

## 4.2.4 Undergraduate Instruction

### Presentation of Findings

#### 4.2.4/1 of 14 Instructional Techniques Consistent with Purpose

The University's commitment to teaching and instruction and the preparation of well-educated undergraduate students is reflected in its academic programs and instructional techniques. In The Mission of the University and the Major Goals of the University 2000-2002 (Old Dominion University Catalog, Mission and Goals, pp. 2-4), attention is directed to its ability to offer a wide array of undergraduate programs, all of which meet national standards of excellence. As a comprehensive research university, Old Dominion University offers and develops high-quality liberal arts, science, technology, and professional programs. Old Dominion University undergraduate students follow a general education program that emphasizes intellectual skills and the breadth of intercultural understanding necessary for personal growth and achievement and responsible citizenship. All Old Dominion University degree programs meet national standards of excellence (Catalog, Specialty Accreditations, p. 4).

In teaching and instruction, the Old Dominion University faculty is committed to providing the highest quality instruction to all students. Teaching excellence is encouraged through hiring, faculty development programs, employing the latest instructional technology and equipment, and appropriate recognition of superior instruction. Faculty members use a variety of techniques in teaching a student population with diverse academic and cultural backgrounds, interests, needs, and abilities. Teaching strategies used include lecture, lecture/demonstration, video, laboratory, studio, tutorials, individual study and research, recitation, seminars, and clinical experiences.

Instructional techniques and policies are in accord with the purpose of the institution and are appropriate for specific goals of individual courses.

#### 4.2.4/2 of 14 Instruction evaluated regularly

Two groups at Old Dominion University evaluate faculty instruction (Faculty Handbook, pp. 63-68). First, students evaluate the instructional performance of faculty for each course taught during the Fall, Spring, and Summer sessions. They use two instruments for these evaluations. The Student Evaluation of Teaching survey is a form through which students rate teaching performance in the areas of overall effectiveness, ability to communicate effectively, consistency/punctuality and time allocation, helpfulness/sensitivity, responsiveness to students, overall quality of course, amount learned or achieved, and course organization, structure, and clarity. Students also have an open-ended form on which they can cite particular strengths or weaknesses of instruction for each course and faculty member (Faculty Handbook, Student Evaluation of Teaching, p. 54). Faculty members who teach TELETECHNET distance-learning classes are also evaluated on a third form. This data is collected by Distance Learning to assess the effectiveness of distance learning delivery, and this information is used to select the TELETECHNET Instructor of the Year.

Second, faculty members' instructional performances are assessed through annual administrative evaluations. Department chairs and deans, during the annual evaluation of faculty, analyze the results of the student evaluations of teaching and of peer reviews of teaching portfolios. This review is used for merit raises and feedback on improvement, if deemed necessary. The Faculty Handbook (p. 21) states that those promoted to the rank of professor have demonstrated "excellence in teaching" and those promoted to associate

professor “a high quality of performance in teaching.” Similarly, “no person can be awarded tenure unless convincing evidence is provided of effective teaching” (p. 24). Candidates being interviewed for faculty positions are usually asked to demonstrate such effectiveness by presenting a seminar or classroom lecture.

Faculty members are required to develop instructional portfolios. New faculty members must have their portfolio reviewed annually by their peers. Tenured faculty members have their portfolio reviewed every five years. The portfolio review is used as part of the faculty member’s annual evaluation (Faculty Handbook, Peer Review of Portfolio pp. 65-67).

The University also has a fully developed assessment program whereby student input is gathered annually to improve each instructional program. These assessments include data compiled from exit interviews of majors by department assessment teams, focus group interviews, program surveys, and the Senior Assessment, which is a computerized anonymous assessment that students complete as part of their graduation requirements.

Departments have also established goals for each undergraduate major. These are assessed annually during the budget planning process.

A number of awards are used to recognize instructional quality at Old Dominion University. Many of these are used in programs that recognize faculty for their attention to high-quality instruction. They include:

1. University Professors.
2. State Council for Higher Education in Virginia Faculty Award.
3. Tenure and Promotion.
4. Tonelson Award.
5. Instructional Technology Faculty Award.
6. TELETECHNET Teaching Award.
7. Various College Instructional Awards.

