

## **SECTION III.**

### **ACADEMIC POLICIES AND PROCEDURES**

#### **A. *Academic Freedom Statement***

Faculty members are entitled to full freedom in research and in the publication of the results thereof, subject to the adequate performance of their other academic duties; however, individuals have an obligation of informing the college about research-related earnings. Faculty members are entitled to freedom in the classroom in discussing their subjects. When faculty members speak or write they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. Faculty members should at all times strive for accuracy, exercise appropriate restraint, and make every effort to distinguish between their roles as institutional representatives and as individual citizens.

#### **Political Activity**

When acting as an agent of Ferrum College, faculty members may not:

- Participate in campaigns for public office.
- Support or oppose candidates for public offices or incumbents in those offices.
- Undertake activities to help or hinder, explicitly or implicitly, the campaigns of candidates or incumbents.
- Form PACS or give money to PACs that support or oppose candidates for public office

Faculty members retain the right to:

- Sponsor forums and debates if they are careful to ensure that nothing about the events indicates Ferrum College's support for or opposition to a candidate.
- Sponsor get-out-the-vote drives and voter registration if they are careful to ensure that nothing about the events indicates Ferrum College's support for or opposition to a candidate.
- Distribute legislative score cards if they have been doing so at least annually in the past, but they may not start such a project or increase its scope during an election year.
- Develop candidate questionnaires and publish the results without editorial comment or "scoring."

#### **B. *Curriculum***

##### **1. *General Policies***

- a. The faculty and administration share responsibility for approving the Ferrum College curriculum. The entire faculty develops, assesses, and revises it; the administration oversees and manages its delivery.
- b. Ferrum College offers only those courses listed in the catalog current at the time the course is actually taught. The college lists on class schedules only those courses that have been approved.

- c. All courses at Ferrum College are supervised by an academic school and the Dean of the College.
- d. Course numbering should reflect the following general principles:
  - 1) 100/200-level classes
    - a) Content. Students begin learning the “language” of a discipline (key concepts and terms), acquiring a knowledge base, or investigating a focused area in some depth.
    - b) Skills. Students develop their abilities to write, read, and think analytically and/or quantitatively and to explain, interpret, and solve problems.
    - c) Process. Faculty members directly guide student work.
  - 2) 300/400-level classes
    - a) Content. Students integrate the skills and knowledge from earlier levels, and students deepen their knowledge of more abstract and challenging material.
    - b) Skills. Students develop their ability to engage in advanced dialogue, recognize disciplinary assumptions, and produce complex documentation of their growing expertise within a discipline.
    - c) Process. Students work with faculty guidance and increasing independence on assigned tasks.
- e. The course credit should reflect the following principles:
  - 1) The underlying defining measurement of Ferrum College courses carrying three hours of credit is the “Carnegie Unit,” 160-165 minutes of class time per week over a thirteen week semester along with two hours of assigned work for every hour of in-class contact. **NOTE: What needs to be added here to account for E-term?**
  - 2) Different experiences (science labs, mathematics labs, rehearsals, private lessons) use similar national standards for awarding credit.
- f. The following actions require a vote of the entire faculty:
  - 1) Approving new course proposals.
  - 2) Restoring a previously dropped course or approving major changes in an existing course.
  - 3) Approving new program proposals.
  - 4) Revising a major/minor/emphasis area or other academic program.
  - 5) Dropping a major/minor/emphasis area or other academic program.
  - 6) Approving general definitions and guidelines for types of academic

programs (majors, minors, emphasis areas, etc.).

- 7) Approving similar substantive changes to the curriculum.
- g. The following actions require discussion within all schools, approval by the Curriculum Committee, and announcement on the faculty meeting agenda:
- 1) Approving course numbering changes.
  - 2) Approving course prerequisite changes.
  - 3) Approving course title changes that do not accompany substantive changes in the content of a course.
  - 4) Dropping courses.
  - 5) Approving particular topics for Special Topics courses.
  - 6) Approving changes in cross listing or contact hours of existing courses.
  - 7) Approving similar administrative changes to the curriculum.
- h. Students who attend Ferrum College for eight or more consecutive semesters should have reasonable expectation of being able to enroll in any course Ferrum College lists in its catalog. Except in special circumstances, an academic school should offer all courses it lists in the catalog at least once every three years or should recommend that they be dropped. Special circumstances include faculty sabbatical leaves that have made teaching the course impractical, special topics courses that the school offers only in special circumstances, and the like.
- 1) Each fall the Curriculum Committee will identify courses that the college has not offered in the past four years.
  - 2) The schools will explain either why each course so identified should remain in the catalog or will recommend that the college drop such courses.
- i. Regardless of the design of the particular major or major/minor, the faculty expects that students will take several 300-400 level courses in two or more disciplines, and that all students must take at least 30 hours at the 300-400 level to meet general graduation requirements.
- j. Ferrum College should not designate slight differences in programs of study as different academic programs without sufficient rationale. Rather, programs of study (majors, minors, and the like) that are essentially similar should be combined and structured with sufficient flexibility so that students may design individual plans of study to meet their particular interests.
- k. All majors must be justified with reference to the mission of Ferrum College, to standard practices of other colleges, and to relevant accrediting standards. Additionally, all academic programs are governed by graduation guidelines in the catalog and by the following understandings:

- 1) Programs of more than 39 hours will be interdisciplinary with significant content drawn from two or more disciplines. Other programs will require a minor.
- 2) A major may require up to 57 hours of which no more than 39 hours can be required in a single discipline. (A discipline means a course designation, not an academic school.)
- 3) For majors requiring minors, the college will record no more than 39 hours in a single discipline for the required major/minor combination.
- 4) In addition to the particular courses required in the major, a major may specify up to 12 hours of courses as Degree Specific Requirements and up to 12 hours from the Liberal Arts Core.
- 5) The total requirements of the major must include all prerequisites within the 77 hours that the major may specify. Programs that require courses for which English 102 is a prerequisite do not have to account for English 101-102 within any of the above guidelines. Programs that require particular levels of mathematics or foreign language may begin counting hours at any level that is realistic for entering freshmen who present good high school preparation for the particular program.
- 6) Each major should list its required courses in the catalog in the following order: courses in the discipline, other courses required, and degree specific requirements.
- 7) Minors are a group of related courses with at least nine hours at the 300-400 level (six--eight hours may be considered adequate depending upon the nature of student learning in the proposed courses in the minor, and upon a strong and compelling rationale for less than nine hours. Such a proposal must be approved through the full faculty approval process.) Except for the teacher education minor, minors contain 18-21 hours.
- 8) Some programs identify distinct versions of majors, called emphasis areas, to describe a student's special preparation (With this definition in place, all curricular programs will be identified as majors, minors, or emphasis areas. Current curricular components identified as options and concentrations will be re-labeled as emphasis areas for clarity and consistency). Those programs contain both common courses and at least 12 hours that represent the student's special preparation in the emphasis area. The catalog descriptions of such majors must first show the common courses in the major including options within the common courses, and list the courses that define each emphasis area. For students to complete multiple emphasis areas within a single major, they must complete at least 9 hours in each emphasis area that are not specified as required courses in other emphasis areas.

## **2. Regular and Systematic Evaluation of the Curriculum:**

Complete program reviews will be conducted on a five-year cycle. During each of the first three years of each five-year cycle, one-third of the academic programs will

conduct a review. During the fourth year of each five-year cycle, the Curriculum Committee will conduct a review of the general education curriculum. During the fifth year of one five-year cycle, the decennial SACS self-study process will be undertaken. During the fifth year of a second five-year cycle, the Assessment Committee will conduct a mid-cycle review of compliance with SACS accreditation criteria.

## **C. Academic Program Management**

### **1. Course and Program Approval Process**

- a. **General Process.** Faculty members, either alone or in groups, suggest course or program changes to the curriculum by developing a course or program proposal, discussing the idea with the Associate Dean and program coordinator, notifying the Dean of the College, and seeking the approval of an appropriate school. The proposer(s), along with the program coordinator, Associate Dean and Dean of the College will consider issues related to Curriculum balance, articulation, scope sequence, and staffing/resource and sequence implications. If pertaining to an interdisciplinary program, the Associate Dean, and governing committee of the interdisciplinary program should also consider the proposal once a school has approved the initial course or program proposal, the school forwards it electronically with hard copies as requested to the Curriculum Committee. The Curriculum Committee reviews all proposals and forwards them for comment to all schools. The schools report to the Curriculum Committee. When all questions or concerns about the course or program have been satisfactorily resolved, the Curriculum Committee recommends passage of the proposal at a meeting of the full faculty.
- b. **Timetable.** New curricular proposals to be included in the next Catalog must be submitted to the Curriculum Committee no later than the first Curriculum Committee meeting of the next-to-last meeting cycle of the spring semester (usually late February). New courses that will be offered in the next fall semester must be submitted to the Curriculum Committee no later than the first Curriculum Committee meeting of the last meeting cycle of the current fall semester (usually early November) so they can be approved before the college prints the fall class schedule. In unusual circumstances, a school may seek approval from the Curriculum Committee for a waiver to the above deadlines.

Faculty making a proposal for an interdisciplinary course, such as an honors course, should present the course to the appropriate school(s) and, then, to any campus committees that govern interdisciplinary programs before the sponsoring school presents the course to the Curriculum Committee initially. After the Curriculum Committee discusses such courses, they are sent to all schools, returned to the Curriculum Committee for its recommendations, and then forwarded to the full faculty.

2. **Guidelines for Proposing New Courses (e.g., off-campus, adult education, on-campus courses, etc.)**

*New course proposals should include:*

- a. Course title, catalog description, credit hours, contact hours, prerequisites, records and class schedule title (14 characters maximum including spaces), and a list of all locations that the course should appear in the college catalog.
- b. A detailed description of the course and proposed course syllabus from the course syllabus template (*Refer to Appendix 2, Section III*), which includes the topics covered, and a statement of course objectives. Faculty proposing new courses must include in the description the reading, writing, speaking, analytic, quantitative, research, and technological skills that the course assumes as well as those it develops.
- c. A course justification in terms of the intended audience, the school program, and the college's academic program. A statement of how the course contributes to the Learning Outcomes. A description of the assessment plan for the course as it relates to students in the course and the college and program assessment process. A statement of the frequency of the course and whether it replaces an existing course.
- d. The financial implications of the course, which includes staffing, frequency of offering, expected enrollment (both minimum and maximum) including evidence, equipment requirements, a listing of new library, computer, or AV resources, facility use, co-curricular programming needs, experiential learning requirements that will require financial commitment from the college or the students, and any other financial costs. Acquisition plans for any new materials to be purchased. A statement about the kind of classroom or other facilities that will be necessary to teach this course.
- e. A list or characterization of existing library, computer, and AV resources to support the course. If any other college departments will be involved with the course, that participation should be noted.
- f. Documentation of Required Steps (to be taken in the following order)
  - 1) Date of Notification of the Dean of the College.
  - 2) Date of approval by school.
  - 3) Date of approval by Curriculum Committee.
  - 4) Date of approval by Faculty.

3. **Guidelines for Restoring a Previously Dropped Course or Changing an Existing Course**

- a. Any dropped course that Ferrum College has offered in the previous six years may be restored if the sponsoring school submits the following information and the faculty approves the course.
  - 1) Course title, catalog description, credit hours, contact hours, and prerequisites. Records and class schedule title (14 characters maximum

including spaces). A list of all locations that the course should appear in the college catalog.

- 2) A copy of the syllabus from the last time the course was offered and a new syllabus using the course syllabus template. (*Refer to Appendix 2, Section III*).
- 3) A rationale for reinstating the course that accounts for both the program and financial implications of the proposed action.
- 4) A characterization of the library, computer, and AV resources that the course will use if they are different from those resources the course formerly used.

***Documentation of Required Steps (to be taken in the following order)***

- a) Date of Notification of the Dean of the College.
  - b) Date of approval by school.
  - c) Date of approval by Curriculum Committee
  - d) Date of approval by Faculty.
- b. Any course that needs substantive change will be modified if the sponsoring school submits the following information and the faculty approves the changes.
- 1) Course title.
  - 2) A copy of the current syllabus with the revisions noted using the course syllabus template (*Refer to Appendix 2, Section III*).
  - 3) A rationale for making the revision that takes into account both the program and financial implications of the proposed action.
  - 4) A characterization of the library, computer, and AV resources that the course will use if they are different from the resources the course currently uses.
- c. Documentation of Required Steps.
- 1) Date of Notification of the Dean of the College.
  - 2) Date of approval by school.
  - 3) Date of approval by Curriculum Committee.
  - 4) Date of approval by Faculty.

**4. Guidelines for Proposing New Programs (e.g., off-campus, adult education, on-campus courses, etc.)**

- a. Ordinarily new major programs are designed over two or more years of planning. Major programs are developed by the schools in consultation with the Dean of the College. They are presented to the Curriculum Committee and then to schools before being presented for approval to the faculty at large. New programs must be approved by the Board of Trustees.

- b. Program proposals are submitted to the Curriculum Committee with hard copies as requested and by e-mail. Program proposals are to contain the following parts:
- 1) Program philosophy and mission statements that will be the basis for evaluating the program.
  - 2) Justification for the major, which demonstrates its likely success with reference to potential student interest, standard academic practices, academic quality, the mission of the college, employment prospects for graduates, and potential for intellectual, school and program; social, ethical, or aesthetic development.
  - 3) Catalog description giving both course listings and narrative descriptions.
  - 4) Course proposals for all new or revised courses (see above). (***Refer to Course Syllabus Template, Appendix 2, Section III.***)
  - 5) Schedule of course offerings with personnel requirements and qualifications including an implementation timetable.
  - 6) Projection of future supply, equipment, personnel, library and other resource needs.
  - 7) Projection of initial and future staffing needs and costs for at least the first five years of the program.
  - 8) An assessment program that describes the kinds of evaluation that the school plans to use as well as the way it plans to use the results of that assessment of continuous program development and improvement.
- c. The approval process for all new programs requires discussion in the Curriculum Committee and all schools over a minimum of two school meeting cycles. After the initial presentation of the program to all schools, faculty should communicate questions and concerns to the originating school for response. During the intervening period, faculty members in other schools are expected to familiarize themselves with commonly accepted norms for programs of the type being proposed and to consider the appropriateness of the proposed program for Ferrum College. The approval process may extend over several cycles to insure careful and complete consideration.
- d. The Dean of the College will communicate all faculty recommendations of new academic programs to the President for action by the Board of Trustees. Documentation of Required Steps (to be taken in the following order)
- 1) Date of Notification of the Dean of the College.
  - 2) Date of Approval by Sponsoring School.
  - 3) Date of First Discussion by Curriculum Committee.
  - 4) Date of First Discussions by All Schools.
  - 5) Date of Second Discussion by Curriculum Committee
  - 6) Date of Second Discussion by All Schools.
  - 7) Date of Approval by Curriculum Committee.

- 8) Date of Approval by Faculty.
- 9) Date of Approval by Board of Trustees.

## 5. Guidelines for Revising Any Academic Program

- a. As the result of regular assessment activities, all academic programs (majors, minors, and emphasis areas) may undergo change periodically. After notifying the Dean of the College, the sponsoring school should submit the following information to the Curriculum Committee. The committee will then examine the proposed changes and rationales, submit the proposal to the various schools for review, consider school responses, and recommend to the full faculty the desirability of making the proposed change. Revisions of academic programs do not require approval from the Board of Trustees, unless the revision is so extensive as to change the fundamental nature of the program.
- b. Within two weeks of being notified of a program revision that is under discussion, the Dean of the College will inform both the sponsoring school and the Curriculum Committee whether the proposed changes will require action by the Board of Trustees.
- c. Revised programs must meet the general program guidelines described in the general policy section above.
- d. Program revisions are to contain the following information:
  - 1) The program philosophy and mission statements. If changes are proposed in these statements, the sponsoring school explains both the nature of the change and the rationale for redirecting the program.
  - 2) Justifications for changes in the program requirements with reference to potential student audiences, standard academic practices, academic quality, the mission of the college, employment prospects of graduates, and intellectual, social, ethical, or aesthetic development of students.
  - 3) The catalog description of the program including both the description of the program and the course listing in the following order: requirements in the program, electives in the program, required liberal arts core courses, and any other program requirements. This description should clearly identify the changes.
  - 4) Course proposals for all new or revised courses (see above). (***Refer to Course Syllabus Template, