the faculty. Programs and policies are monitored through various methods such as student evaluations, annual reports, and faculty annual reviews. All the evaluative criteria are published in a variety of University documents and on the web page. DARS reports are sent to students and their advisors each semester before pre-registration. Once students file an application for degree, the course work is certified for degree completion requirements. If the student has completed all the requirements for the degree, that student's name is sent to the Registrar's office as eligible for graduation.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The University assists students anticipating transferring at some point in their undergraduate careers to other institutions. First, the University library and the Registrar's Office maintain a collection of current catalogues of various other national four-year institutions. And as a resource for advisement, each department and faculty member has connection to the Internet so that the advisor and students can consult current catalogues and acquaint themselves with specific course requirements at the institutions to which students plan to transfer. This information can be used in scheduling courses while the students are enrolled at JSU. Second, the course flexibility available in completing the University general studies curriculum facilitates the students' scheduling in preparation for transfer to another institution.

For example, the Department of Technology and Engineering admits students to a pre-engineering curriculum that will permit the majority of students to transfer with junior standing to most undergraduate engineering programs at other colleges/universities. A suggested pre-engineering program is outlined in the *2002-03 University Catalogue* (p. 210). The Department of Technology and Engineering supervises and evaluates this program annually.

The State of Alabama Articulation Agreement prescribes an approved course of study for pre-engineering, and all Alabama colleges and universities with pre-engineering programs must follow the same 60 hours approved by the Agreement, allowing for easy transfer of JSU's pre-engineering students to other colleges or universities. In advisement, the Technology Department Chair uses the current Template for Technology and Engineering issued by the AGSC/STARS program, available at <http://www.troyst.edu/>. Two additional courses in JSU's program are

selected depending on the requirements of the college or university to which a particular student plans to transfer for degree completion.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

“Inverted,” “two plus two” and similar programs must include an adequate amount of advanced coursework in the subject field.

The committee found no evidence of “Inverted,” “two plus two” or similar programs in the curriculum.

Institutions which enter into programmatic partnership 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*.

According to the *2002-03 University Catalogue*,

Accelerated students are subject to all rules and regulations of the University as well as its rights and privileges. Accelerated students may register for 100 or 200 level courses in any academic field in which the student had completed high school requirements....

College credit for accelerated students will be awarded only after the student has graduated from high school and has completed all freshman admission requirements to Jacksonville State University (p. 13-14).

To ensure that credit awarded is at the collegiate level and is in compliance with the *Criteria*, the University allows only JSU faculty or properly-credentialed adjunct faculty to teach dual enrollment classes. The course content for dual enrollment classes must follow the same syllabus as on-campus classes, with assignments, projects, and tests similar to those given in like classes on campus. Class policies on attendance, grading, textbooks, and other issues must be the same as in on-campus classes. Students in these classes have the same library privileges awarded all students. The classes are monitored closely by the appropriate department head and/or designee to ensure appropriateness and compliance.

The Dual Enrollment course history documents received from the office of the AVPAA describe the program's history since 1997. Over the years, classes have experienced an increase in enrollment and also have been offered at more local schools, as Table 4.2.3.1 indicates.

Table 4.2.3.1 Dual Enrollment Data, 1999-2002

Term/Year	Participating Schools	Courses Offered	Total Enrolled
Fall 1999	Jacksonville High School	PSY 201 Principles of Psychology	78
	Oxford High School	PSY 201 Principles of Psychology (Video Conference/Self Hall)	
	Saks High School	EH 101 English Composition HY 201 American History MS 102 College Algebra	
Spring 2000	Jacksonville High School	SY 221 Introduction to Sociology	85
	Oxford High School	SY 221 Introduction to Sociology (Video Conference/Self Hall)	
	Saks High School	EH 102 English Composition HY 202 American History MS 103 Trigonometry	
	White Plains High School	EH 102 English Composition	
	Cedar Bluff High School	EH 101 English Composition	

Term/Year	Participating Schools	Courses Offered	Total Enrolled
Fall 2000	Cherokee Co. High School	EH 101 English Composition	149
	Donoho School	EH 101 English Composition HY 201 American History	
	Jacksonville High School	PE 109 Concepts of Wellness	
	Oxford High School	MS 102 College Algebra	
	Pell City High School	PSY 201 Principles of Psychology	
	Saks High School	EH 101 English Composition HY 201 American History MS 102 College Algebra	
Spring 2001	Cedar Bluff High School	EH 102 English Composition	126
	Cherokee Co. High School	EH 102 English Composition	
	Donoho School	EH 102 English Composition HY 202 American History	
	Jacksonville High School	EH 141 Oral Communication	
	Oxford High School	MS 103 Trigonometry	
	Saks High School	EH 102 English Composition HY 202 American History MS 103 Trigonometry	
	Pell City High School	PSC 100 Intro to Political Science	
Fall 2001	Cedar Bluff High School	EH 101 English Composition	163
	Cherokee Co. High School	EH 101 English Composition	
	Donoho School	Eh 101 English Composition HY 201 American History	
	Jacksonville High School	PSC 100 Intro to Political Science	
	Oxford High School	MS 102 College Algebra	
	Saks High School	EH 101 English Composition HY 201 American History MS 102 College Algebra	
Spring 2002	Cedar Bluff High School	EH 102 English Composition	119
	Cherokee Co. High School	EH 102 English Composition	
	Donoho School	EH 102 English Composition HY 202 American History	
	Jacksonville High School	EC 222 Macroeconomics	
	Oxford High School	MS 103 Trigonometry	
	Saks High School	EH 102 English Composition HY 202 American History MS 103 Trigonometry	

Term/Year	Participating Schools	Courses Offered	Total Enrolled
Fall 2002	Cedar Bluff High School	EH 101 English Composition	119
	Cherokee Co. High School	EH 101 English Composition	
	Donoho School	EH 101 English Composition HY 101 Western Civilization MS 102 College Algebra MS 141 Calculus I SH 101 Spanish	
	Jacksonville High School	PSY 201 Principles of Psychology	
	Oxford High School	MS 102 College Algebra MS 141 Calculus I	
	Saks High School	EH 101 English Composition HY 201 American History MS 102 College Algebra	

Partnerships with secondary schools are evaluated annually by the AVPAA. Actions taken following evaluation include offering other courses, altering registration and advising, and expanding methods of course delivery. Evaluation of individual classes is conducted by the appropriate department.

The administration of the partnership is the responsibility of the office of the AVPAA. The administration of the academic courses and related support is the responsibility of the academic departments. Regular dialogue among the department chair, faculty, school representatives, and the AVPAA staff contributes to the partnerships and ensures that academic quality and integrity are maintained.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Instructional decisions are made at the discretion of the individual departments and faculty members. Instructors utilize a variety of methods appropriate to the particular course and fields of study. Review of the academic unit reports reveals that instruction is designed to provide students with the attributes emphasized in the University's educational purpose: communication skills, informational skills, critical thinking skills, quantitative skills, problem solving skills, intellectual tolerance, aesthetic sensibility, life-long learning, and interpersonal and organizational skills. The syllabi of courses offered at JSU provide evidence that course content addresses one or more of these educational purposes.

Instruction is evaluated on a yearly basis as part of the annual review of faculty and programs. The University uses a variety of methods to evaluate instruction relative to the University mission and purposes. Each individual college is required to develop methods of evaluating the effectiveness of its respective faculty. A mandated major component of each evaluation system is the teaching component, with service and research filling complementary roles in the evaluation process. Student ratings, peer ratings, self-ratings, and department head ratings are some of the components that are used to evaluate instruction.

Survey results provide evidence of the evaluation of instruction. In the Spring 2002 Student Survey, 74.1 percent of respondents "agreed or strongly agreed" with the statement: "Students have an opportunity to evaluate faculty performance." Responding to the statement "Students have an opportunity to evaluate the quality of

the undergraduate curriculum,” 60.9 percent “agreed or strongly agreed.” To the statement “Students have an opportunity to evaluate off-campus instruction, including distance education,” 60.9 percent of students “agreed or strongly agreed.”

In the Fall 2001 Faculty Survey, 76.6 percent of respondents “agreed or strongly agreed” with the statement “The quality of undergraduate instruction is evaluated effectively,” while 73.7 percent “agreed or strongly agreed” with the statement “The quality of off-campus instruction, including distance learning, is evaluated effectively.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

A major component of instruction involves providing the student with a clear understanding of the goals, subject matter, attendance and evaluation policies, books and materials needed, and other requirements of each course. At JSU, this is accomplished with the use of course syllabi. Each department has course syllabi on file for all courses taught in that area of instruction.

The responsibility for ensuring that the methods of instruction used throughout the University are appropriate to the stated mission and goals of the institution lies with each individual department. The evidence presented in the department unit reports indicates that each department is using the faculty resources available to ensure that instructional methods are suited to course goals, student capabilities, and the

University's mission and purposes. Instruction is evaluated annually and efforts are made by each department to improve instruction.

Course descriptions are published in the *University Catalogue*, and syllabi are available. Syllabi are kept on file in each departmental office. At the beginning of each semester, each faculty member must prepare and provide each student a course syllabus. The syllabus must explain the following: the course objectives, special requirements of the course such as papers, reports, and tests, grading procedures, and attendance policy.

Course syllabi outline methods of instruction. Syllabi are reviewed by department heads or designee for appropriate instructional methods and goals. In an effort to ensure students are prepared for particular courses, courses are designed to be sequential, and course prerequisites are listed in the *University Catalogue* and in departmental advising materials. Each department requires that students be advised prior to registration each semester to ensure that students enroll in courses for which they are prepared.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

According to the VPASA unit report, the faculty is encouraged by the University to experiment with ways to improve instruction through workload adjustments, additional funding, professional development support for travel, and on-campus courses and workshops (such as PowerPoint and Blackboard). Additional compensation is provided

for faculty members who are teaching via distance education technology to encourage experimentation with these methods of instruction.

According to the college unit reports, the deans encourage experimentation with new methods of instruction and development of new technology to improve teaching strategies. They also encourage faculty to apply for available University grants and support their endeavors by providing additional funds to attend workshops, professional meetings, conferences, or complete courses.

Faculty may teach new courses that utilize new methods of instruction as a trial offering by listing the course with an “M” designator. The “M” designation indicates that the course is not part of the approved curriculum, but is being considered as a new course for that department. Although this accurately reflects practice, there is no written policy to this effect.

Faculty are also encouraged to attend Academe, a series of monthly presentations on teaching and research that is coordinated by the Faculty Senate. Reports of techniques to improve instruction that are presented in Academe meetings are sent to all faculty members.

According to the *Faculty Handbook*, it is appropriate that each discipline develop its own faculty evaluation procedures and conduct its own evaluation since academic disciplines differ. The *Faculty Handbook* states that evaluative procedures must properly reflect that teaching is the most important activity of faculty members and that the areas of effective teaching such as content expertise, instructional delivery skills, instructional design skills, and testing/assessing skills should be addressed. Students,

faculty, department heads, and/or deans complete formal evaluations of course content and methods of instruction in each department.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: none

Suggestion: The committee suggests that the University develop a written policy on the development, implementation, and evaluation of “M” designated courses.

An institution must use a variety of means to evaluate student performance.

The *Faculty Handbook* (p. 46) states that the faculty member must, at the beginning of each semester, prepare a syllabus that explains special requirements for the course such as term papers, oral reports, field trips, etc. The *Faculty Handbook* (p. 47) further states that in fairness to students, instructors shall apprise students of the nature of their methods of evaluation.

As the course syllabi attest, student performance is evaluated in a variety of ways, as determined appropriate by each department. Examples of representative departmental evaluation techniques are shown below in Table 4.2.4.1.

**Table 4.2.4.1
Representative Evaluation Techniques**

<i>College of Arts and Sciences</i>	
Art	Written exams, studio/lab portfolio reviews, exhibitions
Biology	Exams, oral presentations, term papers, quizzes, lab reports
Drama	Tests, papers, projects, labs, public performance, senior practicum
Emergency Management	Tests, essays, discussion boards, e-chats, projects
English	Class participation, oral presentations, essays, research papers, exams
History/ Foreign Language	Tests, term papers, research reports, debates, oral and written reports, lab assignments
Math/ Computer Science	Homework, class work, programs, papers, presentations, quizzes, labs, exams
Music	Peer evaluation, teacher evaluation, review of videotaped performance

Physical and Earth Sciences	Exams, homework, reports, maps, analyses, lab reports
Political Science	Tests, reports, reviews, research, presentations
Sociology/ Social Work	Exams, research papers, class participation, presentations, groups projects, library exercises, classroom exercises
<i>College of Commerce and Business Administration</i>	
Finance/Economics/ Accounting	Written exams, case reports, case presentations, homework, reading summaries, class discussion
Management/ Marketing	Tests, in-class assignments, oral presentations, research papers, group presentations, written assignments
<i>College of Education and Professional Studies</i>	
Communication	Written tests and papers, oral reports, equipment operation
Curriculum/ Instruction	Student work samples
Family and Consumer Sciences	Student work samples
Educational Resources	Written exams, research papers, oral presentations, Power Point presentations, classroom exercises, projects
Health and Physical Education	Written tests, papers, oral reports, and presentations
Technology	Group assignments, exams, homework, in-class assignments, oral reports/multimedia presentations, projects, research papers, computer use
<i>College of Nursing and Health Sciences</i>	
Nursing	Exams, oral presentations, assigned readings, research assignments, class participation, group projects, clinical written assignments

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The 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.

Evaluation of the quality of student work in individual courses is the responsibility of the individual instructor, reflecting the standards of the discipline and the department. In keeping with the University's requirement, faculty are charged with the responsibility

to “maintain adequate records of grades and be accountable in grading” (*Faculty Handbook*, p. 47). The University’s concern for quality is reflected also in its requirement that faculty “report grades of students making D’s or F’s on the official mid-term grade report” (p. 47). All faculty must follow the University grading system, provided in the *2002-03 University Catalogue*, p. 31-32. The University uses a four (4) point grading scale.

Grading practices are published in the course syllabi in each department and are consistent with University grading policies. Course syllabi are made available to all students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

In accordance with the Mission Statement, the University provides continual evaluation of programs to assure that the curriculum is timely and relevant and that the programs effectively meet their educational goals. The effectiveness of the University’s instructional program involves a variety of techniques that are used to evaluate student performance at various points throughout their academic and professional careers.

The Office of Assessment provides a centralized approach for the collection, analysis, and distribution of data related to students and graduates. Through this office, data are analyzed and administration of various surveys is coordinated. The completion

of instruments required of graduating seniors provide data that are used to assess student perceptions and intellectual growth for the improvement of the academic programs.

Additionally, some programs require that majors take a comprehensive test of achievement in the discipline. Students may also be required to participate in other evaluations of University programs and services. The information obtained through these assessment procedures is used to improve the quality of the educational experience for future generations of JSU students.

Undergraduate students must successfully complete the English Competency Exam (ECE) to be considered eligible for graduation. Students who have completed EH 101 and 102 and have earned at least 60 semester hours are eligible to take the examination. Multiple testing dates for the ECE are available during fall and spring semesters. The test is given once each summer in the month of June.

External testing programs, such as Major Field Achievement Test (MFAT) and National Council for Licensure Examination for Registered Nurses (NCLEX), and admission tests, such as Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT), have provided valuable data related to the abilities of the University's graduates. These data have been used in the evaluation of instructional effectiveness in various departments.

Some departments have attempted to track the performance of their graduates in the marketplace by both formal (employer surveys) and informal contact with supervisory personnel. The data from the evaluation of graduates' performance have been used to evaluate the adequacy of preparation in the instructional program and

have resulted in changes that have strengthened the qualifications of the University's graduates.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Courses offered in nontraditional 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 University offers selected courses during the concentrated four-week terms of May, Summer I, and Summer II. Courses that are not suited for the abbreviated time frame are offered during regular semesters.

Marathon sessions are scheduled during the months of May, June, July and August using some combination of these time periods (6 weeks, 8 weeks, or 12 weeks, etc.). Each marathon course is designed to meet the educational needs of the students enrolled in the course. A lack of information regarding key dates/deadlines for those marathons not originally utilized by the University is problematic for both students and faculty. This information needs to be published.

University policy limits students to a maximum of seven credit hours per each short term. The faculty believe that this is the maximum credit-hour limit to maintain an effective learning environment while meeting the expectations and demands of the student for concentrated study options. A three-semester-hour course requires ten

hours of class per week for four weeks to meet the same number of hours as the regular semester.

The departments that offer courses during May, Summer I, Summer II, and Marathon terms adapt the schedule to the concentrated time, but course objectives, requirements and assignments are equivalent to those in regular terms.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that an explanation of Marathon terms be included in the *University Catalogue* and that more complete information be provided in the summer *Schedule of Classes* for each Marathon.

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.

Courses are offered in short term, concentrated formats if students have the opportunity to acquire equivalent levels of knowledge and competence as compared to traditional formats. Several steps are taken by individual departments to ensure this opportunity. First, courses offered in May, Summer, and Marathon terms have equivalent contact hours to traditional terms. The number of contact hours required per credit hour meets AACRAO standards. Second, the departments that offer abbreviated courses require that tests and other assignments be equivalent to those taken in the traditional format. For example, course syllabi for all abbreviated courses must conform to course descriptions in the *University Catalogue*. Each syllabus must express the same goals, objectives, and policies as the traditional semester-length courses. Assignments and examinations must also be comparable to semester courses. Finally,

the courses that are offered during the short sessions are selected based on their suitability for the short term as determined by the department head in each discipline.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.

Teaching and learning are emphasized in every department throughout the University. Accessible library hours and on-line access to library resources are provided to encourage student scholarship. Artistic and cultural programs are available across the academic year to provide a range of creative experiences for students.

Some examples follow:

- The College of Arts and Sciences encourages scholarly and creative work through day-to-day actions of their faculty, in and out of class, believing that the faculty's excitement about scholarship and creative work will often inspire similar attitudes in students. Since student research is an integral part of the curriculum in each department, Student-Faculty Research Grants and a Student Symposium for presentation of student research are offered each year by the College to encourage scholarly and creative achievement.
- The Biology Department teaches Introduction to Research in Biology (BY 370) as part of the core program and Senior Seminar (BY 496) as the capstone course. The department sponsors an "Invited Lecturer Series" that bring scholars from various states to interact with the students. Students are encouraged to gather further data and present research projects at local

- (JSU's annual student research symposium) and state (Alabama Academy of Sciences) or regional (Association of Southeastern Biologists) as well as local symposia. The Biology Department also supports an active chapter of Beta Beta Beta, a national biology honorary society for undergraduate students.
- The Criminal Justice Institutional Foundation supports scholarly and creative achievement through the provision of funds for faculty, staff, and student travel to professional conferences and for specialized research and training. In addition, this foundation funds special departmental initiatives to increase the enrichment of Criminal Justice student experiences. There is also a new Criminal Justice Study Abroad Foundation which supports the department's educational and research activities abroad.
 - The faculty in composition and literature classes in the English Department require classroom discussions and essay assignments in composition and literature to provide students with opportunities to explore and articulate their own ideas in regard to social, political, and ethical issues. The Department's creative writing courses require originality, and the advanced literature classes challenge students to broaden their capacities to interpret critically and respond imaginatively to sophisticated examples of literary art.
 - Department of Communication students are required to complete creative and/or scholarly work such as video production that demands creativity in shooting, editing, and storytelling. The journalism class requires research to create and write a story for a newspaper. The Department operates an FM radio station, WLJS that includes NPR programming as well as student-

produced shows; a weekly student-produced newspaper, *The Chanticleer*; and the University yearbook, *The Mimosa*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Learning experiences for which credit is awarded are under the ultimate control and supervision of JSU faculty members. Before a course can be offered, the UUCB must give approval. A JSU faculty member is assigned to teach the course. In addition, department chairs and program coordinators are responsible for assisting with and carefully guiding instruction in these courses. Clinical affiliations are under the control and supervision of the department faculty, department chair/dean, and subject to approval by University administration.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

An effective relationship exists between curricular content and current practices in each field of specialization at JSU. This is evidenced by the following examples:

- Library collection of professional journals reflects availability of current information.

- Course syllabi document adoption of current textbooks as well as current practices in each curricular area.
- Professional development plans and reports of activities document yearly instructional and scholarly activities for faculty members (teaching accomplishments, grants, publications, and presentations).
- Accreditation reports provide an indication of which current practices in each field are incorporated into the curriculum content.
- Supervision of students in practicum and internship settings allow faculty members to view current practices in action.
- Computer/Internet-related instructional training sessions allow faculty members to expose students to current practices (i.e. BlackBoard).
- Faculty receive University Travel and Self-Improvement Grants, as noted in Table 4.2.4.2.

Table 4.2.4.2
University Travel and Self-Improvement Grants

Semester Awarded	# Grants Awarded	\$ Amount Received
Fall 1998	62	9,814.25
Spring 1999	47	5,347.50
Fall 1999	64	23,210.49
Spring 2000	71	21,966.00
Fall 2000	80	24,116.00
Spring 2001	0	0.00*
Fall 2001	42	32,378.66
Spring 2002	35	25,843.64

*Proration

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution must demonstrate the program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.

Program length, clock and credit hours, and tuition and fee charges are appropriate for the degrees and credentials offered by JSU. Many academic programs must meet accreditation standards set by professional associations. The number of hours that classes meet per week and the hours awarded for credit match nationally accepted standards established by AACRAO. The tuition and fee charges are established by the Board of Trustees and reviewed annually.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.2.5 Academic Advising of Undergraduate Students

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.

Students entering JSU are invited to attend an intensive orientation program during which they are introduced to academic programs and assigned a faculty mentor to serve as their advisor for the first academic year. Students who do not attend an orientation session are required to see an advisor in the college of their major for initial advisement. After the first year, students are either advised through a central advising

office within the college of their major or a faculty member in the student's major is assigned to carry out academic advising activities. Students without majors (undecided) are assigned a faculty member with responsibilities for advising undecided students.

Each student, once declaring a major, is assigned to a faculty advisor. In many departments, especially those with professional affiliations, advising records are maintained either in a central location or in the academic advisor's office. A majority of students responding to the Spring 2002 Student Survey were satisfied overall with the quality of advisement; however, at least 20 percent of the students indicated dissatisfaction with their advisement experiences. These data are revealed in Table 4.2.5.1.

**Table 4.2.5.1
Student Satisfaction with Advisement**

Items Evaluated	n	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
My academic advisor provides me opportunities to schedule time for advising	1163	48.2	30.0	10.8	10.9
I find my advisor knowledgeable of course/degree/program requirements	1166	48.0	30.6	11.1	10.2
My academic advisor is able to give me quality career advising	1118	40.9	32.9	13.4	12.8

Pre-registration begins in early November for Spring Semester and early March for all summer terms and Fall Semester. Concentrated advisement for those pre-registration periods usually begins two to three weeks prior to the registration time period.

Advisors and students are provided with Degree Audit Reports (DARS) listing all requirements of the declared major, and progress toward that degree is identified. In

addition, each faculty member can access student academic records through the University's mainframe computer. All faculty are provided with appropriate forms, catalogues, class schedules, and the *Faculty Advisor's Manual* to assist in the advising process. In addition to advisement on the courses needed for graduation and those to take during a specific semester, students will seek out a faculty advisor for information on how to meet other University requirements, which options are available, how many semesters until graduation, recommended course loads, career possibilities, etc.

Seventy-eight percent of student respondents to the Spring 2002 Student Survey "agreed or strongly agreed" that academic advisors are available to advise; however, 22 percent have not found this to be the case. In the 2001 GSS, the results, as shown in Tables 4.2.5.2, 4.2.5.3, and 4.2.5.4, indicate that the majority of students found advisement to be effective. Again, some problems are evident with advising in the major.

Table 4.2.5.2
Students' Perceptions of the Quality of Their Major

	n	Excellent %	Good %	Fair %	Poor %
Curricular advising in your major	557	35.5	37.3	18.1%	9.0
Career advising in your major	539	27.8	36.2	24.5	11.5

Table 4.2.5.3
Student Satisfaction with the Major Program

	n	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Advisor was willing to help me	550	44.0	35.1	13.8	4.9	2.2

Table 4.2.5.4
Satisfaction with Specific University Activities or Services by Users of Service

	n	Very Satisfied %	Satisfied %	Neutral %	Dissatisfied %	Very Dissatisfied %
Academic advising services	297	28.7	45.7	11.7	10.1	3.8

Academic advising is a significant part of the University's role in the total process of educating students. The *Faculty Advisor's Manual* states that advising is a process that encompasses development and delivery of accurate, up-to-date information regarding career options, educational programs, courses of instruction, resources, and policies and procedures to aid students in pursuing their educational goals. New faculty members attend an orientation session at the beginning of the semester when they are employed. During that session, a booklet entitled *Academic Advisement Quick Reference* is provided to assist in the advisement process. Each department also provides information and guidance regarding advisement for all faculty members.

The advising system requires that students receive academic advisement prior to registration. Currently, JSU has a liberal registration policy that does not always coincide with the time that faculty advisors are under contract to be on campus. This is particularly evident during the two-week period following Summer II. During these time periods, students may be unable to locate their assigned advisor and are either required to come back at another time when their advisor is on campus or see another advisor who might not have their records nor be familiar with their program of study.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None.

Suggestions:

1. The committee suggests that JSU develop a plan to address advisor availability during extended registration periods.
2. The committee suggests that the University develop advisor training programs and evaluation procedures for all major advisors.

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

The number of advisees assigned to faculty members varies greatly from department to department. In the unit reports, it is noted that some program areas have as few as 5 advisees (programs within the College of Commerce and Business Administration) while others have as many as 135 advisees (programs within the College of Education and Professional Studies). As noted in the unit reports, each department or designated office assigns advisees on an equitable basis according to number of faculty members in each major. In most departments, advisees are distributed evenly among all faculty members in the individual program areas.

In at least two departments on campus, the English Department and the Mathematical, Computing, and Information Sciences Department, a faculty member is given a three-hour reduction in teaching load to handle the large number of advisees. In the English Department, the faculty member with the reduced teaching load advises about 80 advisees. In the Math/Computer Science Department, the faculty member with the reduced teaching load advises about 35 advisees.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

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

The orientation program for first time undergraduate students is available in two formats. Freshmen entering in the fall semester may attend one and one-half day programs held during July and August of each year. The second format involves

abbreviated sessions held prior to the beginning of classes for short terms as well as fall and spring semesters.

The extended one and one-half day program uses an orientation team comprised of a faculty member and an upper-class peer counselor. The orientation teams meet together for training related to campus policies, campus facilities, advisement information, advisement techniques, and campus support services.

The abbreviated orientation sessions include an introduction to the University, an overview of the advisement/registration process, and a meeting with a faculty advisor prior to registration. These sessions employ peer counselors, with advisement handled in the departments.

The orientation program, while not mandatory, is made available to all accepted undergraduate students. Information about orientation is mailed to each student. In addition, dates and other related information are available on the JSU web site.

The summer orientation program is evaluated by all participants—students, family members, orientation leaders, faculty members, and administrative support personnel. All participants are given an opportunity to provide written comments about the program. All comments are reviewed before planning for the next year begins. If at all possible, comments given after the first session are reviewed for incorporation into the subsequent sessions. In 2001, 100 percent of parents and 97 percent of the students who responded to the orientation evaluation rated their overall satisfaction with JSU as “good or excellent.”

The responsibility for this program has changed over the past decade. In 1998, the University was awarded a Title III grant. A component of the grant proposal was to

have an individual responsible for orientation and advisement, leading to the creation of the position of Coordinator of Orientation/Advisement. With the resignation of the Coordinator of Orientation/Advisement in May 2001, the responsibilities for orientation were shifted to the Director of Student Activities.

The following general orientation provisions are made for students in the different colleges across campus:

- New Student Orientation
- Transfer Student Orientation
- Preview Days during the Spring

Departmental faculty members provide their services for general information, advisement, and registration during these pre-selected orientation and advisement events. In the Spring 2002 Student Survey, respondents were very complimentary of the effectiveness of orientation, with 78.8 percent finding the orientation to be “good or excellent,” and 62 percent “agreed or strongly agreed” with this statement: “My JSU orientation class was effective in helping me become a better student.” The 2001 Graduating Senior Survey Report shows that 71.5 percent of students were “satisfied or very satisfied” with freshman orientation.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Proposals for new graduate programs generally begin when a need for program development, review, or revision is identified. Issues are forwarded to the appropriate department head and dean. Faculty members participate in curriculum development and design. Proposals are processed through college-level curriculum committees and approved by the faculty, department head, and dean. Approved proposals are submitted to the Curriculum Committee of the Graduate Council. After review, the proposal goes to the entire Graduate Council for review and action. If approved, the Graduate Dean recommends the program to the VPASA who makes a recommendation to the President regarding final approval. The President presents all new programs to the Board of Trustees. New programs must receive approval from the Alabama Council of Graduate Deans, the Alabama Commission on Higher Education (ACHE), and for teacher education programs, the State Department of Education. The COC is notified of new program proposals and a prospectus for substantive change is submitted as indicated. The role of faculty in this process is described in the *Faculty Handbook* (p. 48). The role of the Graduate Council is described in the *Graduate Council Bylaws* (Article VI, p. 4).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

There are additional resources provided for programs offering graduate degrees. Faculty teaching graduate courses must have a doctorate, or terminal degree in the area in which they teach or a related discipline. Faculty must also meet qualifications that warrant their membership on the graduate faculty. There are adequate library and computer resources available to support graduate programs. In many departments, graduate classes are smaller to allow greater participation by students. In fields where accreditation is offered, the programs strive to be consistent with the standards of the accrediting agencies. Deans, in their unit reports, stated that departments with graduate programs receive somewhat greater budget allocations to support research and scholarly needs of students and faculty. In the Graduate Studies Completer Survey 1993-2001, 89.3 percent of students “agreed or strongly agreed” with the statement, “The department has adequate supplies and equipment for this program.” In the same survey, 88.7 percent “agreed or strongly agreed” with the statement, “Non-computer laboratory facilities are adequate.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Research, scholarly activity, and/or advanced professional training are incorporated into graduate programs at JSU. In the Graduate Studies Completer Survey 1993-2001, the question was asked, “How often did you have classes which

required some form of research?" "Frequently" was indicated by 74.7 percent of students; 21.2 percent indicated "occasionally." A review of syllabi on file for all graduate courses also supports this statement.

For professional training, in the same survey, 93.5 percent of respondents "agreed or strongly agreed" with the statement, "This program has adequately prepared me for a career." Rating the statement pertaining to: "quality of courses, as preparation for employment after graduation," 81.7 percent responded "good or excellent." Many programs have an optional thesis in which students conduct a field-or laboratory-based research project. Students are encouraged to work with graduate faculty on individual projects to enhance their research and writing skills. Computer labs across campus are available for students to do on-line research. In addition, most departments have specialized labs for faculty/student research projects and some departments provide limited student travel funds to attend conferences. In the Graduate Studies Completer Survey 1993-2001 when asked, "How often have you assisted, or collaborated with a professor on a research project that was not a class project," 8.8 percent marked "frequently" and 18.8 percent marked "occasionally."

The HCL is a key resource for graduate students. The Library conducts periodic reviews of the collection for each discipline. This Library collection assessment report is located in the office of the Head of Library Services. The assessment uses the Western Library Network (WLN) Conspectus and incorporates bibliography checking, shelf list counts, and comparisons with peer institutions in determining the adequacy of the Library's resources. Furthermore, the Library is a founding member of the Network of Alabama Academic Libraries (NAAL), a consortium of institutions with graduate

programs. The purpose of NAAL is to ensure the adequacy of library resources to support graduate studies in Alabama. Student satisfaction with Library holdings was confirmed by responses to the 1993-2001 Graduate Completer Survey. A total of 78.7 percent of the respondents either “agreed or strongly agreed” that the “periodical collections are adequate” and 82.7 percent either “agreed or strongly agreed” that the “book collection, including reference works, is adequate.” For specific information about the adequacy of the Library holdings and cooperative agreements to provide access to scholarly information see Sec. 5.1.3 of this report, “Library Collections.”

As evidence of additional resources for the graduate programs, some deans supplement departmental travel funds to allow graduate faculty to attend scholarly conferences. Colleges also frequently provide matching funds for grant proposals from the graduate faculty.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Faculty competency and productivity is assured upon hiring and during the annual faculty evaluation process. First, the graduate faculty competency is assured by careful screening at the departmental level, resulting in a recommendation for graduate faculty appointment for existing faculty or a recommendation for employment of new faculty. The department head is an integral part of this process. Second, productivity and competency are assessed in the annual faculty evaluation. The annual faculty

review includes evaluation in instruction, service, and scholarship by the department head. Because of the requirements for scholarly productivity, graduate faculty may have a reduced teaching load in comparison to undergraduate faculty.

The adequacy of the Library and other learning resources, and computer and laboratory facilities for the graduate program vary by department. All units reported adequate library resources. These resources have improved over time with the increase in access to Internet databases. Faculty and students have access to library facilities from the JSU Intranet. The HCL houses more than 645,311 volumes and 1334 print titles. The Library is a member of SOLONET, and is a selective government documents depository. The Library has an automated catalog and circulation system with links to other major Alabama academic libraries, provides Internet access to numerous bibliographic databases, and participates in an interlibrary loan system that gives graduate students access to library materials at other state institutions. The Library is open 87 hours per week during fall and spring semesters and 69 hours per week during the summer terms. Hours are reduced when students are not on campus. Faculty members are responsible for making library purchase recommendations. In the College of Education and Professional Studies, a Learning Resource Center and Teaching/Learning Center supplements the holdings of the Library. Many other departments have specialized libraries with journals or other reference works available for students and faculty.

Many units have computer labs for student use along with personal computers with Internet access for all faculty members. Laboratory facilities vary by department. In the Fall 2001 Faculty Survey, 62.5 percent of faculty rated laboratory facilities and

equipment “good or excellent.” In the same survey, 67.7 percent of faculty rated technological equipment “good or excellent.” In the Fall 2001 Administrators Survey, 70 percent of administrators rated laboratory facilities as “good or excellent” and 86 percent rated technological equipment as “good or excellent.”

JSU’s administrative structure for graduate education is appropriate and consistent with that of institutions of higher learning. The Dean of Graduate Studies plays a key role in providing assistance with the development of new programs to ensure consistency, quality, and congruency with the mission of the University. While there is oversight from the College of Graduate Studies for every graduate program offered by the University, individual departments and colleges have autonomy in addressing the specific educational needs of the disciplines. From the faculty to the Board of Trustees, each component plays a role in administering the graduate programs of the University.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.”)

In an effort to carry out the teaching mission of the University, innovative partnerships and expansion of distance education offerings have developed over the past few years. The University reassessed its compliance with notification procedures

for potential substantive changes following the SACS Annual Meeting in December 2000. Letters of notification were forwarded to the COC resulting in the submission of four prospectuses of programs utilizing distance education strategies: Educational Specialist in Educational Administration, Master of Science in Educational Administration, Master of Science in Nursing with a Major in Community Health Nursing, and a Master of Science in Public Administration with a Concentration in Emergency Management. The Commission considered the prospectuses to represent three substantive changes: Master of Science in Nursing (collaborative program with Troy State University), Master of Science and Educational Specialist in Educational Administration, and Master of Public Administration with a Concentration in Emergency Management. JSU received approval of these substantive changes on September 24, 2001 and was notified that these initiatives will be reviewed during the reaffirmation visit in February 2003. The COC was notified on November 5, 2001 of the addition of a new Concentration in Spatial Analysis and Management within the Master of Public Administration, with at least 50 percent of the program offered by distance technologies.

All administrators and department heads have reviewed the Commission's "Substantive Change Policy for Accredited Institutions" to ensure continuing compliance with all procedures. At the time of the self-study, the University has conscientiously submitted all changes in accordance with the COC policy.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution also must document that any necessary approval from state or other agencies has been secured.

The Alabama Commission on Higher Education (ACHE) is authorized to review and approve new programs. The MPA—Emergency Management program was approved by ACHE in the spring of 1998. In June 1998, the Commission granted approval for the Master of Science in Nursing in Community Health Nursing. Approval for expansion of existing programs through the use of distance technologies is not required by ACHE. The Master of Science in System and Software Design was reviewed and approved by the Commission in December 1999, and the MEd, with a Reading Specialists major, was approved in April 2001. JSU has submitted and obtained appropriate state approvals for all new programs.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.”)

When new programs are proposed, studies of the resource requirements and financial implications are conducted by the sponsoring department in consultation with the dean of the college and the Dean of Graduate Studies. When a proposal is completed, it is then submitted to the Graduate Council for review. If the Graduate Council approves the proposal and agrees with the assessment of the impact on resources and financial implications, the proposal is forwarded to the VPASA, to the President, and presented to the Board of Trustees. If the program is approved at all levels, an application for the new program is then submitted for external review by

appropriate entities. This application requires a needs assessment, evaluation of market and environmental factors, proof of resources, and projected financial implications (tuition revenue, grant income, and program expenditures). Recent examples include the addition of a Master's degree in Computer Systems and Software Design, and a Master's degree in Reading Specialist program. Another example is the Master of Science in Nursing.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU does not offer doctoral programs.

Free-standing graduate and professional schools are exempt from this requirement. However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.

This criterion does not apply to JSU.

4.3.2 Graduate Admission

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

In keeping with the mission statements of the University and the College of Graduate Studies, admission standards have been developed to ensure that the student's educational preparation indicates the potential for a high level of performance. The admission requirements include a two-step process that is clearly outlined in the

Graduate Bulletin. The first step in the process is admission to Graduate Studies and the second step is admission to a specific field of study, which may have additional admission requirements. Admission to all graduate programs requires an appropriate undergraduate degree from an accredited institution. Quantitative admission requirements at JSU are based on a formula that uses undergraduate grade point average and GRE, MAT or GMAT to determine unconditional or conditional admission. Qualitative requirements are assessed through three professional recommendations, the student's resume, and the letter of intent required for admission. These requirements are specified in the *2002-03 Graduate Bulletin* (p. 15-19) as well as on the University web site (<http://www.jsu.edu/depart/graduate/>).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

JSU does not accept students into graduate programs unless they have earned an appropriate baccalaureate 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.

As described in the *2002-03 Graduate Bulletin* (p. 20-29), application procedures require: (a) official transcript(s) from all postsecondary institutions attended; (b) official

test scores on the GRE, MAT or GMAT, depending on program; and (c) three professional recommendations. In selected programs, an interview is required as one component of the admission process.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Admission criteria for all graduate programs must be published.

Graduate admission criteria, including admissions formulae, are published in the *2002-03 Graduate Bulletin* (p. 15-29) and the web site of the College of Graduate Studies (<http://www.jsu.edu/depart/graduate>). Ninety-two percent of respondents on the 1993-2001 Graduate Completer Survey affirmed that “information provided concerning admissions to graduate study was clear and accurate.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Coursework 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.

As stated in the *2002-03 Graduate Bulletin* (p. 42), the University accepts up to 6 semester hours of transfer credit toward a 30-semester hour program, 9 hours toward a 33-semester hour program, and 12 hours toward a program of 36 or more semester hours. The Master of Science in Nursing (MSN) program is an exception to this general policy (*Graduate Bulletin*, p. 221). Through a partnership with Troy State University, JSU utilizes four existing Troy State University Internet courses (10 semester hours) as

the core sequence in the Community Health Nursing program. In addition to these four courses from Troy State, MSN students may transfer a maximum of six graduate semester hours toward program completion.

The institution from which graduate credit is accepted for transfer must be a regionally accredited institution. Evaluation of transfer credit is made by the appropriate department of the student's major and approved by the Dean, College of Graduate Studies. To request transfer credit, a student must submit a Transfer Credit Request Form listing the transfer courses to be accepted for credit to the College of Graduate Studies. In addition, the student must request official transcripts from the institution at which the credit was earned and supply course descriptions/syllabi.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU does not offer graduate credit for portfolio-based experiential learning.

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

JSU does not offer graduate credit for portfolio-based experiential learning.

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

The graduate faculty, through the Graduate Council, formulate the admission criteria for master's and educational specialist's programs. Separate admission criteria exists for the master's degree and the educational specialist's degree and are described in the *2002-03 Graduate Bulletin* (p. 15-19) and on the web site of the College of Graduate Studies (<http://www.jsu.edu/depart/graduate/>).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The admission criteria for unconditional and conditional admission are specified in the *2002-03 Graduate Bulletin* (p. 16-19) and on the web site of the College of Graduate Studies. Applicants failing to meet the requirements for unconditional admission may be conditionally admitted with approval of the program faculty/graduate director and the Dean of the College of Graduate Studies. Students who are admitted conditionally must attain a 3.0 GPA on the first 12 hours in the masters' programs and 3.25 GPA on the first 12 hours in the educational specialists' programs.

With the exception of the Master of Business Administration (MBA) program, there is no established policy regarding the length of time that a student may remain in conditional admission status. Students conditionally admitted to the MBA program are given two semesters (fall, spring) to complete the first 12 graduate hours of the program

with a 3.0 GPA. In all other graduate programs, students remain on conditional status for variable lengths of time, depending on the individualized plan developed by the faculty advisor and student. However, in accordance with the established policy, all requirements for degree must be completed within six years.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Beyond the basic requirements for admission to the College of Graduate Studies, faculty in departments or programs that offer graduate degrees are responsible for any additional admission requirements. When new programs of study are proposed and existing programs of study are modified, faculty within the proposing department or program are responsible for criteria/expectations over and beyond those imposed by the College of Graduate Studies. Such requirements might include, but are not limited to, licensure, certifications, and/or an appropriate undergraduate degree. Also, national accrediting agencies provide guidelines for some programs.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

General and specific graduate admissions requirements are published for all programs in the *2002-03 Graduate Bulletin* and on the University web site, <<http://www.jsu.edu/depart/graduate>>.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

It must regularly evaluate its admission policies.

Admission policies for graduate programs at JSU are evaluated on a regular basis at the program level. The graduate degree programs that are accredited by national organizations undergo regular reviews consistent with those accreditation cycles. For example, specialty accreditation is offered by the *Commission on Collegiate Nursing Education (CCNE)* in the College of Nursing and Health Science; the *National Council for the Accreditation of Teacher Education (NCATE)* in the College of Education and Professional Studies; and the *Association to Advance Collegiate Schools of Business (AACSB-International)* in the College of Commerce and Business Administration. The College of Graduate Studies and the Graduate Council are also responsible for governing admissions policies. The Graduate Council is made up of graduate faculty, graduate students, the deans of the colleges offering graduate courses, and the VPASA is an *ex-officio* member of the Council.

For example, in Fall of 2001 the graduate faculty in the College of Education and Professional Studies evaluated the admissions policies governing all masters and educational specialist certification programs. As a result of this review, the College Curriculum Committee considered new admission standards for students entering

graduate programs. Recommendations were forwarded to the Dean of the College of Education and Professional Studies for approval and then submitted to the Dean of the College of Graduate Studies for review by the Graduate Council.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.3.3 Graduate Completion Requirements

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.

All graduate degree programs originate from faculty who develop the curriculum consistent with the particular discipline of study and are governed by specific requirements regarding degree completion, residency, thesis, minimum credit hours, GPA, academic progress, and comprehensive examinations.

The time limit on degree completion is six calendar years from completion of the first course requirement of the program to the last program requirement. This applies to both JSU credit and transfer credit. With the exception of nursing which has a collaborative relationship with Troy State University, all graduate programs require residency of 24 credit hours earned toward a degree at JSU.

Most degree programs at JSU offer a *Non-Thesis Option* and a *Thesis Option*. Six semester hours of graduate credit are awarded for the successful completion of a thesis. To monitor the thesis activity, a three-member thesis committee is appointed by the department head of the student's major field of study; one of which will serve as the student's major professor. The Dean of the College of Graduate Studies provides final approval for the *Thesis Option*.

The minimum number of credit hours required for graduate degree completion may differ between degree programs, but ranges from 30 to 48 credit hours. At least one-half of the graduate coursework for the master's degree must be at the 500 level. Individual programs may limit the number of hours of 400-G course work that may be counted toward completion of the degree.

A student's scholastic average (GPA) is calculated on graduate level courses only. All graduate students must maintain an overall 3.0 GPA on a 4.0 scale. The maximum number of "C" grades permitted to count toward master's or educational specialist's degree is six semester hours. Some graduate programs require a higher GPA to graduate. For example, students enrolled in programs in educational administration must maintain a 3.25 GPA on a 4.0 scale.

A student becomes a degree candidate upon enrollment in the last semester of course work and applies for the degree and the comprehensive examination with the College of Graduate Studies. The comprehensive examination is required for all candidates pursuing a graduate degree at the University. The department sponsoring the graduate degree determines the specific type of examination (written or oral) to be given, and is responsibly for assessing pass/fail.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

All degree and University requirements are published annually in the *Graduate Bulletin*. When a prospective student applies for admission to the College of Graduate Studies, the *Graduate Bulletin* is provided as part of a packet of information. The departmental faculty are responsible for determining that requirements are appropriate to the specific graduate degree program. Data from the 1993-2001 Graduate Completer Survey indicated that 95.3 percent of the respondents either “agreed or strongly agreed” that “degree requirements were explained clearly.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.

All requirements for degree completion are published in the *Graduate Bulletin*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

All courses listed in the *Graduate Bulletin* are acceptable as either required or elective credit for at least one degree program offered by JSU.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.3.4 Graduate Curriculum

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

As evidenced by course requirements, graduate work builds upon undergraduate instruction and focuses on independent research, critical thinking and problem solving. Typically, graduate level classes are smaller than undergraduate classes, allowing the faculty to assume the role of mentors as well as instructors. The particulars of these educational experiences vary from department to department, depending on individual program requirements. JSU unit reports indicate that program requirements are regularly evaluated, and modified to meet changes in the various fields, by both departmental and University-level committees.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student.

Although the general educational goals of all graduate programs are similar, that is, to expand the knowledge base and intellectual maturity of the student, the particular

method used to accomplish this task varies with the nature of each academic field of study. In some programs, primarily the sciences, this involves a highly focused specialization in a particular aspect of a discipline and usually includes writing a master's thesis. Completion of a thesis requires that the student follow a certain set of research skills and proceed independently in the collection of new data and the analysis of results. These programs often require students to make presentations at professional meetings as part of degree requirements. In other areas, primarily the humanities, the emphasis, while still requiring a degree of specialization, is on gaining a greater breadth of knowledge. In degree programs geared towards specific professions, course content tends to focus on practical application of specialized knowledge within the profession. In programs such as music, where performance is the primary measure of success, student course work reflects an ever-increasing mastery of both the complexities and subtleties of the discipline.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills.

Evidence indicating compliance with this criterion can be found in graduate level course syllabi. Course objectives reflect the intellectual exploration of concepts and constructs that require analysis, synthesis, and evaluation of discipline-specific knowledge. In most cases, graduate programs/courses require undergraduate prerequisites or even a specific undergraduate degree. These prerequisites are

evidence that graduate courses are building on a previous knowledge base and broadening the depth of education in that specialized field.

All graduate programs require a final written and/or oral comprehensive examination to complete the master's degree. This examination is designed to assess whether degree candidates have extended their knowledge of a particular academic discipline.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The graduate curriculum must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.

Graduate classes focus on providing an environment that encourages students to develop advanced knowledge and specialized skills beyond those acquired in a baccalaureate program. Most graduate programs require a major research effort, whether this be a thesis or projects related to individual courses. Project examples include critical thinking exercises; video and class presentations; analysis of cooperative and group activities; construction of authentic assessments including portfolios, rubrics, checklists, and rating scales; development of discipline-specific policy and procedure manuals; and class presentations developed and presented in PowerPoint format. These projects are designed to help the student develop a sense of scholarly independence and creative application of specialized knowledge.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Combined instruction of graduate and undergraduate students is permitted in selected 400 level courses that are designated with “G” for graduate. The syllabi for these courses demonstrate that, in the majority of courses, graduate students are given a variety of different assignments to distinguish their class experience from that of the undergraduates enrolled in the same class. Sixty-six percent of students responding to the 1993-2001 Graduate Studies Completer Survey either “agreed or strongly agreed” that requirements in 400-G courses were significantly higher for graduate students; 12 percent of students “disagreed” with the statement (22 percent reported no opinion).

Generally, graduate students are required to complete a research paper, a formal classroom presentation of research findings or the completion of additional, more complex, projects for graduate credit. In a few courses, the graduate student experience consisted of setting up and administering undergraduate lab or field exercises, adding a couple of extra questions to the undergraduate exams, completing the exact same assignments as the undergraduates but being held to a “higher standard,” or no apparent difference at all. Clearly, in these few cases, JSU is not in total compliance with this requirement. To achieve compliance, deans and department heads must make it clear to faculty that differences in graduate and undergraduate instruction are a necessity in 400-G level instruction. These differences must be made clear in syllabi that should be approved by the department head and dean prior to the course being offered.

In all graduate programs, 400-G courses may account for at most half of the total required course work. The remaining classes must be at the 500 or 600 level (graduates only).

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendation: The committee recommends that all 400G courses ensure that course requirements are appropriate for students seeking graduate course credit.

Suggestion: The committee suggests that the academic departments develop criteria to differentiate 400 and 400G courses.

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

All graduate offerings are published in the *Graduate Bulletin*. This information is readily available to students and potential students in printed form and on the University web-site (<http://www.jsu.edu/depart/graduate/>). In addition, many departments advertise their offerings through postings and in-house publications and brochures.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Graduate curricula are directly related to the purpose and goals of JSU as well as the purpose and goals of the specific department/college. Graduate programs emphasize both applied and professional studies and the preparation of students for further graduate work. The stated educational purposes of JSU include the development of communication skills, information skills, quantitative skills, critical

thinking and problem-solving skills, and the provision of opportunities to develop skills in observation, experimentation and analysis (*2001-02 Graduate Bulletin*, p. 11).

A review of unit reports indicates that many unit administrators believe that the graduate program goals are attainable utilizing the current financial and instructional resources of the Institution. However, any significant increase in graduate programs would require additional resources.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

With guidance from specialty accreditation standards, the curriculum is initiated primarily from the graduate program faculty, as well as the department head, deans, and the Graduate Council. Curricular changes such as revisions of existing courses, adding new courses, or developing new programs are initiated in similar fashion.

The process by which these changes are generally reviewed is by a departmental committee, which makes recommendations to the department head. The department head then determines whether to forward proposed changes to the college-level curriculum committee for their consideration. The college-level curriculum committee then evaluates the proposed changes and determines whether to submit

them to the dean. (In programs where there is no college-level curriculum committee, the changes go directly to the dean.)

If the dean approves the proposal, it is then forwarded to the Graduate Council. The Curriculum Subcommittee of the Graduate Council reviews the proposal and forwards it to the Dean of Graduate Studies, who, in turn, submits it to the full Council for discussion and vote. Recommendations of the Graduate Council are then submitted by the Dean of Graduate Studies to the VPASA. If approved, the VPASA forwards the proposal to the President. All proposed changes must be within the guidelines of University policy and the appropriate accrediting agency.

The faculty are responsible for implementing and monitoring their respective academic programs. Administrators provide support, assistance, and suggestions as needed. Both faculty and administrators consult with the involved accrediting agencies as needed. Minutes of the Graduate Council reflect the curriculum development and approval process.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Once curriculum/new program proposals have been reviewed and voted on by the Graduate Council, the Dean of Graduate Studies submits proposals for change to the VPASA. The VPASA forwards approved proposals to the President who then presents them to the Board of Trustees.

The minutes from the Board of Trustees meetings include recommendations for organizing and reorganizing the University. The Board of Trustees approves the organizational structure of the University through which the curriculum is offered. The number of degree programs and types of degrees are reported annually in the *JSU Fact Book*. The President's report addresses new degree programs and distance learning sites. Evidence cited in the 2001 minutes of the Board of Trustees meeting indicate a review of the University's programs at JSU-Gadsden and the President reported on actions taken by ACHE with regard to the University's curriculum.

The faculty also initiates the use of distance learning with the assistance of the Director of Distance Education, as well as the other administrators in the chain of command.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU does not offer a doctoral program.

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.

At least 30 semester hours are required for a master's or specialist's degree program, equating to at least one year of full-time study. From the 1045 respondents to the 1993-2001 Graduate Completer Survey, 12.3 percent reported completing the graduate degree in one year or less, 50.5 percent reported degree completion in one to

two years, 29.8 percent reported degree completion in two to four years, and 7.6 percent reported degree completion in four or more years.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Specific programmatic areas of specialization provide students with experiences within the programs that develop the following areas:

a) an understanding of research and the manner in which research is

conducted – Most students at the master's level must take a research course such as EFD 500: Research in Education. In addition, many programs require courses with a research component that requires research projects or literature reviews or other scholarly activity requiring library research. The librarians are available to assist classes with additional instruction on how to use the library to conduct literature reviews, if necessary.

Most students at the educational specialist level must take a research or writing course. Many also have a second course in research or curriculum. Students complete their program with EFD 681 & 682, which involve applied research.

b) an understanding of the subject matter, literature, theory and methodology

of the discipline – Programs have specific courses that emphasize the subject

matter, literature, theory and methodology of the particular discipline. This is a strength of graduate programs at JSU.

Additionally, the majority of programs are accredited by the appropriate agencies indicating that the knowledge base provided by coursework is strong and applicable to the discipline.

- c) an association with resident faculty sufficient to permit the individual evaluation of the candidate's capabilities** – Students have ample opportunities to interact with faculty within classes, during clinical experiences, and as a part of professional activities. The internship/practicum-related classes at the master's and Educational Specialists levels are especially conducive to this type of relationship due to smaller class size. This allows for evaluation of student capabilities on an individual basis.
- d) a demonstrated means of certifying the knowledge and skill the candidate has acquired.** – Students are assessed regularly through various tests, observation, and other methods of evaluation (e.g., written papers, presentations, peer review, self-evaluation, etc.). In addition, a comprehensive examination is administered in all programs at the end of the program of study. Certain courses at the educational specialists level emphasize professional writing, literature reviews, and PowerPoint presentations. The EFD 681--682 sequence provides a capstone experience with an applied practical project being systematically addressed. This comprehensive project serves as replacement for comprehensive examinations. The projects are presented in a public forum.

Data from the 1993-2001 Graduate Completer Survey indicated that 92.3 percent of respondents either “agreed or strongly agreed” that the “courses provided appropriate understanding of research methodology.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

A non-research-oriented professional master’s degree requires an understanding of the accepted professional practices in the field.

The professional graduate degree emphasizes a practical orientation with methodology and professional practice-type courses being the norm. Students conduct projects that directly relate to applied settings in the field and are involved in practica and internships that also reflect this orientation. Evaluation of student performance and depth of knowledge is accomplished through qualitative and quantitative measures including faculty and preceptor evaluation of performance in practica and/or internships, ability to meet pre-established criteria for satisfactory completion of projects, portfolio evaluation, etc.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Individual programs report that they regularly review their curriculum content in an effort to meet the changing professional environment in which the graduates will work. Required graduate seminars in selected disciplines emphasize current research

and consideration of acceptable methods of data collection and analysis. The 1993-2001 Graduate Studies Completer Survey provides documentation that 96 percent of the respondents “agree or strongly agree” that the courses taken provide an understanding of the major theories of their respective disciplines. In addition, 96 percent of the respondents “agree or strongly agree” that courses taken provide an understanding of the accepted professional practices in the discipline.

Faculty strive for constant awareness of current practices in their fields of specialization. Many faculty remain abreast of new developments by participating in professional development activities, through professional organizations, and interaction with professionals in their fields. Further means of currency are through subscriptions to professional journals and attendance at workshops and professional meetings. Individual faculty research provides direct access to current practices in the field and creates a stimulating environment for both faculty and students. Faculty who supervise practica and internships have many opportunities to interact with colleagues and keep abreast of practice changes in the field.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

A comparison of graduate academic programs revealed that program length, credit hours, and tuition at JSU are similar to those of peer institutions. Examples of university web sites providing specific information about program length and credit hour

requirements at peer institutions can be found at www.una.edu/academic/graduate.html (University of North Alabama); <http://business.auburn.edu/> (Auburn University); www.uwa.edu/ (University of West Alabama).

Graduate programs at JSU require between 30 and 48 semester hours of course work. Since a maximum load is 12 hours a semester, all programs require at least one full year of study. The educational specialist degree at JSU requires a minimum of 30 semester hours above the master's degree.

Tuition for graduate degrees at JSU are similar to those at comparable institutions. Tuition rates for all four-year institutions may be found at <http://www.ache.state.al.us/99Abstract/4pubsum.htm>.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU does not offer a doctoral program.

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

Units offering graduate programs report that evaluations of graduate curricula offerings and program requirements are reviewed. Departments in the College of Education and Professional Studies indicate that periodic systematic evaluations of graduate curricula offerings and program requirements are in place and are used for programmatic change. Concerns about curricula offerings and program requirements

are discussed systematically several times during the course of each semester. The Director of the MBA program and the Dean of the College of Commerce and Business Administration monitor any changes in curriculum requirements made in the AACSB-International standards to ensure consistency with AACSB standards. In the College of Nursing and Health Sciences, course evaluations are reviewed each semester by the course coordinator and course faculty. The course coordinator summarizes the evaluation data, and forwards a report to the Graduate Council indicating strengths/limitations and recommendations for change in teaching methods, course curricula, and/or program curricula, as indicated. The Graduate Council reviews the reports on the MSN courses; action is taken when changes are recommended.

Regular assessments of curricular offerings and program requirements are conducted on several levels. The evaluation process includes information from national and state accrediting agencies, national and state program standards, standards recommended by professional organizations, departmental faculty, departmental curriculum committees, department heads, college level curriculum committees and deans, to name a few. Data from the 1993-2001 Graduate Completer Survey revealed that 81.7 percent of respondents rated the quality of courses as preparation for employment as “good or excellent.” In addition, 68.9 percent reported that practical experiences required during their graduate program were of high quality.

Several graduate level programs are regularly reviewed by national accrediting agencies including the National Council for the Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB-International), and the Commission on Collegiate Nursing Education (CCNE). Units

without regular accreditation reviews routinely evaluate the curriculum and program requirements. Included among those are the Departments of Psychology, Biology, and Public Administration.

The Graduate Council, composed of members of both the administration and the graduate faculty, is responsible for recommending policies and regulations regarding all aspects of graduate education at JSU. Any deficiencies or changes with the curriculum or program requirements are submitted through the department head. The Graduate Council acts on all program submissions prior to their inclusion in or deletion from the *Graduate Bulletin*. Minutes of the Graduate Council are located in the College of Graduate Studies office.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution must integrate research with instruction.

All graduate program reports indicate that the basic elements of research, theory, and methodology are taught within the academic disciplines. The degree to which the various programs emphasize research varies. Educational Specialist and Master of Science programs in the College of Education and Professional Studies contain a heavy research emphasis. All EdS programs are research-based and require students to identify a research problem and solution applicable to their school/job placement.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.3.5 Graduate Instruction

Graduate faculty members should be productive, creative scholars readily accessible to their students.

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

Graduate faculty present papers at professional meetings, publish books and articles, write reviews and reports along with the many other requirements expected of professionals who prepare graduate students. Students are encouraged to join faculty at professional conferences by making joint presentations. Students may also assist faculty in research activities.

Graduate faculty members are accessible during posted office hours, before and after classes, and by appointment. Graduate faculty interact with graduate students through classroom contact, informal and formal advisement assignments, club activities, working with students in internships, directed reading courses or independent study courses. Students and faculty meet not only in classes, but also during student group meetings, professional meetings, and informal discussions as well as distance strategies such as E-mail, chat rooms, and discussion boards.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Faculty utilize a variety of instructional approaches and delivery systems. The methods of instruction utilized include, but are not limited to lecture, class discussion,

question and answer, case studies, seminars, demonstrations, video presentations, research projects, assigned readings and papers, problem solving, small group discussion, peer interaction, simulation and role play, field placements, videoconferencing, and web-based instruction and assignments. Effective teaching provides students the opportunity to achieve stated course objectives. Ninety-seven percent of the students completing the 1993-2001 Graduate Studies Completer Survey “agreed or strongly agreed” that faculty members provided a clear understanding of the goals and requirements of each class.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

All programs indicate that their students are informed of the goals and requirements of each course, and the nature of the course content through the use of a course syllabus. The course syllabus includes the course goals and requirements, course content, and method of course instruction and evaluation. Students are provided a copy of the course syllabus at the beginning of each semester. In addition, course descriptions are located in the *Graduate Bulletin*. Ninety-six percent of the students completing the 1993-2001 Graduate Studies Completer Survey “agreed or strongly agreed” that faculty members provided a clear understanding of the methods of evaluation to be used in each class.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Methods of instruction proposed for graduate courses are considered when the course is presented for inclusion in the graduate offerings, and teaching effectiveness is reviewed annually by the department head. Instructors are strongly encouraged to design syllabi that meet the highest professional standards. Unit reports indicate that all courses are taught by qualified faculty, although the type of instruction varies according to the nature and instructional goals of the course. Ninety-four percent of graduate students responding to the 1993-2001 Graduate Studies Completer Survey rated the professional quality of the faculty as “good or excellent.” The instructional competency of the faculty was rated “good or excellent” by 91.1 percent of survey respondents, with a large majority responding “excellent.” In comparison to baccalaureate instruction, graduate course offerings require lengthier and more demanding work assignments, independent learning activities, and demonstrated ability to apply principles to a given situation. Ninety-four percent of survey respondents reported having research assignments. Seventy-four percent reported doing so “frequently.”

Techniques utilized by instructors demonstrate a diversity of teaching methods. These methods of instruction may include a wide range of techniques, such as use of seminar format, specialized research and presentations of findings, research critiques and proposals, intellectual exchanges with faculty, individual consultation, lecture and discussion, breakout discussion groups, teaching-learning activities, oral presentations, scholarly papers, practical exams, group projects such as community assessment,

informatics projects, bibliographic cards related to issues, portfolio development, clinical practice, reviews of the literature, simulations, multi-media presentations, guest lecturers, and field trips.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

On an institutional level, JSU provides support for instructional experimentation through the provision of grants for innovative teaching strategies and course designs, such as those provided by the five-year Title III Grant awarded to the University in 1998. Faculty are encouraged to apply for a grant funding which essentially awards a summer salary supplement and a modest budget for curriculum development. It also provides for leaves of absence; travel funds; purchases, demonstrations, and support of software programs such as Blackboard (a program for electronic course formatting); purchase and support of innovative teaching hardware and equipment; and the employment of technology support personnel. Of graduate students completing the 1993-2001 Graduate Studies Completer Survey, over half responded positively to statements that the University provides adequate computer hardware and software, but a somewhat smaller percentage, 46.5 percent, reported satisfaction with computer lab services. These data must be interpreted with caution as there was approximately 40 percent of the survey respondents who reported "no opinion" on these items. With regard to traditional facilities, 93.6 percent reported adequate classroom facilities, while 89.3

percent “agreed” or “strongly agreed” that supplies and equipment are adequate to support their program.

The unit report for the College of Education and Professional Studies indicates that the Dean supports innovative teaching techniques including using a variety of teaching approaches in the instructional process. In the same College, the Associate Dean conducts a workshop on teaching for new faculty. The College of Arts and Sciences reports that faculty are encouraged to apply for University Travel and Self-Improvement Grants and University Faculty Research Grants. Internally, the College funds a Faculty-Student Research Grant program. On a departmental level, department heads may have discretion to promote such innovations as pilot classes, computer-assisted instruction, and multidisciplinary courses, as well as student research-based classes.

Grant proposals for funding research in new techniques under the auspices of the Title III Grant Funds are required to include a statement of the proposed means of evaluation of outcomes. Faculty establish evaluation methods and indicators to demonstrate achievement of course objectives and outcomes. The AVPAA has written reports on the results of projects already completed.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must use a variety of means to evaluate student performance.

Student evaluation procedures are identified in course syllabi. Generally, graduate work concludes either with a comprehensive examination and/or the

presentation of a thesis. In addition, faculty may use many different evaluation strategies, such as written examinations (both in-class and take-home), class presentations, field-based projects, research reports, papers, laboratory performance, lesson plan development, periodic evaluation of graduate research, meetings with graduate advisors, group projects, studio projects, internships, class comments, class participation, reaction papers, case analysis, simulations, development of units, peer teaching, employer surveys, and portfolio evaluation.

Results from the 1993-2001 Graduate Studies Completer Survey indicated that 88.3 percent of respondents “agreed or strongly agreed” that the method of evaluation, and grade awarded properly differentiates levels of student performance.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The grading system for graduate work that discerns levels of student performance is published in the *2002-03 Graduate Bulletin* (p. 39-40) and is available on the web site: <http://www.jsu.edu/depart/graduate/>. Departmental or program standards are consistent with the grading system of the College of Graduate Studies. At the beginning of each class, instructors set forth the grading standards that are included in their course syllabi.

As evidence of concern with quality, unit reports note that using such evaluation methods as essay examinations requires a more thorough understanding of the material and are more insightful. Faculty concern is similarly revealed by their use of evaluation

methods that require the student to demonstrate the ability to absorb, integrate, and apply knowledge at a level appropriate to a graduate student. Similarly, the faculty work to help the student build a personal work ethic that requires constant self-evaluation.

Of those who responded to the 1993-2001 Graduate Studies Completer Survey, 88.3 percent agreed that the grades awarded and the methods of evaluation properly distinguish levels of student performance. A larger percentage, 96.5 percent, reported that faculty originally made clear the methods of evaluation to be used in the class.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The University's grading policies for graduate courses are published in the *2002-03 Graduate Bulletin* (p. 39-40). All departments comply with this standard. The department head has the responsibility to ensure that faculty comply with these policies. Almost all of the respondents to the 1993-2001 Graduate Studies Completer Survey, 96.8 percent, reported that faculty members provided a clear understanding of the goals and requirements of each class. In addition, 88.3 percent reported that grades correctly distinguished levels of performance.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 of graduate credit awarded.

The University offers courses in non-traditional formats as well as concentrated or abbreviated time periods; however, adequate safeguards are in place to ensure that these courses are comparable to courses taught in the traditional format. While unit reports vary in the interpretation they place on these terms, and often interpret them to mean separate things (i.e. non-traditional formats = new technologies such as those used in distance learning; abbreviated time periods = all time periods of whatever length shorter than the traditional semester), they concur in their view that such courses are carefully planned to meet the specified criteria. Of the students responding to the 1993-2001 Graduate Studies Completer Survey, 65 percent agreed that concentrated or abbreviated courses allow as much time for reflection and analysis as do traditional courses.

Department heads stress that non-traditional courses and courses taught in abbreviated or concentrated time periods must meet the same guidelines as traditional courses. Course syllabi, maintained by individual units, provide evidence of course equivalency. Faculty incorporate teaching techniques into their courses to ensure that students demonstrate the ability to analyze, explore, question, reconsider and synthesize old and new knowledge.

University policy limits students to a maximum of seven credit hours per each short term. The faculty believe that this is the maximum credit-hour limit to maintain an effective learning environment while meeting the expectations and demands of the student for concentrated study options. A three-semester-hour course requires ten

hours of class per week for four weeks to meet the same number of hours as the regular semester.

When utilizing shorter time units than the traditional semester, unit reports cited different strategies used to obtain the desired equivalency of content delivery: 1) offering no courses in time limits shorter than the University suggests; 2) limiting student course loads in short terms; 3) increasing the number of in-class hours per day and the number of days per week so that the students receive the same number of contact hours; and 4) offering only courses suited to this abbreviated format.

In the case of weekend courses, students are individually asked to reflect on the unusual time frame before registering and understand that if they are absent a single time, they will be required, because of the content missed, to drop the course. By way of contrast, the College of Commerce and Business Administration has substituted six-week terms in the summer for the more common four-week short semester. The longer time period for these terms was designed to ensure that graduate students and faculty have sufficient time to cover the course content in the detail required for graduate work. Other marathon sessions, (such as eight weeks, etc.) which are longer than other concentrated or abbreviated offerings, are also utilized by various units.

Distance education classes that may take place in real time are planned with different concerns in mind. Specific teaching strategies are utilized to ensure that students will prepare, reflect on, and analyze course content. Special emphasis is given to methods focusing on using and synthesizing information, such as E-postings, essay exams, chat room discussions, and discussion board questions.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competence to those acquired in traditional formats.

JSU unit reports, discussing learning achievement in short terms or directed studies or internships, stressed the equivalency of criteria in all formats to include the equivalency both of testing and material covered. Respondents reported that they use equivalent syllabi, exams, class projects etc., that they make comparable demands in all formats, and that they give similar tests and require similar outside assignments.

Eighty-five percent of respondents to the 1993-2001 Graduate Studies Completer Survey indicated that they indicated they had learned as much in courses taught in short terms as courses taught during regular semesters.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

When admitted to a graduate program, the College of Graduate Studies assigns each student an advisor from a list of advisors for each program/department. The department head or in some cases, the program head through the department head, submits a list of graduate faculty who will serve as advisors. If there is more than one graduate advisor per program, the number of advisees is allocated evenly among the designated advisors.

Graduate committees for students are appointed by an advisor from the respective college. Academic progress is monitored on multiple levels by the advisor, graduate committee, department head, and the College of Graduate Studies. Midterms and final grade reports indicate student progress.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation.

Graduate students at JSU participate in the University's faculty evaluation system, as do undergraduates, by completing faculty evaluation forms at the end of each semester. These evaluations give students the opportunity to evaluate teaching effectiveness and instructional design. Faculty are encouraged to use these ratings analytically, to recognize both areas of strength and areas for improvement.

The majority of students completing the 1993-2001 Graduate Student Completer Survey rated the quality of programs "good or excellent" (92 percent), as well as the instructional competency as "good or excellent" (91.1 percent).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU recognizes the importance of academic advisement for graduate students.

It is essential that students have accurate and timely information regarding programs of study, class offerings, and sequencing of courses.

Upon entering a graduate program, each student is assigned a faculty advisor in the student's program of study. Students must receive advisement to be cleared for registration, whether on-site, telephone, or Internet registration. All advisors have access to student records via the mainframe student records program and are able to track students' progress through the program as well as access other vital information concerning the student.

Currently, JSU has a liberal registration policy that does not always coincide with the time that faculty advisors are under contract to be on campus. This is particularly evident during the two-week period following Summer II. During these time periods, students may be unable to locate their assigned advisor and are either required to come back at another time when their advisor is on campus or see another advisor that may not have access to their records nor be familiar with their programs of study.

Respondents to the 1993-2001 Graduate Studies Completer Survey rated the quality of curricular advising "good or excellent" (69.9 percent); however, approximately 30 percent of students disagreed that this is the case.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that JSU develop a plan to address advisor availability during extended registration periods.

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

Graduate students are assigned to advisors who are either full-time graduate faculty or professional staff. Attempts are made in all departments to evenly distribute the advising load. Although the number of graduate students per advisor varies, no department reported that the graduate advising load was unreasonable.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The College of Graduate Studies conducts an orientation session for all new graduate students each semester. Orientation sessions cover such issues as registration, advising, student resources, and functions/responsibilities of the College of Graduate Studies.

Some departments also offer their own subject area orientation for graduate students. These departmental orientations address issues of importance to graduate students in the specific programs.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The effectiveness of advisement is evaluated by the Graduate Studies Completer Survey which is administered to graduate students during the last semester of enrollment. The Graduate Studies Completer Survey for years 1993-2001, by college, indicated satisfaction with advisement as indicated in Table 4.3.6.1.

TABLE 4.3.6.1
Responses by College Pertaining to Effectiveness of Academic Advising

Academic advising of graduate students is effective:	Strongly Agree %	Agree %
Arts & Sciences	32.0	49.0
Commerce & Business Administration	28.3	46.7
Education and Professional Studies	36.3	47.5
Nursing & Health Sciences	16.7	83.3

The College of Graduate Studies conducts an evaluation at the conclusion of orientation sessions conducted at the beginning of each semester. If evaluations indicate a need, orientations are revised accordingly.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.4 PUBLICATIONS

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.

JSU catalogues, course schedules, handbooks, and web site content are reviewed by the college deans (or their designee), Registrar, associate vice presidents, and VPASA for accuracy and consistency.

All official University publications prepared for the public are reviewed and approved by department heads with regard to composition, printing quality, and overall impression. In addition, any administrative office, department or individual desiring to distribute printed materials, which advertise, solicit, or inform on behalf of the University, must obtain prior approval from the Printing and Publications Committee in those cases where requests for printing deviate from established printing guidelines.

Participants in the Spring 2002 Student Survey responded to the statement “The *University Catalogue* effectively communicates academic policies and procedures” as indicated in Table 4.4.1.

Table 4.4.1
Students’ Perception of Effectiveness of Catalogue in
Communicating Policies and Procedures

Category of Participant	Number of participants	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Traditional Students	N = 1146	40.3	40.6	13.3	5.8
On-line Students*	N = 135	24.0	44.0	4.0	7.0

*Neutral responses have been omitted.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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. (See Commission document “Institutional Advertising, Student Recruitment and Representation of Accredited Status”)

The major sources of information for all JSU students include the *University Catalogue*, *Graduate Bulletin*, *class schedules*, *Viewbook*, *Student Handbook* and the web site (<http://www.jsu.edu/>). Additional departmental brochures, handbooks, flyers, newsletters, and promotional materials are produced for a variety of uses and are in compliance with the requirements of the University. Each department head reviews the accuracy of the material as it relates to the specific area/program. In addition to academically-oriented material, safety information, including crime statistics, is readily available in the *Student Handbook*, *University Catalogue*, University Police Department web site (<http://www.jsu.edu/depart/upd/>), and University Police Department brochure. The primary focus of all advertisements, publications, promotional literature, and recruitment activities is on educational programs and services offered by the University.

In accordance with COC criteria related to University publications and the Commission document, “Institutional Advertising, Student Recruitment and Representation of Accredited Status,” the following table provides a summary of the location of pertinent JSU information.

Table 4.4.2
Location of Pertinent JSU Information

Type of Information	<i>University Catalogue</i>	<i>Graduate Bulletin</i>	Class Schedules	<i>Student Handbook</i>	Web Site
Entrance Requirements and Procedures	Pg. 10-15	Pg. 22-38	---	---	Yes
Admissions Criteria/ Policies	Pg. 10	Pg. 17-21	---	---	Yes
Transfer Information	Pg. 12-13	Pg. 42-43	---	---	Yes
Rules of Conduct	---	---	---	Pg. 52	Yes
Academic Calendar	Pg. 2-4	Pg. 14-16	Fall 2002 Cover	Pg. 2-3	Yes
Degree Completion Requirements	Pg. 51	Listed under program section	---	---	Yes
Full-Time Faculty and Degrees Held	Pg. 229-230	Pg. 253-268	---	---	---
Costs and Financial Obligations	Pg. 16	Pg. 63-67	Fall 2002 Pg. 6,7	---	Yes
Refund Policies	Pg. 19	Pg. 65	Fall 2002 Pg. 5	---	Yes
Withdrawal Policies	Pg. 19	Pg. 65	Fall 2002 Pg. 5	Yes Pg. 23	Yes
Other Items – Attending or Withdrawing	Pg. 36	Pg. 65	Fall 2002 Pg. 5	Pg. 17	---
Directory Information	Pg. 43	Pg. 32-33	---	---	Yes
Students' Rights in Access to Records	Pg. 42-44	Pg. 30-34	---	---	---
Time Limit for Completing Work	N/A	Pg. 44	---	---	---
Institutional purposes and goals	Pg. 7	Pg.10-12	---	---	Yes
*Basic information on programs and courses, with required sequences and frequency of course offerings explicitly stated	Yes Pg. 55-228	Pg. 68-237	---	---	Yes
Facilities readily available for educational use	Pg. 46-50	Pg. 49-56	Pg. 48,49	Pg. 14-23	Yes
Opportunities and requirements for financial aid	Pg. 21-27	Pg. 57-62	Pg. 7	Pg. 17-18	Yes

*Please note that the basic information on programs and courses is available in the *University Catalogue*, *Graduate Bulletin*, and web site. However, the frequency of course offerings is available in each department.

JSU employs professional admission counselors whose primary responsibility is to recruit undergraduate students to the University. Criteria for admission counselors include: baccalaureate degree, good oral and written communication skills, computer skills, time management skills, and the ability to make group presentations. Training of admission counselors includes meeting with various departments on campus to ensure that accurate and current information is shared with prospective students. The *University Catalogue* and *Viewbook* are tools used in the training process. These publications are updated annually and contain current and accurate information. Independent agents or contractors are not used in undergraduate recruiting.

The JSU Ambassadors, a student organization, also assists with recruiting. The Ambassadors represent the Office of Admissions at on-campus recruiting events and accompany admission counselors to off-campus recruiting events. The in-house admission counselor at the Visitor Center is the advisor for this group, with some assistance provided by the other admission counselors.

Admission counselors refer prospective students to faculty advisors for information regarding employment/job placement and abilities/skills needed to complete a specific program. The *University Catalogue*, which provides information on academic policies, major course requirements, course descriptions, costs, financial aid and scholarship information, is made available to prospective students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.5 DISTANCE LEARNING PROGRAMS

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.

The goals of the Distance Education Department are congruent with the mission and purposes of JSU. The Fall 2001 Faculty Survey (n=169) reflected that 75 percent of the faculty "agreed or strongly agreed" with the statement, "the delivery of instruction via distance learning technology is an essential part of the University's efforts to fulfill its primary mission."

Table 4.5.1 illustrates the Department of Distance Education goals, as well as the congruence of these goals with the University mission.

**Table 4.5.1
Congruence between University Mission and Distance Education Goals**

University Goals	Distance Education Goals	Explanation
Provide educational, cultural, and social experiences for a diverse undergraduate and graduate student population.	Increase enrollment	Since an increase in Distance Education enrollment is dependent upon the availability of course offerings, faculty participation is encouraged by making presentations to all colleges, providing training sessions, providing individualized instruction, and making training courses and materials available for instructors.
	Expand courses and programs in the Southern Regional Electronic Campus (SREC)	SREC is a formalized and widely-utilized method of providing course information to students of all backgrounds and locations. Students from in-state, out-of-state, and out-of-country may access records of SREC to search for particular courses that JSU may offer online.
	Expand off-campus sites	Increased numbers of videoconferencing sites should lead to greater student enrollment and satisfaction in Distance Education courses. Student requests for courses in Alabama and Georgia has grown.
Strive to balance academic challenges with a range of support services for students' academic, career, and personal goals.	Provide training	Student Orientation and training sessions are provided for each area of Distance Education where training is necessary.
	Employ sufficient staff	All necessary positions for a successful distance education program, as cited in the Distance Education five-year plan 2000, were filled by

University Goals	Distance Education Goals	Explanation
		Summer 2001. However, a position for an Instructional Design Specialist has been requested in the Distance Education five-year plan 2002 and is proposed to be filled by Fall 2002.
Seek to produce broadly educated graduates with skills for employment, citizenship, and life-long learning.	Provide General Studies curriculum	As an element of increasing enrollment and meeting student needs, more hours of the general studies curriculum need to be offered. Currently, one Bachelor of Science degree is being offered through Online Distance Education format.
	Evaluate Distance Education courses and programs	Each distance education course and support services provided are evaluated at the conclusion of each instructional period. These evaluations are used to bring about needed improvements in services.
	Elicit faculty involvement in decision making	The Distance Education Advisory Committee was created in Fall 2000. The purpose of the committee is to advise the Director of Distance Education regarding policies and procedures. The committee serves as a representative body of the faculty, staff, and administration in matters related to distance learning.
Support scholarly and service activities consistent with its academic and professional strengths.	Establish an Instructional Design Laboratory	The Academic Center for Excellence currently provides the laboratory used for Blackboard workshops. Self Hall and Merrill Building provide facilities used for videoconferencing, familiarization, and training.
	Provide proper facilities	Computers, printers, and additional supporting hardware and software are essential to successful department operation. Office space and furnishing are also needed.

Students perceive that distance learning is important in achieving the educational mission of the University. In the Spring 2002 Student Survey, 1163 students evaluated the importance of distance learning in the following manner:

Table 4.5.2
Students' Perception of Importance of Distance Learning
in Making Education Accessible

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Distance learning technology is an important tool in making higher education accessible in JSU's service region.	45.6	38.5	10.1	5.8

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria (See Commission policy statement "Distance Education: Definition and Principles")

The Distance Education Department regularly evaluates the effectiveness of its programs, courses, training, service, and hardware. Evaluation is completed through end-of-term student and faculty evaluations of distance education, software evaluations, training workshop evaluations, and through the creation and modification of the *Distance Education Policy and Procedure Manual*. Faculty members maintain control over content of courses, as dictated by the *Faculty Handbook*. End-of-term evaluations of courses and/or faculty members are the responsibility of individual departments and colleges. Table 4.5.3 on the following page illustrates goal achievement in the area of distance education.

Table 4.5.3
Distance Education Goals and Achievement of Goals

University Goals	Distance Education Goals	Achievement
Provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population.	Increase enrollment	Monthly Blackboard training sessions are provided to faculty and staff teaching online, while Videoconferencing instructors are trained prior to the beginning of each class. Over 100 instructors have been trained on Blackboard to date.
	Expand courses and programs in the Southern Regional Electronic Campus	In Spring 2002, 65 unique course titles and two programs are listed through Electronic Campus. Only 37 courses were listed in Fall 2001.
	Expand off-campus sites	JSU currently maintains and owns seven off-campus Videoconferencing sites and two on-campus sites. Eight additional sites, not owned by JSU, have signed agreements to allow JSU to set up Videoconferencing at their institutions.
Strives to balance academic challenges with a range of support services for students' academic, career, and personal goals.	Provide training	Approximately one Blackboard Workshop is conducted monthly, while one-on-one training sessions are conducted on a weekly basis. Student orientation and training is available at the beginning of each term to instructors teaching on-line courses through Blackboard. Videoconferencing training is conducted prior to the 1 st day of class with instructors, and on the 1 st day of class with students.
	Employ sufficient staff	All necessary positions for a successful distance education program, as stated in the Distance Education five-year plan 2000, were filled.
Seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning.	Provide General Studies curriculum	More of General Studies courses will be added to the distance education formats starting with a 65 percent increase by Fall 2002. See Table 4.5.6.
	Evaluate Distance Education courses and programs	Each distance education course and support services provided are evaluated at the conclusion of each instructional period. See discussion on Principle 1, Principle 3, Principle 8, Principle 9, Principle 11, Principle 13, and Principle 14 in Appendix IV-A.
	Elicit faculty involvement in decision making	The Distance Education Advisory Committee meets monthly and has generated several recommendations relating to Distance Education. Minutes of these meetings are in the Evidence File.
Supports scholarly and service activities consistent with its academic and professional strengths.	Establish an Instructional Design Laboratory	The Academic Center for Excellence provides the laboratory used for Blackboard workshops. Self Hall and Merrill Building provide facilities used for videoconferencing, familiarization, and training. A proposal for an instructional design laboratory has been submitted.

University Goals	Distance Education Goals	Achievement
	Provide proper facilities	Seven new computers were acquired for additional staff members hired and for the department, and appropriate software and hardware needed was purchased. Distance Education was given 216 square feet per office for staff in a converted dorm hall. New equipment purchased for the maintaining and upgrading the Videoconferencing system includes: a SmartBoard (located in Merrill Hall), external computer for two JSU sites, scan converter, fax machines for three Videoconferencing sites, four Uninterruptible Power Supplies (UPS), new tables for distant site at Marshall County site, addition of a port to Multiconference Unit (MCU). The Online course system, Blackboard, was upgraded to the newest version, 5.5.1, and faculty requests for improvement in Blackboard previously submitted to Distance Education and Blackboard were incorporated in the new version.

The following two tables illustrate the growth of the distance education program. Table 4.5.4 shows a growth of approximately 300 students from Fall 1999 to Fall 2002. Table 4.5.5 indicates the increase in the number of courses over the same time period.

TABLE 4.5.4
Enrollment in Distance Education Courses Fall 1999-Fall 2002

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
College by Cassette	124	251	125	98
Videoconferencing	293	343	230	183
On-line	306	390	671	1233
Grand Total	723	984	1026	1514

Table 4.5.5
Number of Distance Education Courses Offered Fall 1999-Fall 2002

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
College by Cassette	6	7	3	3
Videoconferencing	6	10	9	6
On-line	15	18	22	37
Grand Total	27	35	34	46

In keeping with the Distance Education goal of providing general studies curriculum courses, Table 4.5.6 highlights the number of general education courses offered during the period from Fall 2000 through Fall 2002.

Table 4.5.6
Number of General Studies Courses Offered by Distance Education
Fall 2000-Fall 2002

Fall 2000	Spring 2001	Summer Terms 2001	Fall 2001	Spring 2002	Summer Terms 2002	Fall 2002
9	11	13	13	15	17	21

The Commission policy document "Distance Education: Definitions and Principles" defines 19 principles that should direct Distance Education programs. These 19 principles are discussed as they pertain to JSU's distance education programs. (see Appendix A at the end of Section IV). The discussion outlines the Commission's principles and provides evidence of JSU's compliance with these principles.

Conclusion: The committee finds Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.6. CONTINUING EDUCATION, OUTREACH AND SERVICE PROGRAMS

Continuing education and outreach and service programs must be clearly related to the purpose of the institution.

The Office of Continuing Education supports the University's mission through the provision of service to citizens of the region and State. The Office plans and delivers non-credit programs that:

- Provide opportunities for continuous learning
- Enhance aesthetic, intellectual and cultural life
- Improve the quality of health and social services
- Provide leadership and support for the development of excellence
- Provide leadership in public life

The Office of Continuing Education offers personal enrichment classes, professional development classes, computer classes, pre-license and license renewal classes, and training for business and industry. Non-credit certificate programs are also offered through partnerships with other universities, public agencies and state associations. Table 4.6.1 indicates the number of participants served through the Office of Continuing Education for the past six years:

**Table 4.6.1
Classes and Number of Participants from 1996-2002**

Year	Number of Classes	Number of Participants
1996-1997	277	2601
1997-1998	530	6947
1998-1999	492	9543
1999-2000	561	8951
2000-2001	354	5188
2001-2002	538	7845

Continuing education and the promotion of continuous learning are particularly essential in the current environmental outlook. The Office of Continuing Education is responsible for all CEU activities that are made available through continuing education. The SACS publication, *The Continuing Education Unit: Guidelines* has been used in the awarding of CEUs that are provided through the Office of Continuing Education.

In the Fall 2001 Faculty Survey, the respondents were asked to respond to the statement: "Continuing education is an important component of the University's mission." Of the 169 faculty responding, 89.7 percent "agreed or strongly agreed."

In addition to the programs planned by the Office of Continuing Education, other departments within the University offer non-credit programs through the Office of Continuing Education using the CEU Guidelines. These are as follows:

Table 4.6.2
Continuing Education, Outreach, or Service Programs Offered

Department	Offerings
Athletics	Participates with the Office of Continuing Education in offering summer athletic camps for children in the region. Camps are basketball, baseball, golf, and soccer. Coaches in the Athletics Department supervise the activities of the camps.
College of Nursing and Health Sciences	Nursing Updates are provided through annual workshops and other seminars regarding timely topics. The CNHS is an approved provider of nursing CEUs and meets the guidelines of the Alabama Board of Nursing for the awarding of contact hours for nurses.
Counseling and Career Services	Works with the Office of Continuing Education to offer the Appalachian School for Alcohol and other Drug Studies. This is a week-long program that brings together professionals from around the state.

Department	Offerings
Sociology/Social Work	Provides workshops through the Office of Continuing Education to provide continuing education units for social workers, counselors, and marriage and family therapists.

The In-Service Education Center sponsors non-credit activities that provide a valuable link between the University and public school educators. The Center serves public school teachers and administrators in a 15-system area of north Alabama. Information regarding the participants and hours of instruction is shown in the following table:

Table 4.6.3
Programs, Participants, Hours of Instruction, and
Hours of Participation of Teachers and Administrators
In-Service Education Center

Year	Programs	Participants	Instructional Hours	Service Hours
1995-1996	276	5932	2085.50	24,299.55
1996-1997	285	4533	1180.00	11,027.90
1997-1998	348	5146	1556.00	22,509.63
1998-1999	378	6176	1716.25	33,925.00
1999-2000	459	10612	2291.00	48,697.75
2000-2001	354	4068	1059.00	37,916.00
2001-2002	351	6325	1881.25	32,546.50

Other outreach and service programs are offered in keeping with the public service mission of the Institution. CEUs are not given for these programs; however, they do play an important role in the University's service market area. These programs are as follows:

**Table 4.6.4
Other JSU Outreach and Service Programs Not Provided
Through the Office of Continuing Education.**

Department	Offerings
Biology	Participates in community outreach through the Little River Canyon Field School, Alabama Science in Motion, Science Olympiad, the Choccolocco Field School, and Frog Pond
Center for Economic Development	Offers noncredit programs as well as custom contract research, conferences, seminars, brochures, publications, and small business counseling to the region served by the University
College of Education and Professional Studies	Offers Wellness programs for senior citizens, educators, and the University community
College of Nursing and Health Sciences	Offers public service information on topics such as healthy lifestyles, smoking cessation, clinical nursing, and the nursing profession. The Nursing Center Clinic offers community education programs regarding specific initiatives such as breast cancer awareness and avoidance of alcohol and tobacco products.
Continuing Education	Offers academic camps for children in the region
Counseling and Career Services	Provides the Peer Educators Program that focuses on alcohol abuse and prevention, and other student health problems. Educational and prevention awareness programs are provided in the community
Drama	Offers a children's theater camp through the Office of Continuing Education's Summer Camps program
English	CE offerings provide for life-long learning and the opportunity for advancement in participants' present careers.

Department	Offerings
Health and Physical Education	Offers Wellness programs for senior citizens, educators and the University community
Instructional Services	Provides recognized community service, and support for multi-regional public schools. It also provides faculty members an opportunity for research which improves the quality of public education.
Music	Provides Civic Chorale and Orchestra to citizens in the region for personal enrichment
Political Science	The continuing education/distance learning courses offered by the department relate to the objectives of the university by providing greater flexibility to a wider variety of students. The course offerings provide students with the education and the tools needed to accomplish their goals
Physical/Earth Sciences	Offers <i>An Introduction to Archaeology View</i> workshop through Continuing Education's Summer Camps program Participated in the provision of Little River Canyon Field School offered jointly through the Biology Department
Sociology/Social Work	Offers classes to assist individuals in passing state licensing exams Provides educational services for social workers in the region through an annual Social Work Conference Provides training to foster parents and adoptive parents in the community on an individual basis through a combined effort with the LINC (Locate, Intervene, Network, Change) program

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All continuing education programs, both credit, and non-credit must be evaluated regularly.

No credit programs are offered through the Office of Continuing Education; however, participants evaluate all non-credit classes. The Director reviews all evaluations and conducts monthly staff meetings to discuss any deficiencies. Business and industry clients are contacted after each activity to assess whether the objectives of the class were met.

The national guidelines as outlined in *CEU: Guidelines and Criteria* are followed. Prior to the beginning of 2002, there was not a clear, concise statement of intended outcomes in each course file. Although there was a verbal understanding about the intended outcome, it was not recorded. This has been corrected and intended outcomes are stated clearly by the presenter on course planning forms. Qualified personnel are involved in the planning and conducting of each learning experience. Although resumes and course planning forms were not included in all files prior to 2002, currently qualifying information for all presenters is included either in the course file or in the Office of Continuing Education. If an instructor is a faculty member at JSU, credentials are on file in the VPASA's office.

Only non-credit continuing education programs are offered through the In-Service Education Center. As indicated earlier, the participants evaluate programs upon their completion. Results of the evaluations are analyzed for strengths and weaknesses as well as a comparison made of the results with the participants' evaluations of the other ten in-service centers in the state.

While there is a requirement in the In-Service Education Center for each instructor to include a statement of intended outcomes in the course syllabus, some

instructors have omitted this statement. This has been corrected and a more thorough review will be made in the future to insure that each program has a clear, concise statement of intended outcomes.

The outreach and public service programs offered through Continuing Education are valuable to the region served by the University. Programs are evaluated at the departmental level. Departments make decisions about future programs based on findings received.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

This criterion is not applicable to JSU.

For non-credit continuing education programs, the institution should follow national guidelines for the recording of Continuing Education Units.

For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.

No credit programs are offered through the Office of Continuing Education. Participants evaluate all non-credit continuing education classes. The national guidelines as outlined in *CEU: Guidelines and Criteria* are followed.

Resources and services needed for outreach and public service activities are provided by the University via the sponsoring department. The sponsoring department is responsible for identifying goals and objectives and for evaluation. In-Service programs provided for public school teachers are funded through contracts from the

Alabama State Department of Education. Table 4.6.5 provides a listing of contracts recently obtained and administered by the In-Service Center.

**Table 4.6.5
In-Service Center Contracts**

Contract	Contract Amount
In-Service Education Center	\$193,035.00
Alabama Reading Initiative FY02	\$ 88,779.48
Alabama Reading Initiative Summer Program	\$ 88,334.38
Science in Motion FY02	\$223,190.00
Technology in Motion	\$ 85,836.00
LASTING	\$ 8,000.00
National Bd. Certification Program	\$ 5,000.00
Alabama Reading Initiative Collaborative	\$ 26,316.00
Total Contracts	\$718,490.86

Conclusion: The Committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

This criterion is not applicable to JSU.

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.

This criterion is not applicable to JSU.

In such 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. All credit bearing continuing education courses and activities must comply with the requirements of the *Criteria*.

This criterion is not applicable to JSU.

4.7 STUDENT RECORDS

The institution must have adequate student records for both credit and non-credit courses.

Official student academic records for credit and non-credit courses should be maintained and stored in one central office at the institution.

Complete back-up files, such as facsimiles, microfilm or electronic data banks, should be maintained continually, one set of which 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 the data.

Maintaining records for credit courses is the responsibility of the Registrar's Office. JSU follows the definition of educational records as defined in the policies of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The permanent academic record of each student is the official transcript. The transcript contains the courses the student has taken, the terms the classes were taken and the grade earned in each class. JSU also lists, on the official transcript, all courses transferred from other colleges/universities and credits awarded by non-traditional methods.

Permanent academic records are maintained on disks in the Computer Center. Daily backup files are maintained on magnetic tape and are stored in a fireproof vault in the Registrar's Office, which is located in a different building from Computer Services. Computer records of transcripts are not accessible via the Internet; creation or modification of computer records is restricted to personnel in the Registrar's Office.

Microfiche backup of students' permanent academic records prior to 1992 is also available and housed in the fireproof vault. Hard copy records (housed in the vault) are available for students who attended the University prior to 1992. Microfilm of the hard copy records is housed in safety deposit boxes located at AmSouth Bank in Jacksonville, Alabama.

Conclusion: The Committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that the Continuing Education records be stored in the Registrar's Office to ensure that the records for both credit and non-credit courses are stored in one central location.

The institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.

Record retention policies are based on *AACRAO's Retention of Records, Guide for Retention and Disposal of Student Records* and the *Alabama University, General Records Schedules*. Official student transcripts constitute the permanent record and are kept indefinitely. Support documents include the students' application for admission, high school transcripts, and college transcripts. These documents are kept on file for 10 years.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU uses both Family Educational Rights and Privacy Act (FERPA) 1974 and AACRAO guidelines to determine what constitutes a student's permanent academic record. The policies concerning the privacy of student records, as well as information-release policies are published in the *University Catalogue*, the *Graduate Bulletin*, the *Student Handbook*, and are available on the JSU web site.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8 FACULTY

An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.

In Fall 2002, JSU employed 289 full-time faculty and 122 part-time faculty to fulfill the University's teaching mission. Institutional policies and procedures, as well as regional and specialty accreditation standards, are used to ensure JSU employs qualified faculty. Procedures for Employment (*Manual of Policies and Procedures*, Section I:02:07) provide a description of the process for recruiting and employing faculty members. Section 2.3 of the *Faculty Handbook* addresses policies regarding the search process, appointment, and orientation of faculty.

The Instructional Staff Rosters provide information related to academic qualifications, courses taught, and other qualifications or experiences which justify faculty appointment/assignments. A variety of instruments measures the satisfaction of students regarding the qualifications of their instructors in relation to their educational programs. The 1993-2001 Graduate Studies Completer Survey reveals that 93.8 percent either "agree or strongly agree" that their program has adequately prepared them for a career. The Fall 2001 Student Survey indicated that 85.3 percent "agreed or strongly agreed" that they are satisfied with the overall classroom instruction at JSU. In addition, 88.6 percent "agreed or strongly agreed" that the faculty members in their classes are, on the whole, well prepared to teach.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.1 Selection of Faculty

An institution must show that it has an orderly process for recruiting and appointing its faculty.

The University follows established policies and procedures in recruiting and appointing faculty. Department heads convey need for new faculty to the dean. A dean or department head requests permission to post a vacancy. If approval is granted, recruitment ads are placed in the following offices on campus: Human Resources, VPASA, Affirmative Action, and academic deans. Advertisements are also posted with the Alabama Employment Office, Community Action Agency, and four historically black institutions in Alabama. Vacancy notices are placed in *The Chronicle of Higher Education*, *Affirmative Action Register*, www.higheredjobs.com and on the JSU web site <http://www.jsu.edu/depart/hr/jobs.html>. The dean or department head forms a search committee to review applications. The Assistant Director of Human Resources and a designee of the VPASA's office brief each search committee relative to appropriate practices for conducting a search. Common practices are adhered to and common forms are used. Applicants must have a completed application on file, official transcripts, resume, and letters of recommendation that provide sufficient evidence of the advertised qualifications. A selected number of qualified applicants are brought in to interview with the search committee, faculty, department head, dean, VPASA, and the President. The Office of Human Resources monitors all steps taken in the faculty selection process, including the advertising, collecting and maintaining of application documents, monitoring compliance with all applicable personnel laws, and meeting with candidates about JSU employee benefits. Approval to hire must include signatures of

the department head, dean, VPASA, Director of Human Resources, Affirmative Action Officer, and the President. The President is the final authority on all hiring.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Recruitment and appointment procedures must be described in the faculty handbook or other published documents.

Recruitment and appointment procedures are published in the *Manual of Policies and Procedures* (1:02:07) and the *Faculty Handbook* (2.3).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Upon application, the Office of Human Resources reviews transcripts in order to determine the highest earned degree of the applicant and the institution from which the degree was earned. A review of the Instructional Staff Rosters and faculty files provide evidence that the University employs only faculty whose highest earned degrees are from regionally accredited U.S. institutions.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

When the University considers a person for employment who has received the highest earned degree from an institution outside of the United States, the Director of Human Resources verifies that the applicant has the appropriate academic preparation for the position being advertised. This may require the University to send the academic transcript to a certification service, i.e., Word Communications and Translation Services, Evaluating Foreign Transcripts and Credentials, for verification of equivalency.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.

Written communication skills are evaluated by a review of application materials, samples of published articles and other published works, and by additional written samples required by selected units. Proficiency in oral communication is evaluated during the interview process. Candidates typically meet with the President, VPASA, deans, department heads, and faculty/student groups that provide multiple opportunities to assess oral communication skills. In addition, potential faculty are required to deliver a presentation or a lecture during the interview process.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.2 Academic and Professional Preparation

Both full time and part-time faculty must meet the following criteria for academic and professional preparation.

4.8.2.1 Associate

JSU does not offer an associate degree.

4.8.2.2 Baccalaureate

Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis.

Documentation to verify appropriate faculty preparation is located in faculty files in the office of the VPASA. The Instructional Staff Rosters for each academic unit document the advanced degrees and/or graduate hours in the undergraduate teaching disciplines for full- and part-time faculty members. Except for faculty whose qualifications are justified by exceptional experiences, the documentation shows that full-time faculty members in the academic units complied with the criterion. Corroboration of compliance was obtained in individual cases after a review of the official files in the VPASA's office.

In the Communications Department, two full-time faculty members do not have formal academic preparation in their teaching disciplines. However, each one has outstanding professional experience and demonstrated contributions to the teaching

discipline. Jerry G. Chandler has a Master of Public Administration degree and teaches five undergraduate communications courses. His expertise includes 1400 published magazine articles and two published books. He has been a prime consultant for three television network films, a working editor of three publications, and a news director for an ABC radio affiliate. Further, Mr. Chandler was awarded the 2000 Aerospace Journalist of the Year by the Royal Aeronautical Society in London, England. Lloyd Dobbins has a Bachelor of Arts degree in journalism and teaches three undergraduate communications courses. Mr. Dobbins holds the Ayers Chair professorship and has an honorary doctorate in Humane Letters. He has coauthored two published books, was the writer-reporter for a series of 28 videotapes titled the W. Edwards Deming Library, and Public Broadcasting System documentaries. Mr. Dobbins was an NBC News correspondent for 15 years, during which he served as the Paris, France bureau chief and senior correspondent in Tokyo, Japan. He was the anchor-writer-managing editor for Monitor/First Camera and co-anchored/co-wrote NBC News Overnight with Linda Ellerbee. Mr. Dobbins was the anchor-writer for Weekend and nine documentaries between 1973 and 1986. He was a member of the NBC News management team, serving as director for NBC News in Chicago and the Midwest.

In the Department of Technology and Engineering, one full-time faculty member does not have a master's degree in the teaching discipline. John Stulce has a Bachelor of Science degree in mechanical engineering and teaches three undergraduate technology courses. Mr. Stulce is in the process of finishing his doctorate in mechanical engineering and has completed the requirements for a master's degree in mechanical engineering without officially obtaining the degree. Instead, he opted to move directly

through the doctoral program. Documentation justifying Mr. Stulce's teaching of undergraduate courses emphasizes the fact that he has the equivalent of a master's degree in mechanical engineering.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

There are no units at JSU that offer interdisciplinary courses at the undergraduate level.

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.

The VPASA's office is the depository of the official transcripts and curriculum vita for all full- and part-time faculty members. Related documentation justifying experience in the field in lieu of the minimum number of earned graduate hours is found in the appropriate faculty files located in that office. Documents associated with application and initial employment of faculty are located in the Office of Human Resources; college/department offices typically maintain faculty information related to faculty evaluation, licensure (if appropriate), commendation, disciplinary actions, and other documents deemed necessary for the area.

Summaries of data related to degrees, courses taught and other qualifications or experiences can be found in the Instructional Staff Rosters.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Prepared in Fall 2002, the Instructional Staff Rosters indicated that at least 25 percent of the discipline courses in each undergraduate major were taught by faculty members holding the terminal degree, with one exception. In the Family and Consumer Sciences Department, only 13 percent of the course hours were taught by faculty members holding the terminal degree.

Table 4.8.2.2.1 shows the number and percentage of Fall 2002 course hours taught by faculty members with terminal degrees in each undergraduate program area. In 16 of the program areas, the majority of course hours were taught by faculty members holding terminal degrees in the discipline. In addition to Family and Consumer Sciences, six programs had less than half of the course hours taught by faculty members with terminal degrees in the teaching discipline

Table 4.8.2.2.1
Percentage of Course Hours Taught by Faculty with Terminal Degrees
Fall 2002

Unit/Program Area	Hours Taught by Faculty with Terminal Degrees	Hours Taught by Faculty without Terminal Degrees	% of Hours Taught by Faculty with Terminal Degrees
Accounting	42	13	76
Anthropology	19	10	66
Art	111	24	82
Biology	117	0	100
CBA	18	12	60
Criminal Justice	64	42	60

Unit/Program Area	Hours Taught by Faculty with Terminal Degrees	Hours Taught by Faculty without Terminal Degrees	% of Hours Taught by Faculty with Terminal Degrees
Communication	33	38	46
Computer Sciences	58	94	38
Chemistry	19	0	100
Drama	80	7	92
Economics	33	9	79
Early Childhood Education	15	15	50
Elementary Education	48	69	41
Educational Foundations	3	0	100
English	64	102	39
Educational Psychology	21	5	81
Environmental Science	12	0	100
Family & Consumer Science	15	58	21
French	9	0	100
Finance	39	12	76
Geology	16	0	100
Geography	60	4	94
Health Education	17	0	100
History	99	27	79
Instructional Media	16	4	80
Learning Skills	8	21	28
Music Education	19	0	100
Management	36	3	92
Marketing	27	6	82
Mathematics	36	12	75
Music	103	110	48
Nursing	28	85	25
Physical Education	53	45	54
Physics	24	0	100
Political Science	57	12	83
Psychology	84	45	65
Recreation	15	0	100
Secondary Education	48	14	77
Spanish	9	15	38
Special Education	27	37	42
Statistics & QM	6	12	33
Social Work	24	54	31
Sociology	69	0	100
Technology	40	54	43

Conclusion: The committee finds that Jacksonville State University is not in compliance for the Department of Family & Consumer Sciences.

Recommendation: The committee recommends that JSU employ a sufficient number of faculty with terminal degrees in Family & Consumer Sciences to meet the criterion of at least 25 percent of discipline course hours in the undergraduate major taught by faculty members holding a terminal degree in the discipline.

Suggestion: None

It is the responsibility of the institution to justify the master's degree, or masters in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.

A review of the Instructional Staff Rosters and the unit reports indicated that faculty without the terminal degree in field fall in one of the following situations relative to the terminal degree: (1) they are in a field where the master's degree is considered to be the terminal degree since there is no doctorate in the field (Art or Drama), (2) they have a master's degree in the teaching field coupled with a related doctorate, or (3) they have a doctorate in a related field to the subject they are teaching and have done research and published in the teaching field.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The above requirement also applies to each major offered through distance learning, including those offered at branches or other sites.

A Bachelor of Science in Emergency Management, approved by the Alabama Commission on Higher Education in October 2001, is offered via the Internet. The three faculty members who teach in the program hold doctoral degrees in related areas, sociology (2) and political science (1); the discipline of Emergency Management is too

new for terminal degrees to exist at the present time. These faculty are appropriately qualified due to their related doctorates, practical experience in the field, and appropriate research/scholarship. Justification exists in their personnel files located in the VPASA's office.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignments and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

The Department of Learning Skills employs four full-time instructors who teach developmental (i.e., remedial) courses. Table 4.8.2.2.2 provides information on the educational background and teaching assignments for these instructors.

**Table 4.8.2.2.2
Degrees and Teaching Assignments for Remedial Instructors**

Instructor	Bachelor Degree Held	Master's Degree Held	Remedial Teaching Assignments	Teaching/Research Experience
Number 1	English	English EDUCATION	LS 094 – Technical Reading Skills LS 095 – Reinforcing Communication Skills LS 096 – Writing Competency Skills	18 years in LS 2 textbooks in field 12 publications 1 assistant editorship
Number 2	English & Psychology	EDUCATION: Guidance & Counseling	LS 094 – Technical Reading Skills	28 years in all levels of education 10 years in LS developing reading, critical thinking, and career courses
Number 3	Social Relations	Forestry	LS 097 – Basic Pre-Algebra Skills LS 098 – Basic Algebra Skills	Additional graduate work in science/math education Alabama Secondary Teaching Certificate in Math 10 years teaching middle/high school math 6 publications

Instructor	Bachelor Degree Held	Master's Degree Held	Remedial Teaching Assignments	Teaching/Research Experience
Number 4	Physics and Mathematics	Industrial Engineering/ Applied Mathematics	LS 098 – Basic Algebra Skills	Additional graduate work in computer science/mathematics 3 years teaching college 27 years with federal government as physicist and operations research analyst

The Director of Learning Services and Head of the Department of Learning Skills holds a Ph.D. in Developmental/Educational Psychology. With her significant publication record, professional journal editorship, extensive consulting, and leadership in developmental education at the state and national levels, she is currently recognized internationally as a pioneer in the field. She teaches basic algebra skills (LS 098) and a number of non-developmental courses. She also trains and supervises all graduate teaching assistants who deliver instruction in LS 098 and all learning assistants who work with entering students to develop their basic skills.

Currently, the Department of Learning Skills has one part-time instructor teaching developmental courses. This instructor has a Bachelor of Science in Biology, Sociology, and Criminal Justice with a Master's degree in Rehabilitation Counseling. With 28 years experience with individualized instruction and career development in vocational rehabilitation, he teaches LS 097 and LS 098.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.2.3 Graduate

Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.

Vitae of faculty are located in the VPASA's office. The *Faculty Handbook* establishes specific criteria for teaching effectiveness to include content expertise, instructional delivery skills, instructional design skills, and testing and assessment skills. A variety of sources is used to provide evidence of effective teaching, including student evaluations, dean/department head evaluation, peer evaluation, self-evaluation, and professional development. Faculty participation in scholarly activity enhances subject matter mastery, provides effective intellectual role models for students, and offers opportunities for students to cooperate with faculty on various projects. Scholarly activity varies from discipline to discipline, making it the responsibility of the colleges and departments to define appropriate scholarship, research, or creative work. Examples of scholarly activity include sustained inquiry in an area of the individual's discipline, scholarly productivity demonstrated by publication or artistic work, research grant activity, presentations at professional conferences, and use of research to develop new curricula or programs. In addition to the credential files, faculty competence in teaching and scholarship is demonstrated through annual faculty evaluations that document research and scholarly activities. Teaching evaluations are conducted on a regular basis to provide feedback to instructors and evidence of teaching excellence. Each unit collects and maintains copies of teaching evaluations. As further evidence of faculty competency, respondents to the 1993-01 Graduate Studies Completer Survey indicated that 92 percent rated the overall quality of their program as "good or

excellent". Ninety-one percent of the respondents rated the instructional competency of the faculty as "good or excellent". The Fall 2001 Faculty Survey indicated that 54.7 percent felt that they devoted an appropriate amount of their workload to scholarly/creative/research activities.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None.

Suggestion: None

Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs.

JSU does not offer a doctoral degree.

Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.

The College of Graduate Studies defines the eligibility requirements for faculty teaching graduate courses as faculty who hold terminal degrees, engage in scholarly activities, demonstrate teaching effectiveness, and serve as effective graduate advisors.

Departments at JSU report having these requirements publicized and on file in a variety of locations including the following: the College of Graduate Studies, the College of Commerce and Business Administration's *Manual of Policies and Procedures*, the *Faculty Handbook*, and within the State Department of Education files, located in the Teacher Service Center in Ramona Woods Building.

Department heads nominate faculty members within their unit for a three-year (probationary) or five-year appointment to the graduate faculty, based on criteria established by the Graduate Council, a component of which is the requirement for scholarship. Currently, however, the process for reappointment is unclear.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that the College of Graduate Studies develop a procedure for updating the status of graduate faculty reappointments.

All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.

JSU does not offer a doctoral program.

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.

JSU does not offer a doctoral program.

Each faculty member teaching courses at the masters and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.

One faculty member teaching in the MBA program, Dr. Gary Yunker, in the College of Commerce and Business Administration, does not hold the terminal degree in the teaching discipline (Management); however he does have an appropriate related doctorate (Industrial Psychology). Dr. Yunker has also co-authored textbooks in the field of Management. Two faculty members within the department of Curriculum and Instruction currently are ABD. Both of these faculty members plan to complete their degree programs by 2003.

Conclusion: The committee finds that Jacksonville State University is not in compliance with respect to the Department of Curriculum and Instruction.

Recommendation: The committee recommends that the faculty in Curriculum and Instruction be allowed to teach graduate courses only upon completion of the doctorate.

Suggestion: None

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.

Justifications for faculty not holding the in-field terminal degree are found in the Unit Reports, the Instructional Staff Rosters, and in the personnel files in the VPASA's office. A review of the Instructional Staff Rosters and the unit reports indicated that faculty without the terminal degree in field fall in one of the following situations relative to the terminal degree: (1) they are in a field where the master's degree is considered to be the terminal degree since there is no doctorate in the field (Art or Drama), (2) they have a master's degree in the teaching field coupled with a related doctorate, or (3) they have a doctorate in a related field to the subject they are teaching and have done research and published in the teaching field.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.

JSU does not offer a doctorate.

When an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.

Faculty transcripts are on file in the VPASA's office. The Unit Report and the Instructional Staff Rosters indicate that two faculty within the Department of Curriculum and Instruction currently are ABD. Both of these faculty members plan to complete their degree programs by 2003.

One faculty member in the College of Commerce and Business Administration does not hold a terminal degree in the teaching discipline. This particular faculty member is considered qualified to teach a management course at the graduate level due to the fact that his degree is in a related field and he has co-authored two text books in the field of Management.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

There are no units at JSU that offer interdisciplinary courses at the graduate level.

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, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.

Evidence of degrees earned and other professional qualifications are located in faculty personnel files in the VPASA's office and in the offices of individual academic departments and colleges. Graduate faculty status is recommended by the department heads/deans and approved by the Graduate Dean. Appointments are for three years (probationary) or five years, subject to reapplication and review to ensure qualified, competent, and productive graduate faculty.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

For each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.

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.

All graduate programs employ at least four qualified full-time faculty members whose responsibilities include teaching in the program. When programs are of a combined nature such as the Master of Public Administration with any concentration other than Public Administration, the faculty with teaching responsibilities are from the department making up the core requirements (political science), and the department representing the concentration area (business administration and economics, criminal justice, education, emergency management, or environmental science management).

The Graduate Council is the body that initially approves all graduate curricula changes, and all other graduate-degree related issues. Recommendations for changes or issues to be considered by the Council emanate from graduate faculty, department heads, or dean of the respective college. Issues that relate to all graduate programs are brought before the Council by the Graduate Dean.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Faculty teaching courses via distance must meet the same qualifications required and expected of on-campus instructors. All distance learning faculty members have in the past taught or are currently teaching traditional on-campus courses.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Whether through direct contact or other appropriate mean, institutions offering distance-learning programs must provide students with structured access to and interaction with full-time faculty members.

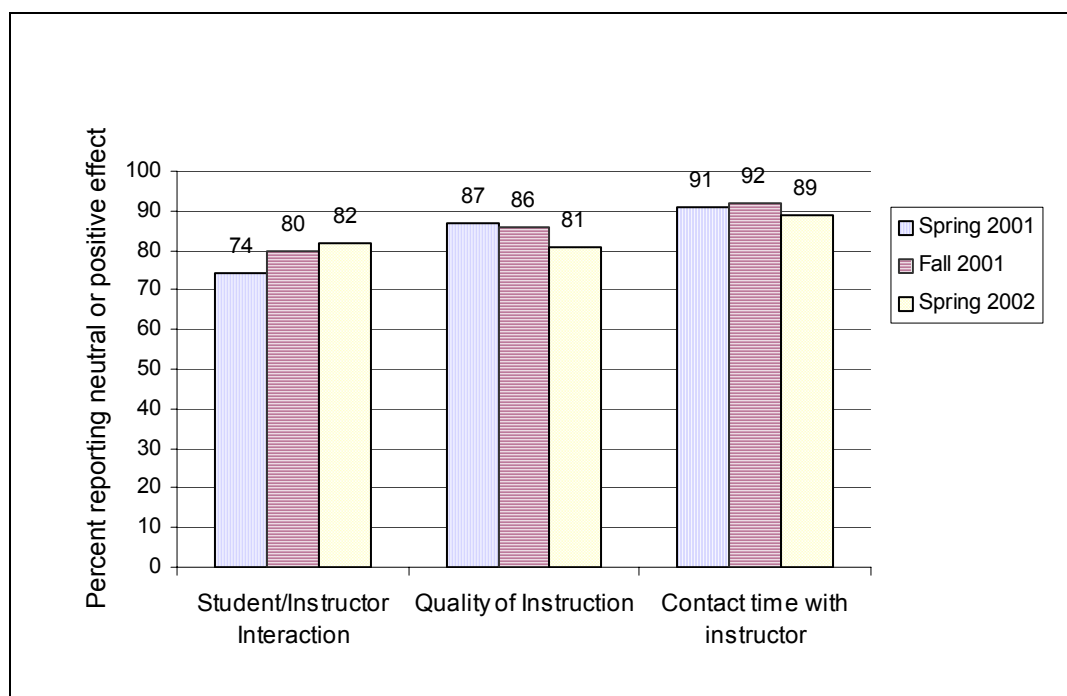
The *Faculty Handbook* (Section 2.9.3) states that each faculty member must be regularly available on campus during class days. In addition, the policy mandates that each faculty member shall establish, post, and make students aware of regular and adequate office hours distributed throughout the week so as to be convenient to students. Each faculty member is required to submit a schedule of office hours to the department head and dean for filing. The department head is responsible for notifying the faculty member if office hours are not adequate.

Interactive methods used by instructors teaching in JSU's Distance Education program include the following: E-mail, telephone, interactive/synchronous chat, threaded discussion groups, virtual office hours, group pages, and fax. Students enrolled in an on-line course are capable of accessing material 24 hours a day, 7 days a week. Students are also able to interact with one another for study groups and projects

independent of the instructor through the use of Virtual Chat, Discussion Board, telephone, prearranged face-to-face meetings, group pages, and E-mail.

Students enrolled in on-line courses in Spring 2001 (n=62), Fall 2001 (n=200), and Spring 2002 (n=230) were asked to compare student/instructor interaction, quality of instruction, and contact time with instructor between traditional courses and online courses. Students were asked to respond to the statement that the above referenced components of online courses were “as good as or better than traditionally taught courses.” Figure 4.8.2.4.1 illustrates the percentages of students ranking on-line courses “as good as or better than traditional courses” for these semesters.

Figure 4.8.2.4.1
Percentage of Students Indicating that:
“On-line Courses are as Good or Better than Traditional Courses”
Spring 2001 – Spring 2002



Distance education instructors allocate the same number of office hours as they do for traditional students. Students participating in telecourses/College-by-Cassette

meet on-campus at pre-arranged dates and times. Students are able to contact their instructors by E-mail, telephone, office visits during regularly scheduled office hours, or by appointment throughout the semester.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.3 Part-Time Faculty

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, instructional planning and governance.

The Fall 2001 Faculty Survey queried faculty as to their perception of appropriateness of time spent in teaching, service, and scholarly/creative/research activities. Their responses are provided in Table 4.8.3.1.

Table 4.8.3.1
Percent of Faculty Time Spent in Teaching, Service, and Scholarly Activities

Statement	Too Little %	An appropriate %	Too much %
I devote __ percentage of my workload to teaching	1.8	79.4	17.6
I devote __percentage of my workload to scholarly/creative/research activities	34.8	54.7	2.5
I devote __percentage of my workload to service	8.7	64.0	18.0

Almost 80 percent of JSU faculty responded that time spent teaching is appropriate, a finding that is consistent with the primary mission of JSU. While approximately one-third of the faculty responding indicated that they spend “too little time” in scholarly/creative/research activities, the University provides support and recognition for these endeavors through the Faculty Research Grant program and the

Faculty Recognition Reception. Based on available resources in the college/department, faculty may negotiate a teaching load reduction to pursue scholarly activities.

The Fall 2001 Faculty Survey also addressed faculty governance. The following data reflect faculty perceptions related to their role in University governance. Faculty reported that their role in governance of the University is adequate.

Table 4.8.3.2
Faculty Perceptions Related to University Governance

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The Faculty Senate is effective in representing faculty views	29.7	41.4	18.0	10.9
The Faculty Senate and the University's standing committees are adequate for the faculty to participate in university governance	29.7	42.2	19.5	8.6
The faculty exercises adequate jurisdiction (common ownership, shared governance) in academic affairs	32.3	35.3	20.3	12.2

JSU unit reports cited faculty position needs as reported in the table 4.8.3.3.

Table 4.8.3.3
Faculty Needs as Reported by Department Heads

Department	Reported Needs
Art	2 full-time
Criminal Justice	1 full-time
Drama	2 full-time
English	2 full-time
History/Foreign Language	1 full-time
Physical Science	1 full-time
Communication	1 full-time
Curriculum & Instruction	2 full-time
Educational Resources	7 full-time
Family & Consumer Sciences	1 full-time
Health & Physical Education	2 full-time
Technology	1 full-time

Source: Unit Report Questionnaire.

To summarize, survey data suggest that faculty are satisfied with the allocation of time spent in teaching, service, and research. Data further indicate that the faculty reported adequate influence in governance of the institution.

Unit reports identified a total of 23 faculty positions needed. Faculty vacancies are being advertised and the employment process is initiated with positions filled as soon as possible. New faculty positions have been approved and advertised for art, social work, and educational resources. In addition to filling vacancies and establishing new faculty positions where needed, a committee to recruit and retain African American faculty and administrators is working to accomplish this goal. The committee was established in July 2002 and will work for the next three-to-five years to increase the number of faculty and administrators who are African American.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 are classified into one of two categories: Pro Rata Temporary Faculty or Adjunct Faculty. Other temporary faculty classifications include Visiting Faculty, Special Appointment Faculty, and faculty appointed as Eminent Scholars (see *Faculty Handbook*, Section 2.1.5).

In the Fall 2001 Faculty Survey, the deans and department chairs generally cited three reasons for using part-time faculty. One was to provide classes when an unexpected boost in enrollment occurred. A second was to bring professional, “real-

world” experience into the classroom. A third reason is to cover short-term requirements for which no continuing need is forecasted.

In Fall 2001 JSU employed 289 full-time faculty and 122 part-time faculty; thus by headcount, 29.6 percent of the total faculty were classified as part-time. These headcount data, however, overemphasize the actual role of part-time faculty. As revealed in Table 4.8.3.4, 86 percent of the 1792 class sections taught during Fall 2001 were taught by full-time faculty.

**Table 4.8.3.4
Sections Taught by Full-Time Faculty Fall 2002**

	Total Number of Sections Taught	Percentage Taught by Full-Time Personnel	Number of Sections Taught by Full-Time Personnel	Number of Sections Taught by Part-Time Personnel	Number of Sections Taught by Full-Time Faculty	Number of Sections Taught by Part-Time Faculty	Number of Sections Taught by Full-Time Staff	Number of Sections Taught by Part-Time Staff
ACC	19	1.00	19	0	19			
AN	11	1.00	11	0	11			
ART	49	.82	40	9	40	9		
BA	8	1.00	8	0	8			
BY	157	0.97	153	4	153	4		
CBA	13	1.00	13	0	13			
CJ	48	0.73	35	13	34	13	1	
COM	25	1.00	25	0	20		5	
CS	62	1.00	62	0	62			
CTE	5	0.80	4	1	4	1		
CY	31	0.77	24	7	24	7		
DR	38	0.95	36	2	31	2	5	
EAD	15	0.87	13	2	12	2	1	
EC	14	1.00	14	0	13		1	
ECE	16	0.94	15	1	15	1		
ECG	19	0.50	8	11	8	11	8	
EED	44	0.86	38	6	38	6		
EFD	26	0.50	13	13	9	13	4	
EG	1	0.00	0	1		1		
EH	150	0.74	111	39	108	39	3	
EIM	16	1.00	16	0	14		2	
EM	6	0.67	4	2	4	2		
EPY	21	0.95	20	1	13	1	7	
ESC	5	1.00	5	0	5			
ESE	28	0.79	22	6	22	6		
FCS	42	0.90	38	4	38	4		
FH	6	1.00	6	0	6			
FIN	18	0.89	16	2	16	2		

	Total Number of Sections Taught	Percentage Taught by Full-Time Personnel	Number of Sections Taught by Full-Time Personnel	Number of Sections Taught by Part-Time Personnel	Number of Sections Taught by Full-Time Faculty	Number of Sections Taught by Part-Time Faculty	Number of Sections Taught by Full-Time Staff	Number of Sections Taught by Part-Time Staff
GL	10	1.00	10	0	10			
GY	33	1.00	33	0	33			
HLT	6	0.83	5	1	5	1		
HY	57	0.81	46	11	46	11		
LS	66	0.89	59	7	50	7	9	
MED	8	1.00	8	0	8			
MGT	15	0.93	14	1	14	1		
MKT	15	1.00	15	0	15			
MS	85	0.89	76	9	76	9		
MSC**	23	1.00	23	0	23		3	
MU	203	0.77	156	47	156	47		
NU	31	0.94	29	2	28	2	1	
PE	80	0.90	72	8	54	8	18	
PHS	11	1.00	11	0	11			
PSC	48	0.67	32	16	32	16		
PSY	61	0.85	52	9	50	9	2	
RDG	2	1.00	2	0				
REC	4	1.00	4	0	4			
SAM	2	0.50	1	1	1	1		
SH	18	0.83	15	3	15	3		
SPE	31	0.94	29	2	28	2	1	
ST	8	1.00	8	0	5		3	
SW	24	1.00	24	0	24			
SY	23	1.00	23	0	23	1		
TEC	31	0.74	23	8	23	8		
Total	1792	0.86	1542	246	1479	246	63	0

**Includes military personnel as faculty

While the maximum percentage of part-time faculty is carefully reviewed and monitored by the VPASA, deans, and department heads, JSU has not established a standard for the ratio of full-time to part-time faculty. Limitations on the number of part-time faculty are generally left to the discretion of the college deans, who are knowledgeable of the requirements of the various accrediting agencies and responsible for ensuring quality educational programs.

Conclusion: The committee finds that the Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

Part-time faculty meet the minimum requirements for professional, experiential, and scholarly preparation as their full-time counterparts. Documentation for part-time faculty is the same as that for full-time faculty, with files kept in the VPASA's office. With rare exception, part-time faculty have completed a minimum of 18 graduate hours in their respective teaching fields. Two exceptions, identified in the unit reports, are the Executive-in-Residence in Management/Marketing (former executive with a wealth of experience) and Communication (where a part-time faculty member has a master's, but not in field).

Each semester, department heads submit the names of all new faculty with credit hours in the teaching field noted, through the dean to the VPASA. When the faculty member has less than 18 graduate hours, the exception must be adequately justified and approved by the VPASA.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Policies concerning employment of part-time faculty are published in the *Faculty Handbook* (2.1.5).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

Orientation, supervision, and evaluation of part-time faculty are the responsibility of the academic units to which these faculty are assigned. The Colleges of Arts and Sciences, Education and Professional Studies, and Nursing and Health Sciences (CNHS) have handbooks and/or “orientation packets.” Additionally, the CNHS has a required, day-long orientation for part-time faculty (CNHS Policy II:01.01).

The dean/department chair, or designee, is responsible for supervision and evaluation of all part-time faculty. In general, full- and part-time faculty are evaluated by the same standards for classroom instruction. Evaluation of part-time faculty is based on student evaluations and may also include classroom visitation, grade distribution data, interviews, and a review of classroom syllabi. Part-time faculty are not expected to fulfill similar expectations for service and research required of full-time faculty.

Although every department orients part-time faculty, there does not appear to be uniformity across campus. The depth and breadth of orientation appears to vary widely.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that an orientation protocol, including written material, for part-time faculty be developed.

Procedures to ensure student's access to part-time faculty members must be clearly stated and publicized.

The *Faculty Handbook (2.1.5)* states that adjunct faculty “are expected to be available for student consultation at least one hour per week for each three-hour course taught.” Course syllabi often cite office hours, telephone numbers, and E-mail addresses for faculty, both full- and part-time. Office hours for all faculty are maintained in the department head's office. Part-time faculty, in consultation with the department chair (or designee), develop a plan to ensure student access for questions or concerns related to coursework.

Conclusion: The committee finds that the University is in compliance.

Recommendation: None

Suggestion: None

4.8.4 Graduate Teaching Assistants

The employment of graduate teaching assistants is a well-established practice in higher education, but should be carefully monitored.

An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.

At JSU, GTA's do not conduct classroom instruction, but may augment classroom or laboratory instruction or assist faculty with research. Duties may include

set-up and takedown of instructional areas (e.g. classrooms, laboratories, and rehearsal halls), assistance with grading papers and projects; and assistance with lectures, research projects, labs and animal care.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment.

JSU distributes the *1997-99 Graduate Assistantship Program Guide* that includes guidelines for GTA's. This is distributed to each graduate assistant upon employment and to the supervisor of the graduate assistant. This publication includes information and guidelines related to the purpose of the teaching assistantships, policies and procedures, evaluation criteria, and rights and responsibilities.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that an updated "Graduate Assistantship Program Guide" be made available both in hard copy and on the University web site.

Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course, and whose professional and scholarly preparation does not satisfy the provisions of Section 4.8.2 must have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly.

This criterion is not applicable to JSU.

Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence

of the applicant's proficiency in oral and written communication, indicates that the appointment is appropriate.

Graduate Teaching Assistants for whom English is a second language are required to submit TOEFL scores, conduct interviews, and provide writing samples as evidence of proficiency in oral and written communication. Requirements for graduate teaching assistants for whom English is a second language are addressed in the *Graduate Assistantship Program Guide* (p. 6).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures.

Per the policy stated in the *Graduate Assistant Program Guide* (p. 17), the Dean or Associate Dean of the College of Graduate Studies provides administrative oversight at a level above the individual academic unit employing graduate teaching assistants.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 a plan for adequate insurance coverage.

Salary increases must be based on clearly stated criteria.

Salary increases at JSU are based on clearly stated criteria. In some years, across the board, cost of living salary increases are recommended by the President and approved by the Board of Trustees. When funds are available and approved for equity adjustments/merit increases, the distribution of the raises is based on plans developed within each college. It is the responsibility of each college or department to have a plan for evaluating faculty performance in the areas of teaching, advising, research, and service. Recommendations for salary adjustments are made by the department chair and forwarded to the dean. The dean either approves the department head's recommendation or makes an adjustment prior to submitting the recommendations to the VPASA for approval. Final salary increases are approved by the President.

The Fall 2001 Faculty Survey asked the 169 participants to make a judgment as to the comparability of JSU's salaries to other regional institutions. The results indicated that JSU faculty are dissatisfied with salaries in comparison to salary averages at comparable institutions. These data are reflected in Table 4.8.5.1.

Table 4.8.5.1
Perception of JSU Faculty Salaries as Compared to Regional Institutions

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Faculty salaries offered at JSU are comparable to those offered at other regional institutions	6.7	20.8	33.6	38.9

In Fall 2001, each College conducted a comprehensive salary survey resulting in the formulation of recommendations to bring faculty salaries to a competitive level. During this process, salary issues were reviewed as part of a long-range plan to bring faculty and staff to regional College and University Professional Association (CUPA) salary levels. In addition to CUPA data by discipline, other criteria used to formulate

projections included anticipated retirement trends, faculty and staff turnover, and hiring trends developed by the Director of Human Resources.

The University recognizes the need to address salary compression and is pursuing a multi-year plan to bring salaries up to regional and national averages based on rank, discipline, and market. In March 2002, the University granted a special \$400,000 equity/merit pool for adjustments. Table 4.8.5.2 reveals average JSU faculty salaries in comparison to CUPA salary averages by rank.

**Table 4.8.5.2
JSU Faculty Salaries Compared to CUPA National Averages by
Discipline/Rank/Institutions of Comparable Size**

As of 6/1/02	CUPA Average	JSU Average	\$ Difference	% Difference
Professor	\$68,697	\$66,095	-\$2,602	-3.9%
Associate Professor	\$56,851	\$53,902	-\$2,949	-5.5%
Assistant Professor	\$45,172	\$44,325	-\$847	-1.9%
Instructor	\$34,553	\$39,553	+\$5,000	+12.6%
Overall	\$53,204	\$51,442	-\$1,761	-3.4%

A second step toward this goal is to increase the incremental amount received for faculty promotion to address competitiveness within rank/discipline and salary compression. Table 4.8.5.3 details the schedule.

**Table 4.8.5.3
JSU Promotional Rank Increments**

Effective 10/1/02	Previous Increment	New Increment
Professor	\$1,000	\$5,000
Associate Professor	\$ 750	\$3,500
Assistant Professor	\$ 500	\$2,000

The JSU benefits package is a strong recruiting and retention tool. The University provides a comprehensive health insurance program, fully paid disability insurance after one year of employment, fully paid life insurance up to twice an

individual's base salary or up to a maximum of \$100,000, and two matching retirement programs.

The health insurance is provided through the Public Education Employees Health Insurance Plan and is administered by Blue Cross Blue Shield of Alabama. The University pays the bulk of the cost for this benefit, \$414.00 per month for every full-time employee. This leaves the employee with only \$134.00 per month for family coverage or \$2.00 per month for single coverage.

After one year of full-time service, the University provides fully paid disability insurance coverage. In the case of illness or injury that is expected to last greater than six months, disability benefits may be approved up to 60 percent of the individual's salary.

In addition to the fully paid life insurance, up to twice an individual's base salary or up to a maximum of \$100,000, individuals may purchase additional life insurance in increments of one, two, or three times their base salary and provide dependent life benefits.

The University provides two retirement programs. All employees participate in the Alabama Teachers' Retirement System. This is a defined benefit program with a 10-year vesting. Employees may retire at age 60 with at least 10 years of service or at any age with at least 25 years of service. A second retirement program with the Teachers' Insurance Annuity Association/College Retirement Equities Fund (TIAA-CREF) is a defined contribution plan managed under the IRS section 403(b) guidelines. After two years of full-time service at JSU (or immediately prior at another higher education

institution) the University matches an individual's contribution of 3 percent, 4 percent, or 5 percent of salary without a maximum dollar cap.

When asked if the level of benefits at JSU was at least comparable to that offered at similar institutions, 81.2 percent of the faculty respondents "agreed or strongly agreed."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Conclusion: None

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.

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.

JSU has specific guidelines that describe and protect the academic freedom of faculty for teaching, research, and publication. The *Faculty Handbook* (p. 51-55) describes the guidelines. All new faculty are given a copy of the *Faculty Handbook* upon employment and its content is reviewed during the New Faculty Orientation. In addition, the *Faculty Handbook* is available on the JSU web site at <http://www.jsu.edu/depart/avpasa/Handbook.htm>. The topic is also covered in the *University Catalogue* and *Graduate Bulletin*, both of which are available as hard copy and from the JSU web site at <http://www.jsu.edu/depart/undergraduate/catalog/>

The Fall 2001 Faculty Survey reinforced the University's support of academic freedom. Responding to the statement, "Academic freedom is supported by JSU's

administration,” 87.1 percent of the faculty responding “agreed or strongly agreed.” In response to the statement, “Researchers’ freedom to investigate and report research results is adequately preserved by University policy on grants and contracts,” 90 percent of the faculty responding “agreed or strongly agreed.” Responding to the statement, “Academic policies are adequate to insure the academic freedom of the faculty, 87 percent of the faculty “agreed or strongly agreed.”

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The *Faculty Handbook* (Section 2.8.11) specifies the professional, ethical and collegial duties of JSU faculty members. In response to the Fall 2001 Faculty Survey statement, “Personal and academic policies are adequate to insure the professional responsibility and integrity of the faculty,” 65.9 percent of the faculty responding “agreed or strongly agreed.” In addition, 83.5 percent either “agreed or strongly agreed” that they understood JSU’s policies related to their obligation to teaching/creative/research activities, and services. In the Supplemental Analytic Report, Institutional Performance Survey (IPS), 75.5 percent (tenure track) “agreed or strongly agreed” that formal policies and rules govern most activities at the University. In the same report, 76.9 percent (non-tenure track) “agreed or strongly agreed” that formal policies and rules govern most activities at the University.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

An initial letter of appointment is sent to each faculty member outlining terms of employment. In addition, a contract detailing responsibilities, salary, and other pertinent employment information is signed yearly by each faculty member in a non-tenured position. Policies on these issues are found in the *Faculty Handbook* (p. 27-28).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.

JSU publishes all policies regarding employment in the *Faculty Handbook* (p. 21-28). New faculty are provided the *Handbook* during faculty orientation and are required to attend a workshop that reviews the *Handbook* and provides information on employment issues. In addition, the *Faculty Handbook* is available to all on the JSU web site at <http://www.jsu.edu/depart/avpasa/Handbook.htm>.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

The policies and procedures for promotion and tenure are found in the *Faculty Handbook* (p. 36-40). Information regarding the notice of non-renewal of probationary appointments and for termination of appointments is found in the *Faculty Handbook* in (p. 41-44). In response to the statement, “I clearly understand JSU’s policies related to my obligations of teaching, scholarly/creative/research activities, and service,” 83.5 percent of the faculty surveyed “agreed or strongly agreed”.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

Reasons leading to faculty termination or non-renewal are explicitly stated in the *Faculty Handbook* (Section 2.7). In no manner does the exercise of academic freedom give rise to termination or non-renewal. In fact, violating another faculty member’s academic freedom (or student’s) could lead to a number of sanctions to the faculty member or administrator in question.

If faculty members believe their academic freedom has been violated and those faculty members feel they have been sanctioned for their activities despite believing they have stayed within the bounds of academic freedom, the University has various appeal procedures. If faculty members feel that their use of academic freedom has impacted the promotion and tenure process, the appeal process may be initiated. Grievances regarding academic freedom are also addressed in the *Faculty Handbook* (Section 2.11).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.7 Professional Growth

An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.

The University offers a wide range of professional development opportunities. Development opportunities include Faculty Educational Leave, Professional Development Leave, University Travel and Self-Improvement Grants, and Faculty Research Grants. Policies are posted in the Academic and Student Affairs Home Page (<http://www.jsu.edu/depart/avpasa/Acadadv.htm>).

The Fall 2001 Faculty Survey suggests that the 133 faculty who responded to the following statement (see Table 4.8.7.1) reported that the University supports and encourages professional development.

**Table 4.8.7.1
Faculty Perception of University Support for Professional Development**

STATEMENT	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The University encourages and supports educational leaves and faculty professional development	32.3	35.3	20.3	12.0

The same Faculty Survey revealed that faculty indicated the need for more monies directed toward faculty development. See Table 4.8.7.2.

Table 4.8.7.2
Perception of Adequacy of Budget for Faculty Development

STATEMENT	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The faculty development budget for my department is adequate given JSU's total available resources.	12.8	39.1	24.8	23.3

From the Institutional Performance Survey (IPS), 112 faculty responded to an item pertaining to “Professional Development/Quality of the Faculty” as noted in Table 4.8.7.3.

Table 4.8.7.3
Perception of Professional Development Activity by JSU Faculty

STATEMENT	A small minority %	Less than half %	About half %	More than half %	A large majority %
How many faculty members at this institution are now actively engaged in professional development activities— e.g., doing research, getting an advance degree, consulting, etc?	13.4	27.7	19.6	19.6	6.3

These data suggest that over half of the faculty perceived there to be a strong institutional support for faculty development and that slightly less than half the faculty are currently engaged in developmental activities.

Every faculty member participates in an annual faculty evaluation that provides an opportunity to reflect on accomplishments and plan for improvement in the coming year. The evaluation also serves as a record of the professional development of each faculty member. The University encourages application for Faculty Educational Leave, Professional Development Leave, University Travel and Self-Improvement Grants, and

Faculty Research Grants offered by the University. Each department has a modest travel and development budget, and the colleges supplement departmental funds when possible. Table 4.8.7.4 illustrates the most recent Faculty Research Grants awarded.

Table 4.8.7.4
Faculty Research Grants Awarded
1999-2002

DEPARTMENT	1999-2000	2000-2001	2001-2002	3-YEAR TOTAL
Art	\$2,913			\$2,913
Biology	20,284	\$18,884	\$16,271	55,439
Curriculum & Instruction		900	1,730	2,630
Educational Resources	880	944		1,824
English	1,200	500		1,700
Health PE and Recreation	4,532			4,532
History/Foreign Languages	1,000	800		1,800
Institute for Emergency Preparedness			4,631	4,631
Management/Marketing	1,219	3,000	4,540	8,759
Mathematics, Computing, & Information Sciences		3,000	2,990	5,990
Music		1,330	1,000	2,330
Nursing		429		429
Physical and Earth Sciences	7,320	4,275	7,524	19,119
Psychology		3,212	1,348	4,560
Sociology/Social Work	650	429		1,079
Grand Total All Departments Last 3 Years	\$39,998	\$37,703	\$40,034	\$117,735

Information on University Travel and Self-Improvement Grants, also known as Faculty Development Grants prior to Fall 2001, is provided in the following table.

**Table 4.8.7.5
University Travel and Self-Improvement Grants
May 1999-Fall 2002**

Semester	Number of Grants Awarded	Total Amount Awarded
May 1999	49	\$5347.50
Fall 1999	67	\$23,210.49
Spring 2000	90	\$21,966.00
Fall 2000	82	\$24,116.00
Spring 2001	None due to proration	0
Fall 2001	44	\$31,738.66
Spring 2002	47	\$25,843.64
Fall 2002	38	\$25,191.00

One faculty member was awarded Educational Leave for 12 months in 1999 to pursue a doctorate. Another developmental option is Professional Developmental Leave, which relieves faculty of normal duties so that they might pursue significant projects facilitating professional growth and development thus enhancing the potential for future contributions to the mission of the University. This developmental leave may be for one semester at full salary or two semesters at half salary. Table 4.8.7.6 illustrates departments awarded Professional Developmental Leave for 1999-2002.

**Table 4.8.7.6
Professional Developmental Leave by Department
1999-2002**

Semester/Year	Department Represented
Spring 2000	History/Foreign Language
Spring 2000	Health, PE, and Recreation
Fall 2000	History/Foreign Language
Fall 2000	Physical & Earth Sciences
Academic Year 2000-2001	Biology
Academic Year 2000-2001(postponed until 2003)	History/Foreign Language
Spring 2001	Educational Resources
Fall 2001	Sociology/Social Work
Fall 2002	English

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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 occupational fields, practitioners.

JSU's Promotion and Tenure Policy outlines the requirements necessary to continue on the promotion/tenure track. The annual faculty evaluation with the department head is utilized to counsel and assist faculty. Additionally, raises (except for across the board cost of living raises) are based on meritorious activity within teaching, scholarship, and/or service categories. In order to earn a merit salary increase, faculty members must take the initiative to promote their professional growth.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.8 The Role of the Faculty and Its Committees

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

Educational programs originate, are delivered by, and are evaluated by faculty in academic departments. Faculty committees are established annually in departments, colleges, and University-wide to discuss and evaluate academic programs. The Fall 2001 Faculty Survey results indicates that most faculty (79 percent) believe that they spend an appropriate amount of time on teaching, thus, delivering quality education. Also, 79 percent of the faculty surveyed "agreed or strongly agreed" that the current review process of undergraduate program/curricula effectively maintain quality.

Additionally, 76 percent of the faculty surveyed “agreed or strongly agreed” that undergraduate instruction is evaluated effectively to maintain quality.

Faculty have full control over the content and quality of the classes they teach. Quality of teaching must be evident in order for tenure and promotion to occur. Grading patterns are reviewed by the department head/dean.

Program and course proposals are developed based on standards established by various professional organizations and agencies and best practices that are research based. Faculty present curriculum proposals to the departmental curriculum committee for review and approval. Program or course proposals are then submitted to the college curriculum committee and then to the UUCC for undergraduate programs and to the Graduate Council for graduate programs for review and action.

The job market and employment trends often propel the need for new curricula and course development. Faculty remain current in professional fields and continue to update the curriculum and course offerings based on these criteria as well as best practices based on current literature.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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

The President’s office publishes a list of standing committees that includes faculty representation. The list includes the following:

- Admissions Committee
- Athletic council
- Affirmative Action

- Budget Committee
- Computer Advisory Committee
- Communications Board
- Development Council
- Distance Education Advisory Council
- Enrollment Management
- Institutional Effectiveness
- Institutional Review Board
- Library Council
- Printing and Publications
- Safety and Environmental Health
- Scholarship/Financial Aid
- Substance Abuse Program
- Wellness Committee
- Who's Who Committee
- Personnel Council

In addition, faculty serve on curriculum committees and on the Faculty Senate.

Faculty representation is also found on the Academic Council. Each department maintains files that document faculty participation on various committees at the departmental, college, and University levels. Other examples of faculty service on committees include:

- Administrative Search Committees
- Accreditation Committees including Southern Association for Colleges and Schools (SACS), National Council for Accreditation of Teacher Education (NCATE), National Association for Industrial Technology (NAIT), Commission on Collegiate Nursing Education (CCNE), The International Association for Management Education (AACSB-International)
- College and University Grade Appeal Committees
- Comprehensive Exam Committees
- Departmental Curriculum Committees
- Faculty Search Committees
- Graduate Council
- Interview Committee for Admission to Teacher Education
- Multicultural Education Committee
- Undergraduate University Curriculum Committee

Faculty membership on these committees, and more, indicate the participation and jurisdiction that faculty have in academic affairs.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.9 Faculty Loads

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

Even though there are departments that have identified the need for additional or replacement faculty positions, JSU maintains a faculty of adequate size to support the Institution's purpose. As of Fall 2002, there were a total of 411 faculty employed at JSU, instructing a total of 8930 students. Of these, 289 were full-time faculty and 122 were part-time faculty. This total of 411 represents an increase of 26 faculty over Fall 2001 when 268 full-time and 119 part-time faculty instructed a total of 8478 students. The size of the faculty has increased over time as enrollments have steadily increased. Data supporting these facts are available in the *JSU Fact Book*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

It 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.

The department heads assign faculty responsibilities. Some faculty receive released time or teaching load reduction to accommodate professional activities. This must be justified and documented by the faculty member. All faculty must serve office hours and serve on committees as needed.

Departments follow both Institution and national policies and procedures. The academic calendar consists of Fall and Spring semesters and the short terms (May Term, Summer I, Summer II and the Marathon Terms). The nine-month academic appointment consists of the Fall and Spring Semesters plus the May Term. Twelve-month appointments include teaching assignments in the Fall and Spring Semesters plus two of the short terms. The standard workload for faculty members is 15 hours during the Fall and Spring Semesters and five hours during the May term. The workload is comprised of a teaching load and other duties and expectations.

Faculty advising of student organizations and departmental service activities (open house, parent days, recruitment efforts, etc.) are distributed to volunteers, though the possibility of these activities being assigned is also present.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.8.10 Criteria and Procedures for Evaluation

An institution must conduct periodic evaluations of the performance of individual faculty members.

Each spring, all faculty participate in the annual faculty evaluation. Each faculty member prepares a self-evaluation, which is a written account, with appropriate

documentation, of instructional, scholarly, and service activities for the past year. Self-evaluation of performance and a written set of goals and objectives for the next academic year are required, as well. These reports are presented to the appropriate department head, who reviews the reports and conducts individual conferences with faculty for evaluation and planning. At the conference, the department head then rates the faculty member and discusses development plans for the coming year.

Students are given the opportunity to evaluate faculty. According to respondents completing the 1993-2001 Graduate Studies Completer Survey, 96 percent rated the professional quality of the faculty as “good-to-excellent” and 97 percent rated the instructional competency of the faculty as “good-to-excellent”.

Additionally, faculty are rated by the various college evaluation procedures. The departmental evaluation process for faculty performance is in harmony with all published University rules, regulations, and policies. For example, evaluation data is used for tenure, promotion and merit pay.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.

The *Faculty Handbook* sets forth University criteria that include instructional responsibilities, intellectual contributions, service, and professional development. Each criterion is specifically described. The policy is standard throughout each college. Criteria are weighted by percentages (for example, teaching/advising might be 80 percent of the workload, scholarly activity might be 10 percent, and

professional/institutional/community service might be 10 percent). At the end of the academic year, progress toward achieving those goals and objectives is assessed and evaluated, then forwarded to the appropriate administrator.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.

The purposes and goals of the Institution are clearly set forth in the *University Catalogue* and the *Graduate Bulletin*. The evaluation process that all faculty members must follow includes teaching/advising (educational purpose), professional, institutional, community service (public service purpose) and scholarly activity (research purpose). The college/department evaluation process is in harmony with JSU's mission and purpose. Faculty may select research or service projects as appropriate. New information about the purpose and goals of the college and University, as well as faculty performance criteria, is introduced at faculty meetings and at new faculty orientation.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.

Evaluations indicate whether a faculty member is productive in all three areas: teaching/advising, scholarly activity, and professional/institutional/community service. Evaluations assess the extent and quality of the productivity. Faculty are responsible

for creating annual professional development plans that define goals and objectives for the year. These goals and objectives must compliment departmental goals. At the end of the year, department heads conduct evaluations to determine if the goals and objectives have been achieved. If, for example, an evaluation indicates some weakness in advising, then an advising workshop can bring the faculty member up to par in that area. Likewise, a variety of workshops and seminars may be utilized to upgrade faculty (i.e, training in new technologies that may be needed in the classroom). Additionally, new faculty seminars are conducted in some colleges to properly acclimate newly hired professors to the teaching and other expectations of the University. Consequently, the department head and individual faculty member work together to determine the best course of action in correcting deficiencies. According to the Fall 2001 Faculty Survey, 75 percent of faculty “agreed or strongly agreed” that they are regularly evaluated fairly and efficiently.

Merit considerations, at all levels of the University, encourage the faculty to achieve optimal results in the judgmental criteria and to receive financial rewards for their contributions.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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.

JSU participates in two consortial relationships that involve the granting of academic credit by another institution or organization: The Dauphin Island Sea Lab (DISL) and a JSU/Troy State University (TSU) Agreement to offer a Master of Science in Nursing.

The DISL, founded by the State Legislature in 1971, is Alabama's marine education and research center. Located on the eastern tip of a barrier island in the Gulf of Mexico, the Sea Lab is the home site of the Marine Environmental Sciences Consortium. The Consortium serves 22 DISL members, both public and private. Over the years, the scope has expanded tremendously, adding to its educational programs, broadening its research scope, and providing a public aquarium that focuses solely on the native eco-systems of the Mobile Bay estuary. Additionally, the DISL's Coastal Policy Initiative offers local government, industry and agency decision makers a range of coastal zone management services.

Each of the 22 universities in the consortium has a liaison officer who becomes a member of the Program Committee. This Committee is chaired by a DISL faculty member, the Chair of the Academic Programs. The Program Committee serves as an advisory group to the summer school program. The Committee meets quarterly to approve courses and faculty and help establish the summer programs. The University's liaison is Dr. Frank Romano (2002).

The courses offered through the DISL have been approved through the same process as all other courses offered by the University. Students register through the University for a maximum of 14 semester hours during the summer. Courses are offered in Biology, Geography, and Geology, at the undergraduate and graduate levels.

The College of Nursing and Health Sciences (CNHS) normally has from 10-20 agency contracts for clinical experiences each semester. In addition, the CNHS maintains affiliation agreements with two physicians who serve as preceptors for the nurse practitioner in the Nursing Center Clinic.

Five articulation agreements are currently in place. These agreements are intended to ensure a smooth transition for RN students who desire to complete the baccalaureate degree in nursing (BSN). Contracts are signed with Gadsden State Community College, Floyd College, Central Alabama Community College, Northeast Alabama Community College, and Talladega College.

In addition, a Memorandum of Understanding (MOU) with TSU to provide four Internet courses in the MSN program is on file. Under this agreement MSN students at JSU take 10 hours of Internet courses that apply toward their degree. This arrangement was recommended by ACHE to avoid duplication of course offerings at the master's level in nursing. At least yearly, meetings are held between the graduate nursing faculty from JSU and TSU to review the program.

The University has contracts that allow for distance education activities to be conducted at off-campus sites. These contracts are housed in the VPABA's office.

JSU has Dual Enrollment/Dual Credit Agreements with the following schools/school systems: Calhoun County School System, Cherokee County School

System, Cleburne County High School, Coosa Christian, Donoho School, Faith Christian Academy, Jacksonville High School, New World Horizon (home school), Oxford High School, Pell City High School, St. Clair County, Talladega High School and Vineyard Christian Academy (home school). The initial contracts were developed in 1997 and revised in 2000. The contracts are scheduled for reevaluation in the fall of 2002. All of the dual enrollment classes are taught by JSU faculty; therefore, JSU has programmatic control of these classes.

The Bachelor of Social Work (BSW) program has a contract with the Alabama Department of Human Resources (DHR) that provides salary for two full-time agency-based field instructors, one in Calhoun County and one in Etowah County. This contract also provides for student stipends for 24 students per year at \$2000 per semester when these students complete their field instruction at DHR in Calhoun County or Etowah County.

The BSW program also has a contract with the East Alabama Area Agency on Aging that provides for six student stipends per year for \$2000 each. Students receive these stipends when doing their field placement.

The BSW program has a contract with the Calhoun County Sheriff's office, LIN=C Program, and the Calhoun County Family Court. This joint contract provides stipends of \$1400 each for six students per year.

The College of Education and Professional Studies has approximately 700 students from 23 undergraduate and 17 graduate majors per year that are involved in student teaching. The Alabama State Department of Education requires public schools

to accommodate JSU's interns. The only written agreement is a confirmation letter sent to all superintendents each semester.

All formal evaluations of student teaching are conducted and grades are assigned by JSU faculty. The cooperating teacher (site supervisor) conducts periodic evaluations and consults with the JSU faculty on recommended grade assignment. This is the procedure followed by both undergraduate and graduate teacher education programs.

The Psychology Department has agreements with several local agencies to provide supervision and evaluation of practicum students. The purpose of practica is to provide students with practical experience in professional treatment situations. Students are screened before they are allowed to register for practicum classes. In all practica, a JSU Psychology Department instructor, in consultation with the on-site supervisor, evaluates the student's work and assigns a grade. These practica are offered to senior level undergraduates and graduate students. All practicum classes earn three semester hours credit. Students are required to spend a minimum of 100 hours during the semester at the placement site.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All consortia and contracts must be evaluated regularly.

With respect to clinical experiences for nursing students, agency selection criteria are used to determine appropriateness and adequacy of an agency as a clinical placement site. The criteria are published in the *CNHS Faculty Handbook* (IV:09.00).

At the completion of each semester, both faculty and agency representatives complete evaluations addressing the quality of the clinical experience in every clinical course. These evaluations and resulting modifications are forwarded to the Curriculum Committee of the CNHS. Clinical contracts are reviewed and updated on an annual basis.

Each member institution of the Dauphin Island Sea Lab (DISL) has a liaison officer who becomes a member of the Program Committee. This Committee is chaired by a DISL faculty-Chair of the Academic Programs. The Program Committee serves as an advisory group to the summer school program. The Committee meets quarterly to evaluate courses, approve future courses, approve faculty, and help establish the summer programs.

The BSW contracts are renewed each year. They are evaluated for budgetary issues and reporting issues during each renewal. Increases in contract amounts are sought when appropriate. Feedback is constantly sought from these agencies on the performance of the JSU faculty and staff working on these contracts.

Currently, contracts and agreements are housed in the respective department/college, or VPABA's files. A more efficient organization would be a central location for these documents. Institutional guidelines for regular evaluation of these contracts need to be established.

Conclusion: The Committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestions:

1. The committee suggests that all contracts or agreements involving activities for which academic credit is granted be housed in a central location on campus.

2. The committee suggests that the institution establish guidelines for regular evaluation of contracts and agreements.

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.

In an effort to carry out the teaching mission of the University, innovative partnerships that complement the teaching mission of the University have been explored and developed when appropriate. At the time of the self-study, the University has conscientiously submitted all changes in accordance with the COC policy, and the substantive change reflecting the partnership between JSU and TSU will be reviewed during the reaffirmation visit in February 2003. Currently, the University has no plans for entering into new consortial relationships.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.9.1 Consortial Relationships

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.

TSU is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The College of Nursing at TSU is accredited by the National League for Nursing Accrediting Commission and is approved by the Alabama Board of Nursing. All members of the Dauphin Island Sea Lab are accredited by their regional accrediting body.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.

This criterion is not applicable to JSU.

The member institution must maintain the quality of all courses/programs offered through the consortium.

Only the DISL and the MSN program involve courses offered through consortia. All courses that are taught at DISL are included in the *University Catalogue* and have been approved through the University curriculum process.

The MSN degree program, including 10 hours of on-line courses through TSU is accredited by the Commission on Collegiate Nursing Education. Annual meetings between the graduate nursing faculty at TSU and JSU include review of student and faculty evaluations of course offerings. Revisions are made as needed as evidenced in the minutes of the TSU/JSU Graduate Nursing Faculty meetings.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Educational courses/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the Criteria.

Courses offered through the University's two consortial relationships apply toward degrees either in nursing or biology. The following table provides examples of courses offered through consortial relationships.

Table 4.9.1.1
Examples of Courses Offered via Consortial Relationships

JSU Mission	Examples of Courses Offered Via Consortial Relationships
JSU is...a teaching institution that provides educational...experiences for a diverse undergraduate and graduate student population. ...JSU seeks to produce...graduates with skills for employment.... JSU supports scholarly...activities consistent with its academic and professional strengths	NSG 5504 Theories in Nursing NSG 5512 Health Assessment NSG 6671 Pathophysiology NSG 6691 Research Methodology MBY 410G Marine Fisheries Science MBY 411G Marine Ecology MBY 412G Coastal Ornithology MBY 415G Marine Botany MBY 417G Estuarine Science

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

4.9.2 Contractual Agreements

Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.

The CNHS has agreements with 17 clinical agencies serving as clinical practical sites for preparation of bachelor's and master's degree students. Agency criteria have been identified for each program and student placement is contingent upon final approval of the agreement/contract. Expected student outcomes and availability of satisfactory learning experiences are primary issues related to clinical placement. Adequacy of clinical experiences is evaluated each semester by faculty. The following table offers an example of educational activities that are used to fulfill the University mission:

**Table 4.9.2.1
Examples of Educational Activities Conducted
Through Contractual Agreements**

JSU Mission	Examples of Activities Conducted Through Contractual Agreements
JSU is..a teaching institution that provides educational...experiences for a diverse undergraduate and graduate student population. ...JSU seeks to produce...graduates with skills for employment.... JSU supports scholarly...activities consistent with its academic and professional strengths	Transition of RNs with AS degrees to the BSN program through articulation agreements
	Clinical experiences for undergraduate and graduate nursing students
	Practice teaching for teaching majors in public schools
	Dual enrollment for high school students
	Distance Education courses taught off-campus
	Social Work students experiences with the Alabama Department of Human Resources and the Sheriff's Department

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*. (See Commission document “Guidelines for Contractual Relationships with Non-Regionally Accredited Institutions”)

Clinical experiences are directly or indirectly supervised by faculty in the BSN and MSN programs. In the case of clinical preceptorships, faculty maintain contact with the preceptor and student to assess the quality of the experience and the completion of clinical learning objectives.

Articulation agreements between the CNHS and AS-RN programs are completed only after review of the associate degree program curriculum, accreditation status, status with the Alabama Board of Nursing, and NCLEX (RN licensure) pass rates.

Educational activities are conducted in situations where contracts exist, but only under the direct supervision of JSU faculty. Dual Enrollment classes are taught only by University faculty. Students completing practica in Social Work or Psychology are directly supervised by JSU faculty. JSU faculty deliver classes to off-campus sites.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

If an institution enters into a teach-out agreement with another institution, it must submit the agreement to the Commission for approval. (See Commission policy “Teach-Out agreements”)

This criterion is not applicable to JSU.

APPENDIX IV-A

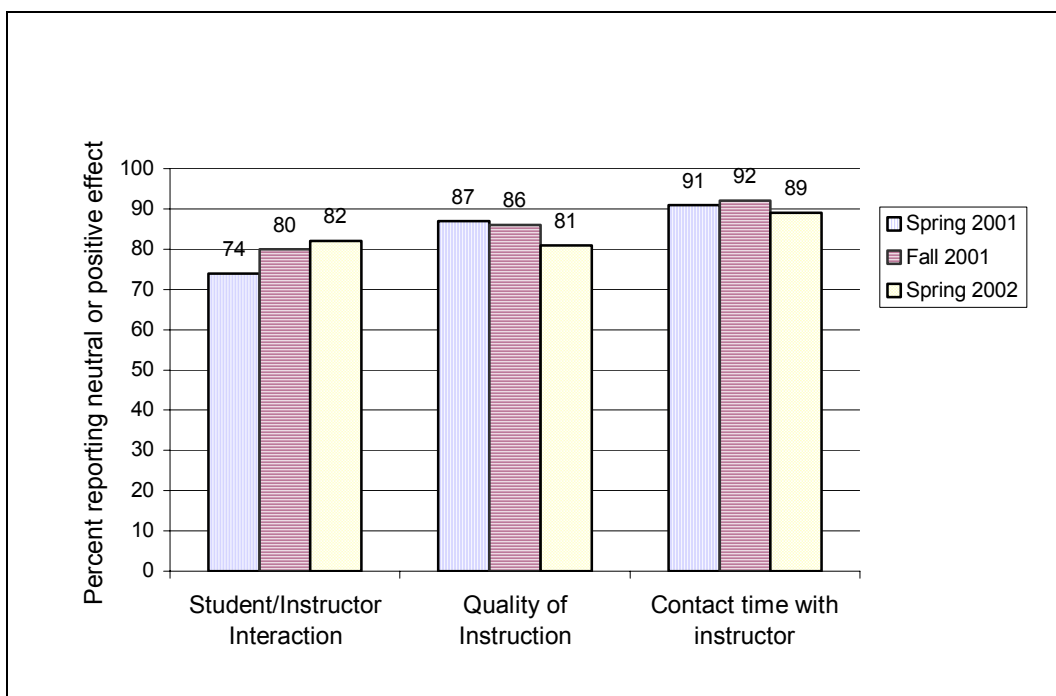
“DISTANCE EDUCATION: DEFINITIONS AND PRINCIPLES”

Principle 1: Programs through Distance Education need to “provide for timely and appropriate interaction between students and faculty, and among students.”

Interactive methods used by instructors who are involved with distance education include the following: E-mail, telephone, interactive/synchronous chat, threaded discussion groups, virtual office hours, group pages, and fax. Students enrolled in an on-line course are capable of accessing material 24 hours a day, 7 days a week. Students are also able to interact with one another for study groups and projects independent of the instructor through the use of Virtual Chat, Discussion Board, telephone, prearranged face-to-face meetings, group pages, and E-mail. Students are administered evaluations at the end of each term to determine overall satisfaction and to identify issues of concern. Students were asked to compare similar experiences in traditional courses to experiences in on-line courses.

Students enrolled in on-line courses in Spring 2001 (n=62), Fall 2001 (n=200), and Spring 2002 (n=230) were asked to compare student/instructor interaction, quality of instruction, and contact time with instructor between traditional courses and on-line courses. Students were asked to respond to the statement that the above referenced components of on-line courses were “as good as or better than traditionally taught courses.” The figure on the following page illustrates the percentages of students ranking online courses “as good as or better than traditional courses” for these semesters.

Comparison of Satisfaction Between Online Courses and Traditional Courses: Spring 2001 – Spring 2002



Distance education instructors allocate the same number of office hours for distance courses as they would for traditional courses. Students participating in telecourses/College-by-Cassette meet on-campus at pre-arranged dates and times. Students are able to contact their instructors by E-mail, telephone, office visits during regularly scheduled office hours, or by appointment throughout the semester.

Principle 2: The institution's faculty assumes responsibility for and exercises oversight over Distance Education, ensuring both the rigor of programs and quality of instruction.

The Distance Education Advisory Committee, which meets at least once per semester, was developed to provide faculty input to issues related to distance education, and work with the Director of Distance Education in an advisory capacity to ensure quality programs. The Committee addresses various aspects of distance

education such as tuition, interaction, E-mail systems, Procedures and Policies of the Department of Distance Education, student evaluations, updates and suggestions on the Distance Education web site and purchases. Members of the committee were appointed by the President, and were selected to be representative of the faculty, staff, and administration. These members have been essential in providing feedback to the Department of Distance Education that has resulted in improvements.

On-line courses are currently listed through Southern Regional Electronic Campus (SREC). In order to be listed through this program, on-line courses must meet the Principles of Good Practice (in evidence file). Individual instructors are currently given the opportunity to review the Principles and ensure that their course(s) meet these quality-driven criteria. A checklist has also been created for all formats of distance education classes for faculty use in ensuring compliance with all University and SREC determined criteria.

Consistent with the *Faculty Handbook* (Section 2.8), faculty members are responsible for all decisions on design and content of any distance education course. Faculty are, however, provided with instructional design assistance from the Department of Distance Education during training workshops and one-on-one training sessions. Faculty members in many departments administer faculty evaluations at the end of the term. These evaluations (not related to or available to the Department of Distance Education) were designed to provide feedback to the instructor.

Based on these assumptions, faculty teaching through distance education hold responsibility for ensuring that courses and programs taught through these methods are of superior quality.

Suggestion: The Committee suggests that a checklist be made available on-line and used by faculty members and administration to ensure academically rigorous courses are being provided through Distance Education technology.

Principle 3: The institution ensures that the technology used is appropriate to the nature and objectives of the programs.

The University offers courses utilizing the following distance education technology:

Examples of Distance Education Technology

	Class Meetings	Videotapes	CDRom	Blackboard
STEP program for RNs	3 classes per semester	Yes	Yes	Yes, supplemental
College by Cassette	2 classes per semester	Yes	No	Yes, supplemental
Going The Distance	2 classes per semester	Yes	No	Yes, supplemental
Videoconferencing	2 classes per semester	No	No	Yes, supplemental
On-line	2 classes per semester, optional	No	Yes	Yes

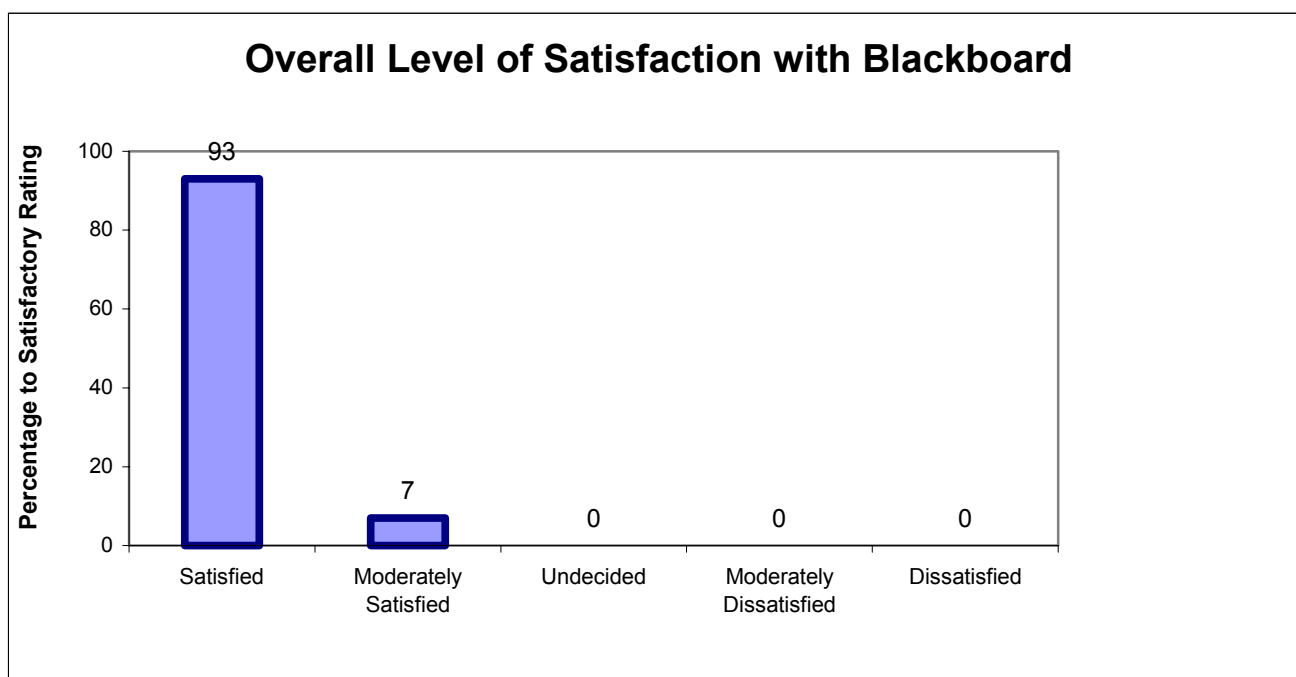
Courses offered through the Strategic Teaching for Enhanced Professional Preparation (STEP) program for registered nurses utilize occasional on-campus classes, Blackboard, and videotapes. Course material such as syllabi, objectives, method of evaluation, unit outlines, lectures, and PowerPoint slides to augment lectures are available through Blackboard. Lectures are videotaped.

Courses taught through the College-by-Cassette and telecourses format use videotapes selected and approved by Instructors. These courses include series of videotapes that JSU acquires and licenses for use from sources such as Public Broadcasting System (PBS). The tapes are played on cable television (TV24) and Alabama Public Television. The *Going The Distance* curriculum consists of 100-200-

level telecourses offered at a decreased price to qualifying students. Three hundred-level and above telecourses are not included in the *Going The Distance* project.

The Blackboard Satisfaction Survey (see following graph) was administered between December 2001 and January 2002 to faculty (n=14) who had used Blackboard either to teach a full-online course, or to teach a traditional or other Distance Education format with Blackboard as a supplement in the Fall and Marathon terms of the previous semester. This instrument was designed to address specifically the appropriateness of the on-line course platform to the on-line course offerings, and to provide a formal evaluation of the platform. The results showed that those using Blackboard were (93 percent) satisfied with the platform.

**Faculty Satisfaction with Blackboard Survey:
Fall 2001-Spring 2002**



In Fall 2001, 88 percent of faculty members (n=8) responding to the survey “Faculty Evaluation of Distance Education,” stated that their method of delivery was

appropriate for their distance education class, while 96 percent of Spring 2002 faculty (n=28) indicated that the distance education format they used was appropriate for their distance education course. Faculty indicating that courses are not appropriate for distance delivery are encouraged to explore other formats of distance education, as well as supplementation of the initial format with new formats.

Principle 4: The institution ensures the currency of materials, programs, and courses.

All equipment used for teaching through distance education has been updated and maintained on a frequent basis. Videoconferencing equipment has been upgraded each year since 1997. Videotapes used for College-by-Cassette are selected by instructors on the basis of such variables as currency and appropriate content to their courses. Blackboard has also been upgraded each year since its original purchase in August 2000 to the most recent version, Blackboard 5.5.1.

Faculty members are responsible for the currency of materials, programs, and courses offered through distance education, just as they are responsible for ensuring currency in teaching traditional courses (Faculty Handbook, Section 2.8).

The Institutional Performance Survey (IPS) posed the question, “What proportion of the faculty members would you estimate teach at the ‘cutting edge’ of their field—i.e., require current journal articles as reading, revise syllabi at least yearly, discuss current issues in the field, etc.?” The 112 faculty responded in the following manner:

Perception of The Proportion of Faculty Teaching at the ‘Cutting Edge’

A small minority	Less than half	About half	More than half	A large majority	Don’t know
17%	24.1%	18.8%	22.3%	9.8%	8%

Principle 5: The institution's Distance Education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

The *Faculty Handbook* (Section 2.8.8) covers ownership issues. The *Distance Education Policy and Procedure Manual* covers the copyright issue in detail. The Distance Education policy was adapted from "Fair Use Guidelines for Educational Multimedia" (Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U. S. House of Representatives 1996).

The *Distance Education Policy and Procedure Manual* also limits duplication on the newly purchased CD Duplication system, as follows:

It is the responsibility of the faculty member to comply with the above stated policies on copyright when he/she is requesting CD duplication from the Department of Distance Education. The Department of Distance Education will be responsible for making copies of completed CDs, but will not be responsible for the creation of, or the material on, a CD. All liability will rest on the individual requesting copies. All individuals requesting CD duplication must first sign a release form indicating the Department of Distance Education is released from any responsibility of copyrighted material contained on the CD, and also acknowledging the individual's admission to adherence with the above-stated copyright policies.

In order to develop institutional experience and a record of providing on-line instructional experiences to students, JSU must ensure that on-line classes have sufficient enrollment after faculty have committed the effort to develop them and students have enrolled. Minimum numbers, lower than eight, require special approval by the appropriate dean and VPASA.

Distance Education has developed a clear explanation to satisfy faculty needs regarding ownership of materials derived from the creation and production of software, telecourses, or other media products (*Distance Education Policy and Procedure Manual*, p. 50-52). One excerpt states:

Copyright (right to use materials developed) to televised, videotaped, or on-line course materials, when the materials are developed with or without payment of a development stipend, is held jointly by the faculty member and the University. Neither can use the materials developed without written permission of the other party.

In the event any party alleges that permission to use materials developed by or in cooperation with faculty has been withheld unreasonably, the disagreement will be submitted to a special committee for a final decision. The committee will be composed of one full-time JSU faculty representative appointed by the Faculty Senate President, a dean, and a faculty member appointed by the VPASA. The committee shall recommend their findings to the VPASA. Appeals may be made to the President. Copies of written

permission for use from either party shall be maintained by the faculty members and the relevant academic division deans.

The Department of Distance Education abides by the University's standards regarding copyright, patents, and intellectual property rights when assessing the creation of multimedia projects:

Consistent with the University's objectives of supporting faculty research and maintaining a reputable academic standing, faculty members are encouraged to engage in scholarly activities that may result in the creation of patents and copyrights. Faculty members shall retain ownership of copyrights and patent rights from individual creative works if no substantial aid from the University or from an outside agency through official University channels is received.

Rights pertaining to materials that result from University assisted efforts, externally sponsored efforts, and University assigned efforts shall be determined in accordance with the terms of the *JSU Manual of Policies and Procedures (Faculty Handbook, Section 6.7)*.

Principle 6: The University provides appropriate faculty support services specifically related to Distance Education.

Support services for faculty teaching through Distance Education are managed through traditional channels in the University, including such areas as, Data Systems Management Division, Academic and Student Affairs, Admissions, Counseling and Career Services, Disability Support Services, Houston Cole Library, Learning Services,

Multicultural Services, Orientation and Advising Services, Registrar Services, Health and Wellness Services, University Police and Security, Human Resources, Institutional Analysis, and Print Shop Services. Faculty teaching distance education courses receive the same form and level of support as faculty teaching through traditional means. In addition to services provided by the University for faculty support, the Department of Distance Education also provides additional training and support for faculty when needed, including on-demand technical assistance outside of normal working hours. The JSU Library has increased faculty support for those teaching distance courses by providing training to faculty members to use an Electronic Course Reserve system that allows instructors to place articles and other course documents into a database students may access through the Library web site. In addition, a Distance Education Electronic Resources Librarian was hired to assist faculty, staff, and students with library tasks.

The Fall 2001 Faculty Survey (n= 169) results related to distance education are illustrated in the following table.

Faculty Perceptions of University Support for Distance Education

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The off campus centers/sites are a critical component in the University's effort to meet the needs of its service region	33.3	43.0	15.8	7.9
The University effectively supports the facilities and delivery of instruction at off-campus centers/sites	20.2	55.6	20.2	4.0
The University effectively supports, through policy and actions, the delivery of instruction using distance learning technology	30.7	50.0	14.0	5.3

The adequacy of support services for distance education programs was evaluated as “good-to-excellent” by 78.1 percent of faculty responding to the Fall 2001 Faculty Survey.

The Spring 2002 Student Survey queried students as to their perceived support from the University for Distance Learning activities. The results are displayed in the following table.

Students’ Perceptions of University Support for Distance Education

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The University effectively supports the facilities and delivery of instruction at off-campus centers/sites	26.0/18.0*	53.2/36.0	15.2/7.0	5.6/7.0
The University effectively supports, through policy and actions, the delivery of instruction using distance learning technology	35.3/38.0	48.2/44.0	12.7/3.0	3.9/7.0

*Data reflect traditional student survey results (n=1163) followed by on-line results (n=135). Neutral responses excluded.

In a more general question on the Fall 2001 Student Survey, students (n=1248) were asked to rank the University’s support for Distance Education Programs (on-line, videoconferencing, college by cassette). The following table provides their responses:

Students Perception of Institutional Support for Distance Education Programs

	Excellent %	Good %	Fair %	Poor %
Distance Education Programs	24.6	50.7	17.0	7.6

Principle 7: The institution provides appropriate training for faculty who teach in Distance Education programs.

Faculty are offered training in each available format of distance education. Videoconferencing training sessions have been offered on various occasions, typically one per teaching term, though one-on-one training is usually preferred by faculty

teaching through this format. Therefore, one-on-one training with faculty is available in videoconferencing, as well as other distance education formats. Faculty are trained prior to the first class meeting. An additional training session was offered with the purchase of new equipment. The secretary for the Department of Distance Education assists videoconferencing faculty with mail-outs to distant sites. Faculty members teaching telecourses/College by Cassette are offered assistance in any manner they need, including mail-outs to students. Duplication of videocassette tapes is handled by the Audio Visual Center in the Houston Cole Library. Faculty teaching on-line courses are offered group training sessions on a monthly basis, including introductory and advanced workshops. To date over 100 faculty have received training in use of Blackboard. Additionally, one-on-one training sessions are provided as needed to faculty members. For faculty that need assistance with programs they choose to use in their distance education courses, such as PowerPoint and Excel, workshops are offered by the Academic Center for Excellence, and one-on-one training is also provided on an as-needed basis.

Total Training Sessions for Fall 2001 and Spring 2002

Videoconferencing Workshops	Videoconferencing One-on-One	On-line Workshops	On-line One-on-One
2	12	10	32

Faculty are given the chance to evaluate the services of Distance Education at the end of each term. These evaluations have been used in the past for the creation of a second Advanced Blackboard workshop, student training, inclusion of particular topics of interest in training workshops, changes in policy and procedure, and other modifications in Distance Education.

Faculty were asked to evaluate the access to training for distance learning in the Fall 2001 Faculty Survey. The responses were as follows:

Access to Training for Distance Learning

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Faculty have adequate access to training and technology to effectively use distance learning	28.2	45.3	20.5	6.0

Principle 8: The institution assesses student capability to succeed in Distance Education programs and applies this information to admission and recruitment policies and decisions.

A survey, "Is Distance Learning for Me?" available on the Distance Education web site (<http://www.jsu.edu/depart/distance/>), was created for the purpose of making students aware of the skills deemed most important in succeeding in distance education courses. Students are informed in this survey of some of the characteristics that are most beneficial to be a successful distance education student. These characteristics apply more closely to the on-line format but are relevant to all distance formats. Characteristics cited include: being able to work independently, being open to asking questions, effective time management, openness to new technology, modest to high-level computer skills, perceptions of distance education effectiveness, importance of flexibility, and level of self-motivation and self-discipline. Students are also asked if they have the necessary equipment and other requirements, and are given a web site that shows the necessary equipment for most on-line courses. This list of equipment and requirements was determined from correspondence with Blackboard and also from the E-mail and other University requirements. Students are also given the following suggestion, *"Please contact the instructor concerning specific software or hardware that*

may be required for his/her course.” This suggestion is based on the assumption that some courses may require software or hardware that is beyond that on the list, and is specific to the course. It is important that students are made aware of these requirements prior to beginning the class.

Students entering into a distance education course must meet the same admissions requirements as students entering into traditional courses. Student recruitment via advertisement in text, audio, and video reflect the importance of high self-motivation in order to be successful in courses taught at a distance.

Principle 9: The institution evaluates the educational effectiveness of its Distance Education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

The Department of Distance Education administers student surveys at the end of each term. These surveys serve to provide the Department with data relating to educational effectiveness. The table below shows data obtained from Fall 2001 Student Survey, in which students’ were asked to compare their experiences in distance education courses to similar experiences in traditional courses. Answers are reported as “equal to or better than” traditional courses. The two quality issues addressed are student concept acquisition/student learning and overall student satisfaction with the distance education course. Each of the three major formats taught through distance education is illustrated below, including videoconferencing (n=52), College-by-Cassette (n=11), and on-line (n=200).

**Percent of Students Indicating that Distance Education was
“Equal to or Better Than” Traditional Courses Regarding:**

	On-line	Telecourse	Videoconferencing
Student Learning	90	72	85
Student Satisfaction	96	82	82

A longitudinal analysis of student retention was completed using total registrations and drop rates during fall semesters for the past five years. The evaluation revealed that student drop rates in some distance formats may be higher than student drop rates in traditional, on-campus courses.

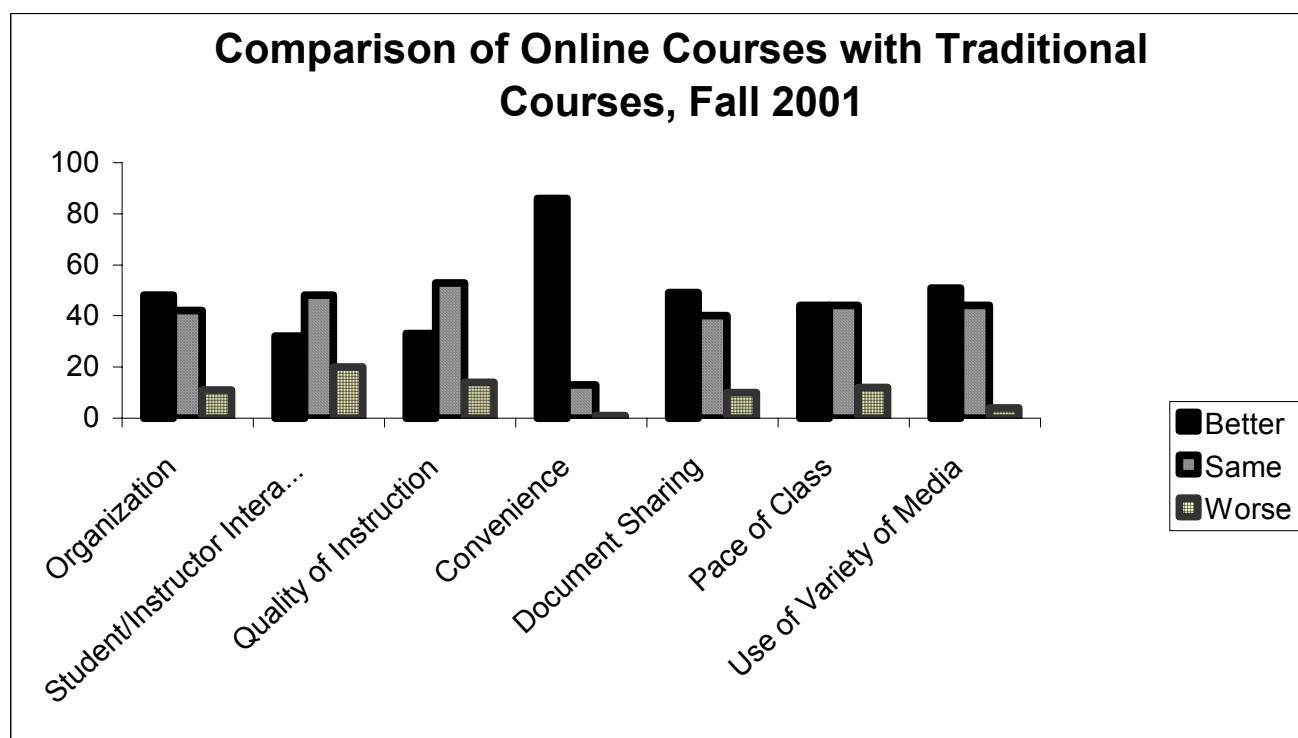
**Comparison of Student Retention Between Traditional
On-Campus and Distance Education Class**

Year	Traditional %	Internet %	Other DE Formats %
1997	81.40	57.27	82.40
1998	82.49	75.23	85.39
1999	81.07	73.32	83.04
2000	80.62	72.06	81.43
2001	81.14	76.55	77.37

Several steps have been taken to correct this situation. The “Is Distance Learning for Me?” survey was developed to allow students to self-test for readiness for distance education courses. This survey dispels the inaccurate view that distance education courses are an easier mode of learning. Due to the tendency for those students who dropped or finished with an incomplete to report such things as “I didn’t think it would be very much work” or “I was not motivated enough,” workshops conducted for faculty now include a lesson on student orientation and student management. Student orientations conducted by the Department of Distance Education include a lesson on realistic assumptions of learning through distance education.

A graph developed from end-of-term student evaluations illustrates student responses to on-line courses. Students were asked to respond to seven variables

(organization, student/instructor interaction, quality of instruction, convenience, document sharing, pace of class, and use of variety of media), comparing their distance education experience with traditional classroom experiences. Students ranked their distance education experience as “better than,” “the same,” or “worse than,” traditional classroom experiences. Student evaluations indicated that convenience was significantly better for on-line courses. Other variables appeared to be comparable between distance education and traditional classes.



When polled in the Fall 2001 Faculty Survey, the majority of faculty (n=169) reported that academic standards for distance learning or off-campus courses were comparable to on-campus courses.

Faculty Perception of Equivalency of Academic Standards between DL/Off-campus Courses and On-campus Courses

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Academic standards for off-campus classes are the same as those for on-campus classes	37.6	41.9	14.0	6.5
Academic standards for distance learning classes are the same as those for on-campus classes	36.0	34.9	18.6	10.5

The Spring 2002 Student Survey reflected that students also perceived that academic standards for distance learning or off-campus sites were comparable to on-campus classes.

Students' Perception of Equivalency of Academic Standards between DL/Off-campus Courses and On-campus Courses

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Academic standards for off-campus classes are the same as those for on-campus classes	38.3	41.0	13.5	7.3
Academic standards for distance learning classes are the same as those for on-campus classes	36.4	46.2	12.1	5.3

Students are aware that they have the opportunity to evaluate courses. In the Spring 2002 Student Survey, 65 percent of respondents either “agreed or strongly agreed” with the statement “Students have an opportunity to evaluate off-campus instruction, including distance education.”

Principle 10: The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

The *Distance Education Policy and Procedure Manual* states:

Credits and Credentials Offered: The credits offered at a distance are issued by JSU. Departmental review and approval procedures

that apply to regular, on-campus courses/programs also apply to distance learning offerings.

Academic standards and requirements for all courses and degrees completed through distance education are the same as standards for similar courses and degrees completed through traditional on-campus work. All work completed by students is monitored carefully by qualified faculty, with appropriate credentials and credit hours in the teaching discipline.

Additionally, the Department of Distance Education has developed a proctoring network, consisting of 16 schools throughout Alabama and Georgia that have agreed to proctor exams for JSU distance education students under certain conditions (<http://www.jsu.edu/depart/distance/DLProctoring.htm>). Security measures are in place during proctoring, such as picture ID verification, password log-on, and randomization of test questions to prevent potential cheating in a computer lab.

In the Fall 2001 Faculty Survey, the 169 participants were asked to respond to the statement, “the quality of off-campus instruction, including DL is evaluated effectively.” Seventy-four percent “agreed or strongly agreed” with this statement.

Principle 11: The institution ensures that students have access to and can effectively use appropriate library resources.

The Library provides access to resources and services to all students, local and distant. The Library has a large number of electronic resources, such as databases and course reserves. These resources are available through Internet connection to all traditional and distance education students. Students are authenticated through the EZproxy software to ensure adherence to the license agreements, proper use, and statistical information. Also, the Library has a web-based catalog to allow browsing of

the collection. Students are allowed to check out any circulating materials. This provides access to materials that are not available in electronic format. To accommodate the distance learners, a document delivery system was put in place. The distance learners simply complete a document delivery request form available on the Library's homepage to request materials that are not available electronically. Students have access to the trained faculty and staff through face-to-face contact, telephone, and E-mail. The Distance Education/Electronic Resources Manager concentrates on providing services for the special needs of distance education students. The Library offers instruction sessions to all students, faculty, and staff. These sessions can be one-on-one or for an entire class. They can also be subject specific or general instruction. To request an instruction session, individuals or instructors can complete the Library Instruction Session Request Form on the Library's web site, or contact the Instructional Services Coordinator. In addition, the Library Systems Office provides statistics on successful attempts to access the Library's electronic resources.

The Fall 2001 Faculty Survey revealed that the majority of faculty perceived that distance learning and off-campus students had adequate access to the University Library.

**Faculty Perception of Adequacy of Library Access for
Distance Learning and Off-Campus Students.**

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The library provides adequate support for teaching off-campus courses, regardless of the method of delivery	35.9	43.6	14.1	6.4
The library provides adequate opportunities for faculty and student instruction in the use of library resources, including on-line resources	48.7	42.8	4.6	3.9

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Library facilities are properly equipped to utilize on-line library resources	46.3	40.3	11.4	2.0
Distance Learning and students at off-campus locations have adequate access to library resources and services	41.5	36.6	17.1	4.9

Students were asked identical questions related to the adequacy of library services for distance learning of off-campus students. Their responses (n=1090) indicated that a majority of students perceive library resources/access to be adequate.

Students' Perception of Adequacy of Library Access for Distance Learning and Off-Campus Students.

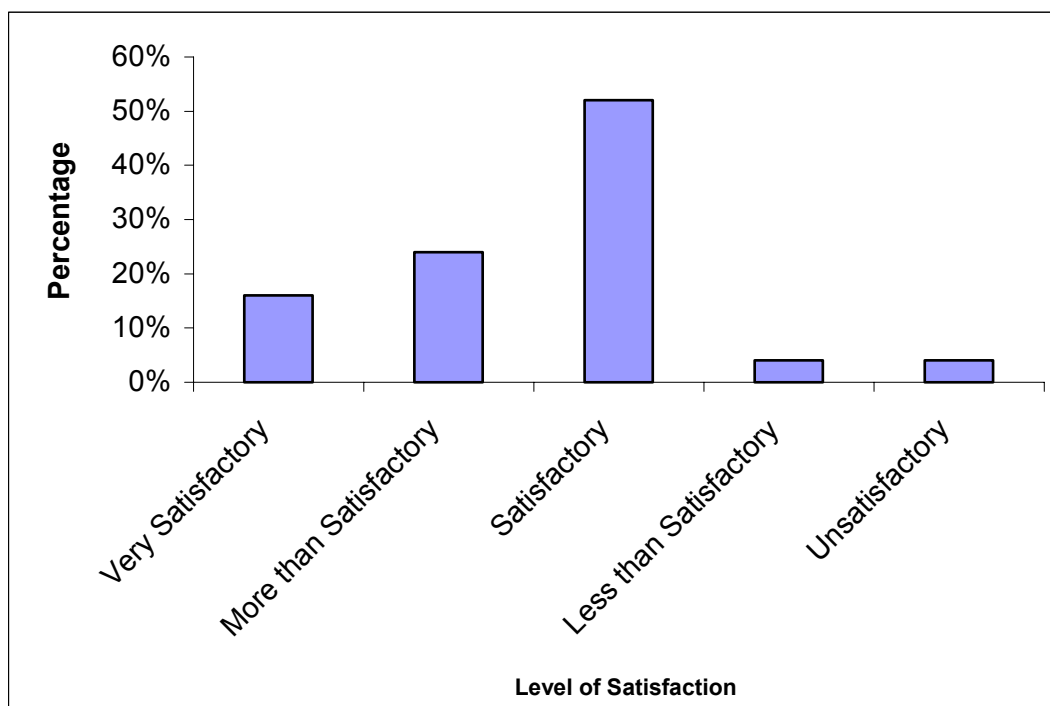
Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The library provides adequate support for teaching off-campus courses, regardless of the method of delivery	37.2	45.1	12.8	4.9
The library provides adequate opportunities for faculty and student instruction in the use of library resources, including on-line resources	42.4	40.4	13.1	4.4
Library facilities are properly equipped to utilize on-line library resources	44.3	42.3	8.9	4.4
Distance Learning and students at off-campus locations have adequate access to library resources and services	43.6	40.0	11.0	5.4

Principle 12: The institution monitors whether Distance Education students make appropriate use of learning resources.

As one of the University's learning resources, the Library conducts a general satisfaction survey annually to determine the effectiveness of the Library's services and

resources to the local community. The survey results from Fall 2001/Spring 2002 (n=31), are revealed in the following chart:

Distance Education Student Overall Satisfaction with Library Services



The Distance Education/Electronic Resources Manager surveys the distance education students annually to determine the effectiveness of the Library's services and resources for the distance learning community. The Web Page Committee also surveys the entire JSU community to ascertain the effectiveness of the Library's Web presence. The results of these surveys are used to determine the areas that need to be addressed. Comments and suggestions are reviewed, and enhancements are made to ensure services and resources are effective. Also, the Library collects and maintains the following statistics: Library Instruction (LI) statistics, Interlibrary Loan (ILL) statistics, circulation transactions, and electronic reserve usage statistics. In addition to these

statistics, the Library collects statistics on reference questions. Data are collected annually during a "Typical Reference Week." All of these statistics indicate heavy use of the Library by the local and distance community.

Principle 13: The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

All instructors teaching a course through a distance education medium are given the appropriate in-office materials, including appropriate hardware and software, to teach effectively. Responsibility for obtaining appropriate equipment necessary for teaching a distance education course rests with the faculty member. The faculty member may obtain this equipment by request from the department. The necessary equipment needed for teaching videoconferencing courses is provided by the Department of Distance Education at the videoconferencing sites. Additionally, the software required to teach on-line courses through Blackboard is provided by the Departments of Distance Education and Data Systems Management.

Computer labs are available in many locations across campus. These locations include, but are not limited to, the following: Merrill Building, 11th floor Houston Cole Library, 3rd floor Bibb Graves, the Multimedia Instructional Lab in Ramona Wood, and the ACE lab in Theron Montgomery Building. These labs may be reserved by instructors for testing or lectures, and many are open for student use, as well. Instructors teaching courses through videoconferencing are provided with two on-campus sites from which to broadcast. Each site is equipped with the latest technology, including instructor monitor, wireless keyboard and remote control, tracking ring with voice control, push-to-talk microphones for students, and document stand. Based on

faculty request, the most recent purchase included several fax machines at various distant sites and one home site.

Training for faculty teaching through videoconferencing occurs in the two videoconferencing sites on campus, Self Hall and Merrill Building. These sites are most appropriate for orienting faculty to the equipment and procedures. However, training for faculty teaching on-line currently takes place at various computer labs across campus. One-on-one training is currently conducted in either the Instructional Media Specialist's office or in the faculty member's office.

Suggestion: The Committee suggests that appropriate space be provided to the Department of Distance Education for training purposes in the form of an instructional design lab, in order to provide for optimum service to faculty and staff members.

Principle 14: The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

All student support services offered to traditional on-campus students are available to students taking courses via distance education. The Distance Education web site serves as a central point of contact for student information about the programs and courses available. Additionally, a "Help for Students in Distance Learning Courses" web site was created to direct the student to the appropriate information about student assistance areas, such as admissions, financial aid, advisement, counseling, and placement. Delivery of course materials is managed by either the faculty member teaching the particular course, the secretary for the department in which the faculty works, or the secretary for Distance Education. All materials that can potentially be distributed during an initial class meeting are distributed in such manner. Blackboard allows instructors to post materials onto their course site for easy student access. Other

distance education formats, including College-by-Cassette/telecourse and videoconferencing have also chosen to supplement their courses with Blackboard for ease of delivery of materials to students.

The Spring 2002 On-Line Student Survey (n=135) asked for student ratings of adequacy of advising, support offices (financial aid, registrar, admissions, tutoring, counseling, student health center, and bookstore), and student services provided to them. The following table illustrates students' ratings for advising, operating hours of support offices, and student services:

**Adequacy of Advising, Support Offices, and Student Services
for Distance Education Students**

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Advising	28	44	15	14
Support Offices (Hours)	22	54	14	11
Student Services	25	49	13	13

In a more global survey, the Spring 2002 Student Survey, administered to both traditional and distance education students (n=1248), students were asked to rank the quality of "Academic and Institutional Support Services." The following table illustrates the results:

Students' Perception of Quality of Academic and Institutional Support Services

Category	Excellent %	Good %	Fair %	Poor %
Off-campus sites and program	21.7	47.8	21.8	8.7
Distance Education Programs (On-line, videoconferencing, college by cassette)	24.6	50.7	17.0	7.6

Principle 15: The institution provides an adequate means for resolving student complaints.

All students are given the option to file complaints or grievances with instructors or courses by simply contacting the department head. Additionally, students may file more specific complaints by following the grievance procedure outlined by the University. This procedure is duplicated on the Distance Education web site at:

<http://www.jsu.edu/depart/distance/DLGrievance.htm>.

Principle 16: The institution provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.

All information provided to students about distance education is reviewed for accuracy by the Director of Distance Education prior to dissemination. Advertising, recruiting, and admissions information on distance education provides information as outlined in the table below:

Information for Distance Education Students

	JSU Catalogue	Class Schedule	Web site	Brochures
<i>Admission requirements</i>	Page 10	Same as traditional students; listed in front of schedule booklet	http://www.jsu.edu/depart/undergraduate/undergraduate.html	Same as traditional students
<i>Courses/programs offered via Distance Education</i>	N/A	Listed throughout catalogue and also in an addendum at back of schedule	http://www.jsu.edu/depart/distance/DLAllCourses.htm	Distance Education brochure gives example of areas of study, and directs students to DL web site (http://www.jsu.edu/depart/distance)
<i>Services available to Distance Education students</i>	Page 38	Listed in an addendum at back of schedule	http://www.jsu.edu/depart/distance/	N/A

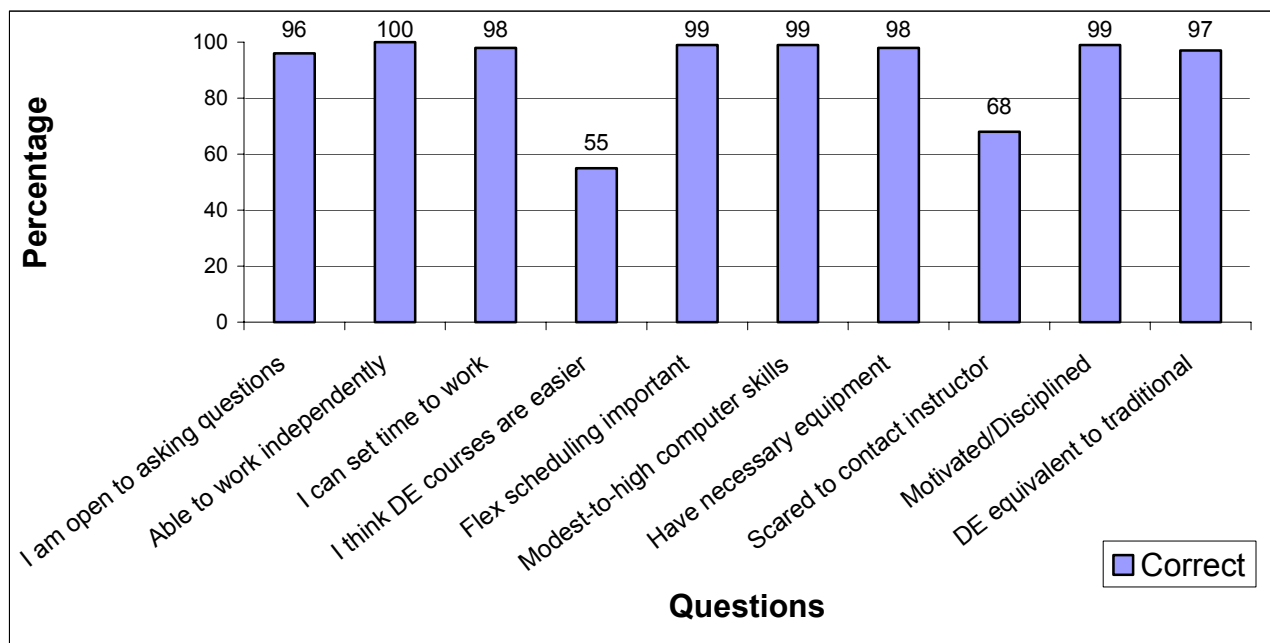
Principle 17: The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

The student pretest survey, "Is Distance Learning for Me?"

(<http://survey.jsu.edu/cgi-bin/EventHandler.pl?action=entryform&filename=studentpretest&id=dlsurvey>) was created to acquaint students with the criteria that are associated with success in a distance education course. This survey provides students with the ability to calculate their total score, and compare this number to a preset number that indicates potential success with distance courses. The scoring page is available at:

<http://www.jsu.edu/depart/distance/confirmationpage.htm>.

In Fall 2001, 483 students responded to the survey. As seen in the figure, the majority of that group of students indicated congruence with distance learning characteristics when responding about themselves on the ten characteristics included on the survey instrument.



Included in the survey is a question specifically listing minimum technological requirements that are needed for an on-line course. The software and equipment that faculty use in an on-line course comply with the lowest reasonable equipment specifications that students may have. Software and equipment needed for on-line classes is posted on the Distance Education web site (<http://www.jsu.edu/depart/distance/DLSystemRequirements.htm>). Students taking a College-by-Cassette/telecourse require a television and a VCR. Students taking a videoconferencing course are not required to have any form of equipment, though the technology itself is explained to them.

Students are given assistance with problems related to technology, registration, log-on, assignments, download, communication, and various other potential difficulties through a help line that reaches members of the Distance Education Department. Students may contact the Department for assistance with any of these matters.

Additionally, a Blackboard student's "Frequently Asked Questions" web page (<http://www.jsu.edu/depart/distance/DLBbStudentFAQs.htm>) was specifically created to answer questions on-line students may have when live phone help is not available. Also, an information request form was created for all students enrolling in distance education courses to submit questions via E-mail. Tutorials are available through the Internet help link for students taking courses through Blackboard to orient them to experiences in these classes.

The following table illustrates the volume and nature of service to students related to distance education. There were over 1000 individual contacts with students seeking assistance or information related to Distance Education.

Distance Education Assistance to Students Spring 2002

Type Service	Number of Contacts
Information Requests	300
Phone Helpline	150
E-mail Assistance	650

Principle 18: The institution possesses the equipment and technical expertise required for Distance Education.

Internet courses at the University are launched via the Blackboard platform. This system was purchased in August 2000 and upgraded to the most recent version, Blackboard 5.5.1, Level 1, Windows NT, in Spring 2002. Blackboard allows for the posting of materials to a web site typically accessible to students 24 hours a day, 7 days a week. It also allows for student-student and student-faculty interaction.

New products and procedures are investigated on almost a daily basis, and instructor feedback is obtained on many of these products in order to determine interest and potential use. Examples of such include: purchase of Blackboard, upgrades in Blackboard, installation of external instructor computer for videoconferencing,

developmental computer, purchase of UPS's, fax machines, and purchase of SmartBoard. Products investigated include upgrades in videoconferencing software, interaction software (such as Centra and Tegrity), examination software (such as ExamSoft), and other programs (Lectora Publisher, SofSim, and more).

Staff members involved in assisting faculty with designing courses and with performing routine tasks related to distance education courses such as document upload into Blackboard or data analysis have a full range of software available, including the following: Microsoft Office Suite (Word, Excel, PowerPoint), Acrobat Reader, Microsoft Publisher, Respondus, SPSS, Microsoft Access, and Microsoft FrontPage. The "developmental computer," for instructor creation of multimedia, also has Adobe Illustrator and AutoPlay Menu. Staff members of the Department of Distance Education hold the following positions and degrees:

Distance Education Personnel

Position	Highest Degree Held	Degree Congruent with Requirements for Position?
Director of Distance Education	Ed.D.	Yes
E-Learning Systems Specialist	Bachelor of Science	Yes
Instructional Media Specialist	Master of Science	Yes
Videoconferencing and Telecourse Specialist	Bachelor of Science in Education	Yes

Principle 19: The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the Distance Education programs.

According to the Five-Year Plan, as well as the Annual Report developed by the Director of the Department of Distance Education, more funding is needed to provide

maximum services to faculty and students involved in distance education. The requested funding would cover such purchases and additions as upgrades in videoconferencing systems, addition of one full-time Instructional Design staff person, addition of a second graduate assistant, and addition of several other equipment specifications and upgrades.

The Department of Distance Education utilizes computer labs throughout JSU campus for training, rather than in a central monitored location. Current set-up in these computer labs is not optimal for distance education training purposes.