Another indication of the importance placed on effective instruction is the practice of having students who were elected to Who’s Who in American Colleges and Universities designate the faculty members who have been most influential in their college education; an award ceremony recognizes these faculty members. Moreover, the Alumni Association presents an award to the graduating student who achieves the highest overall grade point average in each college; students so honored invite the professor who most inspired them to a University-sponsored dinner before commencement.

Instruction at Old Dominion University is evaluated regularly, and the results are used to ensure high-quality instruction.

**4.2.4/3 of 14  
Course  
Information  
Provided to  
Students**

Written information in the form of course syllabi is provided for each course at Old Dominion University. University policy (Faculty Handbook, p. 90) requires faculty, during the first week of each course, to provide students with a course outline that includes objectives of the course, an outline of the material to be covered, requirements for student participation, assignments, the grading system, and the attendance policy.

Most instructors give additional handouts, either on paper or posted on faculty Web sites, and oral reminders during the semester. The general description of each course is given in the Catalog. More detailed descriptions are contained in the course outlines kept on file in the office of the department chair. For each distance-learning course, the syllabi are posted on the University Distance Learning Web pages (Sample Faculty Syllabi).

For annual evaluation of non-tenured faculty and each five-year period for tenured faculty, each faculty member is required to prepare a faculty portfolio for review by their peers. Most portfolios contain syllabi with the above components along with extensive instructional materials (Sample Faculty Portfolios).

Some colleges have adopted specific formats for course syllabi. They have found that these assist in their development of cohesive programs of instruction and are also useful for external accreditation visits. The College of Education is one that uses a standard syllabi format. Included in their syllabi are sections on course description, purpose, goals or competencies, course requirements, attendance policies, grading scale, accommodating students with special learning needs, honor pledge, office hours, and textbooks. Not all colleges or departments are as detailed in listing course goals, course content, and methods of evaluation.

Various means have been developed for providing students with information on the courses that they will take, and policy ensures that minimum levels of information are made available to students.

**4.2.4/4 of 14  
Methods of  
Instruction**

Efforts to ensure that methods of instruction are appropriate to the goals of courses and capabilities of students are made in many ways. The University and the colleges provide professional development for the faculty. These include college workshops, such as applying technology to instruction, and University-wide workshops on instructional improvement. The University has a Center for Learning Technologies with a director and staff of instructional designers. They assist in the instructional design of both campus-based and distance-learning courses.

The University is also a member of the Virginia Tidewater Consortium for Higher Education. The Consortium provides ongoing programs for the instructional improvement of faculty (Consortium Sample Workshops).

In addition, course evaluations by students of faculty performance assess whether the instruction is appropriate and whether students are benefiting in their intellectual development through instruction (Faculty Handbook, p. 64).

The University conducts annual orientations for new faculty and graduate teaching assistants, held just before the fall semester. These orientations stress the importance of effective teaching and provide information on resources available to support faculty in achieving excellence in instruction. Beginning graduate students are required to attend the orientations and must present a lesson to experienced faculty. Their success allows them to teach in the upcoming semester. The three-day orientation includes instruction on interpersonal skills, public speaking, teaching techniques, evaluating student performance, and test preparation in addition to the operation of the University (Graduate Teaching Assistant Institute).

Activities such as these provide the newest in learning styles and strategies to ensure that instruction remains efficient and that methods of instruction are appropriate for the goals of courses and the capabilities of students.

**4.2.4/5 of 14  
Experimentation  
with Methods of  
Instruction**

It is difficult to determine if experimentation with methods to improve instruction is adequately supported and evaluated. For certain, Old Dominion University is using student input and performance to evaluate its faculty's instruction and programs. The University has provided many avenues for faculty to experiment with the delivery of instruction. Larger classrooms are equipped with the latest in instructional technology, known on campus as mediated classrooms. There are several such classrooms in each building.

Since its inception of televised distance learning, the University has delivered this form of distance learning to over 50 sites, both in Virginia and outside the Commonwealth. It has two-way televised instruction to each of its regional centers. Old Dominion University refers to this technology as the Virtual Classroom. During the 1999-2000 academic year, the University began delivering instruction on compressed video that could be received on students' desktop computers. Old Dominion refers to this experimental delivery as video streaming. Other classes are delivered through Web-based instruction. Most distance-learning classes have some form of Web-based components. Students evaluate these technology-delivered classes, just as other university classes are evaluated. Also, they are reviewed by instructional designers and administrators to ensure they are meeting their instructional goals (Faculty Handbook, Academic Technology Services, p. 306; TELETECHNET, p. 305).

The University has made major monetary investments in technologically assisted delivery of instruction. Since these programs are the newer forms of delivery, their uses have been critically evaluated. Evidence from course comparisons of on-campus and distance learning has shown that there is little or no significant difference in student learning. Evaluations by distance students show they are very appreciative of this instruction and many times outperform students who attend classes on the Norfolk campus (TELETECHNET Assessments).

The University has established two awards programs that specifically recognize faculty for their instructional experimentation: the TELETECHNET Teaching Award (distance learning teaching) and the Instruction Technology Award (using computing technology to assist with instruction). The TELETECHNET Teaching Award is determined through input from students via a separate instructional evaluation instrument along with ratings by distance learning site directors and instructional staff in the Distance Learning Center (Faculty Handbook, Awards, p. 228).

Overall, experimentation is being used in instruction at Old Dominion University. The University is a nationally recognized provider in distance education, and extensive methods of evaluation have been used to determine the effectiveness of these experimental forms of delivery.

**4.2.4/6 of 14  
Means of Evaluating  
Student  
Performance**

A review of syllabi from each college indicates that a variety of evaluation techniques are being used in courses across the University. Examples include traditional examinations, class presentations, papers, homework, class participation, labs, clinics, projects, and observations during internships.

Old Dominion University has a guaranteed internship program, Career Advantage Program (CAP), which applies to all undergraduate students. Departments and the Career Management Center have materials for evaluating such external experiences (Catalog, Career Advantage Program, p. 12, 36).

Credit can also be earned at Old Dominion University through experiential learning. The student assembles a portfolio for particular courses or elective credits. This is reviewed by the Director of Experiential Learning and appropriate departmental faculty. Policies and procedures dictate the amount of credit that can be earned in this manner (*Catalog*, Experiential Learning, p. 36).

The University also has an Academic Testing Center. It administers placement and assessment tests, College-Level Examination Program (CLEP) exams, DANTES, and correspondence tests. It also coordinates entrance and certification test administration (Catalog, Academic Testing, p. 35).

Undergraduate students at Old Dominion University have their writing skills certified prior to graduation. They must pass the Exit Examination of Writing Proficiency (Faculty Handbook, p. 229; Catalog, Writing Proficiency Program and Policies, p. 37).

A variety of methods are used to assess student performance and their achievement of the goals set in individual courses, programs of study, and the general education requirements.

**4.2.4/7 of 14  
Published  
Grading Policy**

The University Catalog describes the University's grading policies (p. 38). The Registrar's Office monitors compliance with these policies through the administration and processing of grade sheets, course withdrawals, incomplete grade assignments, grade forgiveness requests, petitions for withdrawal after the deadline, etc.

The University system of grading includes the +/- system with the additional grades of W, WF, P, F, O (audit), I, and II (incomplete not subject to time limit). The +/- system is optional for faculty use. Grades are determined by faculty assessment of student work in relation to the requirements posted on course syllabi.

The University is also concerned with grade inflation. Each semester it compiles and distributes the grade distributions of faculty to departments so that both faculty and administration can review the grades students are earning from individual departments and faculty (Faculty Grade Distribution Report).

Old Dominion University has a published grading policy. Its grading policies are consistent with its assessments and expectations of students.

**4.2.4/8 of 14  
Evaluation of  
Instructional  
Programs**

The University uses an Academic Program Review process to evaluate its academic programs. This review is undertaken each five years and was most recently completed in 1999. Through it, undergraduate programs review their resources, faculty productivity, and student successes. Its intent is to determine the effectiveness of the University's undergraduate programs and to assign resources where best needed (Academic Program Reviews).

Pass rates on certification/registration/licensure exams are another factor used by Old Dominion University to evaluate the effectiveness of its programs. Some professional programs require that their graduates pass such examinations to enter their professions (some majors require passing scores for graduation). Examples are given in Table 4.2.4.1.

**TABLE 4.2.4.1**  
**Undergraduate Programs Providing Preparation for Professional Examinations**

Arts and Letters	PRAXIS I and II
Business and Public Administration	
Education	PRAXIS I and II, National Council for Therapeutic Recreation Certification
Engineering and Technology	Fundamentals of Engineering
Health Sciences	Joint Commission on Allied Health Personnel in Ophthalmology, National Dental Hygiene Board Examination, Virginia Board of Dentistry Dental Hygiene Jurisprudence Examination, Southern Regional Board Examination, North East Regional Board Examination, Central Regional Board Examination, Western Regional Board Examination, Board of Registry of the American Society of Clinical Pathologists, National Credentialing Agency for Laboratory Personnel, Registered Environmental Health Specialist/Registered Sanitarian Examination, National Certification by the American Society of Clinical Pathologists, Board of Registry Cytotechnologist Examination, Nuclear Medicine Technology Certification Board, National Council for Licensing Examinations – Registered Nurse
Sciences	ETS Biology Stand Test, ETS Chemistry Standard Test, ETS Computer Science Standard Test, ETS Mathematics Standard Test, ETS Physics Standard Test, PRAXIS I & II, and PACAT

Internships are evaluated by program area faculty and the Center for Career Management. Both have forms used to register placements and evaluate the interns (*Catalog*, pp. 12, 36).

Success at graduate school is another factor indicating the quality of Old Dominion graduates. Although figures are not available for students who have sought graduate degrees elsewhere, Old Dominion's Graduate Program Selectivity Data indicates that Old Dominion University students who continue their education have developed the skills and knowledge needed for successful graduate study.

The Senior Assessment is a survey taken by all undergraduate students during the semester of graduation. It assesses the educational experience of students at Old Dominion. Survey results evaluate individual colleges and programs and the student's overall assessment of the University and its educational and support offices.

Follow-up studies of alumni are conducted in conjunction with many specialty area accreditation reviews. All Old Dominion University degree programs meet national standards for excellence, and all have various means in place to ensure that the programs are continually evaluated and are of high quality.

**4.2.4/9-10 of 14  
Courses Offered in  
Nontraditional  
Formats**

For the purpose of this section, nontraditional means a course taught over a time period of less than one week per credit hour. Most Old Dominion University courses are taught during the traditional 15-week semester. During the summer term and for some compressed courses scheduled during the Fall and Spring semesters, three credit courses are offered on four-, six-, or seven-week terms. This allows for at least one week of reflection and analysis for each semester hour (Faculty Handbook, Policy on Accelerated Courses, p. 218).

In some instances, colleges sponsor special workshop-type courses during the summer term that do not meet for a complete week. The College of Education has recently sponsored an Academy for teachers during the summer. In the summer of 2000, the Academy's focus was on educational standards and was offered for teachers who were off teaching contract during the summer term. These were one-credit courses that met for five hours a day for a three-day period. Other two-week, three-credit courses are offered in the summer. However, time is provided for reflection and synthesis in these courses, and homework or other application-type assignments are required. The courses taught in a shortened format use the same syllabi and requirements as courses offered over a 15-week term, and students attain similar knowledge and competencies. The justification for such courses is that the teachers have no other academic assignments when they are enrolled in these types of courses. In addition, for the most part, these are graduate-level courses.

Old Dominion University offers the majority of its courses during the standard 15-week terms. Special workshop type classes may be offered in a compressed format, but time is designed into the schedule for reflection and synthesis by students and the student acquires equivalent knowledge and competencies as students who enroll in the courses during the traditional term.

**4.2.4/11 of 14  
Scholarly and  
Creative Learning  
Environment**

Old Dominion University provides a scholarly and creative learning environment for its undergraduate programs. It offers a variety of opportunities for students to participate in workshops, make presentations, and attend conferences. Students are also invited to conduct research and engage in honors grant activities with faculty. In addition, students can attend activities such as the President's Lecture Series, do extensive research utilizing library resources, work in modern laboratories, and conduct research using the Internet. Community service opportunities, especially for students in the health sciences, also enhance the learning environment.

Old Dominion University aspires to be recognized as "Virginia's international university." The current Strategic Plan (2000-2005) supports an accelerating internationalization of programs - both curricular and co-curricular - and strongly endorses study abroad as part of the undergraduate experience. Old Dominion became the first public university in the US to reimburse all new students for their application for a US passport (August 2000) and has significantly expanded scholarship support for study abroad. The University currently administers 17 direct exchange programs and

offers study at over 100 sites around the world. These opportunities provide an extended scholarly and creative learning environment for its students (Catalog, International Programs, p. 7).

The University has created an Honors College, and honors courses can be created for each major. Up-to-date academic and research facilities are provided for faculty and students. All academic programs are accredited and the University provides a scholarly and creative environment (Catalog, Honors College, p. 16; Honors Courses, p. 43, 49, 261).

In its mission statement, the University pledges to “foster the extension of the boundaries of knowledge through research and scholarship . . . Programs are offered to enhance personal and social growth of individual students, to provide an exciting and stimulating collegiate environment and to enable students to cope with educational, career, and health needs” (Catalog, p. 2, 3).

**4.2.4/12 of 14  
Supervision of  
Outside Affiliations**

Some undergraduate programs have clinical components. The University guarantees a practicum for all majors through its Career Advantage Program (Catalog, p. 12). Most majors in the Colleges of Health Sciences and Education are required to complete internships.

University supervision is an integral part of each internship/practicum program. University supervisors coordinate the field experiences and are responsible for summative assessment and assignment of grades. Special forms are used to assess these experiences. The College of Education conducts training sessions for both University and agency supervisors.

With the Guaranteed Practicum, all students have the opportunity to gain work experience in their chosen major prior to graduation. With the addition of this program in the Fall of 1995, Old Dominion University became the first public, comprehensive research institution in the country to offer such a guaranteed benefit to its students (Catalog, p. 12).

**4.2.4/13 of 14  
Curricular Content  
and Its Relationship  
to Current Practice**

To ensure that Old Dominion University offers undergraduate programs that reflect the suggested content of their fields, many of its undergraduate programs are accredited by content specialty organizations. Table 4.2.4.2 lists the specialty organizations that have accredited Old Dominion University Programs (Catalog, Accreditations, p. 4)

**Table 4.2.4.2  
Accreditations, Undergraduate Curriculum**

Civil engineering, computer engineering, electrical engineering, and mechanical engineering	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology
Civil engineering technology, electrical engineering technology, and mechanical engineering technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Teacher education	National Council for Accreditation of Teacher Education

Recreation and leisure studies	National Recreation and park Association/American Association for Leisure and Recreation Council on Accreditation
Sports management	North American Society for Sport Management and National Association for Sport and Physical Recreation
Chemistry	American Chemical Society
Computer science	Computer Science Accreditation Commission
Cytotechnology	Commission of Accreditation of Allied Health Education Programs
Business and public administration	American Assembly of Collegiate Schools of Business: The International Association for Management Education
Dental hygiene	American Dental Association Commission on Dental Accreditation
Nursing	Virginia Board of Nursing, National League of Nursing Accreditation Commission, and the Commission on Collegiate Nursing Education
Nurse anesthetist	American Association of Nurse Anesthesia Council on Accreditation
Medical technology	National Accrediting Agency for Clinical Laboratory Sciences
Environmental health	National Environmental Health Science and Protection Accreditation Council
Nuclear medicine technology	Commission of Accreditation of Allied Health Education Programs
Art	National Association of Schools of Art and Design
Music	National Association of Schools of Music
Theater	National Association of Schools of Theatre

**4.2.4/14 of 14**  
**Program Length**  
**Compatible to**  
**Tuition and Fees**

The University has a standard tuition and fee schedule for undergraduate and graduate courses. These schedules are approved by the Board of Visitors and controlled by the Commonwealth of Virginia. In recent years, the Commonwealth has reduced tuition for undergraduate students. Tuition and fees vary between Virginia resident and non-resident students (Schedule of Classes Booklet, Tuition Rates).

As used by the University, the term tuition refers to a comprehensive fee that includes payment of instructional programs, academic services, student services and activities, recreational sports, and intercollegiate athletics.

Tuition and fees are calculated at a cost per credit hour. Fees are limited and typically apply to health services, transportation, and general services. Science laboratory, applied music, and studio art courses also have associated fees (Catalog, Financial Information, p. 21).

All tuition costs are based on credit hours taken. The Commonwealth and Board of Visitors regulate the tuition and fees schedules.

### **Conclusions**

The University is in compliance with the 14 SACS Criteria for Undergraduate Programs, Undergraduate Instruction.

**Recommendations/ Suggestions**

**4.2.4/5 of 14.** *Experimentation with methods to improve instruction must be adequately supported and critically evaluated.*

**Recommendations**

None

**Suggestions**

The University has developed and trained faculty members to use technology to support their instruction through TELETECHNET, the Virtual Classroom, and mediated classrooms (rooms where computers and video can be projected and used to assist the instructor in mediating instruction). It should continue to expand its installation of mediated classrooms so they are available for all instruction. Many faculty members are developing such skills but find that they are not scheduled to teach in a distance-learning studio or mediated classroom. These efforts should include support for Web-based instruction.

Currently the University has Faculty Innovator Grants to assist instructors who want to conduct research in the effectiveness of technology-supported instruction. With faculty teaching through television and in mediated formats, in addition to the traditional classroom, additional funds should be directed toward the Faculty Innovator Grants so more research can be undertaken to determine if technology-supported instruction is well received by students. The results of such studies should be disseminated so all faculty members will understand the advantages that technology offers to student learning.

**Must Statement Compliance Table  
4.2.4 Instructional Support**

<b>Must Statement</b>	<b>Compliance Statement</b>	<b>Supporting Documentation</b> <u>Exhibit Numbering Key:</u> <b>Criteria#/MustStatement#:Exhibit</b>
<b>4.2.4/1 of 14.</b> Instructional techniques and policies <b>must</b> be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.	Compliance	<b>4.2.4/01:01</b> Catalog, Mission and Goals, p. 2-4  <b>4.2.4/01:02</b> Catalog, Specialty Accreditations, p. 4
<b>4.2.4/2 of 14.</b> Instruction <b>must</b> be evaluated regularly and the results used to ensure quality instruction.	Compliance	<b>4.2.4/02:01</b> Faculty Handbook, pp. 63-68 <b>4.2.4/02:02</b> Student Evaluation of Teaching Survey <b>4.2.4/02:03</b> Faculty Handbook, Student Evaluation of Teaching, pp. 54-55 <b>4.2.4/02: 04</b> Faculty Handbook, Academic Rank and Promotion, pp. 21-24 <b>4.2.4/02:05</b> Faculty Handbook, Peer Review of Portfolio, pp. 65-67

<p><b>4.2.4/3 of 14.</b> Students <b>must</b> be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation employed.</p>	Compliance	<p><b>4.2.4/03:01</b> Faculty Handbook, Course Outline, pp. 90-91</p> <p><b>4.2.4/03:02</b> Sample Syllabi</p> <p><b>4.3.4/03:03</b> Sample Faculty Portfolios</p>
<p><b>4.2.4/4 of 14.</b> Methods of instruction <b>must</b> be appropriate to the goals of each course and the capabilities of the students.</p>	Compliance	<p><b>4.2.4/04:01</b> Tidewater Consortium Faculty Development Workshop Sample</p> <p><b>4.2.4/04:02</b> Faculty Handbook, Student Evaluation of Faculty, p. 64</p> <p><b>4.2.4/04:03</b> Graduate Teaching Assistant Institute</p>
<p><b>4.2.4/5 of 14.</b> Experimentation with methods to improve instruction <b>must</b> be adequately supported and critically evaluated.</p>	Compliance	<p><b>4.2.4/05:01</b> Faculty Handbook, Academic Television Services, pp. 305-306</p> <p><b>4.2.4/05:02</b> Faculty Handbook, TELETECHNET, p. 305</p> <p><b>4.2.4/05:03</b> TELETECHNET Assessments</p> <p><b>4.2.4/05:04</b> Faculty Handbook, Awards, p. 228</p> <p><b>4.2.4/05:05</b> University Professor Criteria</p>
<p><b>4.2.4/6 of 14.</b> An institution <b>must</b> use a variety of means to evaluate student performance. The evaluation <b>must</b> reflect concern for quality and properly discern levels of student performance.</p>	Compliance	<p><b>4.2.4/06:01</b> Catalog, Career Advantage Program, p. 12, 36</p> <p><b>4.2.4/06:02</b> Catalog, Experiential Learning, p. 36</p> <p><b>4.2.4/06:03</b> Catalog, Academic Testing, p. 35</p> <p><b>4.2.4/06:04</b> Faculty Handbook, Writing Proficiency, p. 229</p> <p><b>4.2.4/06:05</b> Catalog, Writing Proficiency Program and Policies, p. 37</p>
<p><b>4.2.4/7 of 14.</b> An institution <b>must</b> publish its grading policies, and its grading practices <b>must</b> be consistent with policy.</p>	Compliance	<p><b>4.2.4/07:01</b> Catalog, System of Grading, p. 38</p> <p><b>4.2.4/07:02</b> Faculty Grade Distribution Report</p>
<p><b>4.2.4/8 of 14.</b> The institution <b>must</b> evaluate the effectiveness of its institutional 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 opinions of former students.</p>	Compliance	<p><b>4.2.4/08:01</b> Academic Program Reviews</p> <p><b>4.2.4/08:02</b> Internship Placement Forms</p> <p><b>4.2.4/08:03</b> Graduate Program Selectivity Data</p> <p><b>4.2.4/08:04</b> Senior Assessment</p>

<p><b>4.2.4/9 of 14.</b> Courses offered in nontraditional formats, e.g., concentrated or abbreviated time periods, <b>must</b> be designed to ensure an opportunity for preparation, reflection, and analysis concerning the subject matter.</p>	Compliance	<p><b>4.2.4/09:01</b> Faculty Handbook, Policy on Accelerated Courses, p. 218</p> <p><b>4.2.4/09:02</b> Catalog, Accelerated Degree Programs, p. 51</p> <p><b>4.2.4/09:03</b> Schedule of Classes</p>
<p><b>4.2.4/10 of 14.</b> The institution <b>must</b> demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.</p>	Compliance	<p><b>4.2.4/10:01</b> Faculty Handbook, Policy on Accelerated Courses, p. 21</p> <p><b>4.2.4/10:02</b> Schedule of Classes</p>
<p><b>4.2.4/11 of 14.</b> An institution of higher education <b>must</b> provide for its students a learning environment in which scholarly and creative achievement is encouraged.</p>	Compliance	<p><b>4.2.4/11:01</b> Catalog, Mission, pp. 2-3</p> <p><b>4.2.4/11:02</b> Catalog, Goals, pp. 3-4</p> <p><b>4.2.4/11:03</b> Catalog, International Programs, p. 7</p> <p><b>4.2.4/11:04</b> Catalog, Honors College, p. 16</p> <p><b>4.2.4/11:05</b> Catalog, Honors Courses, p. 43, 49, 261</p> <p><b>4.2.4/11:06</b> Catalog, Honors Programs, pp. 84, 93, 99, 100, 175, 182, 187, 188, 195, 199, 201</p> <p><b>4.2.4/11:07</b> Catalog, Accreditation of Individual Colleges/Programs, p. 4</p>
<p><b>4.2.4/12 of 14.</b> In certain professional, vocational, and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded <b>must</b> be under the ultimate control and supervision of the education institution.</p>	Compliance	<p><b>4.2.4/12:01</b> Catalog, Career Advantage Program, p. 12</p> <p><b>4.2.4/12:02</b> Internships (CAP and others), student teaching</p> <p><b>4.2.4/12:03</b> Affiliation Agreements, Academic Affairs</p>
<p><b>4.2.4/13 of 14.</b> The institution <b>must</b> demonstrate that an effective relationship exists between curricular content and current practice in the field of specialization.</p>	Compliance	<p><b>4.2.4/13:01</b> Catalog, Specialty Accreditation, p. 4</p> <p><b>4.2.4/13:02</b> Catalog, Affiliations, p. 4</p>
<p><b>4.2.4/14 of 14.</b> An institution <b>must</b> demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.</p>	Compliance	<p><b>4.2.4/14:01</b> Schedule of Classes Booklet, Tuition Rates</p> <p><b>4.2.4/14:02</b> Catalog, Financial Information, p. 21</p>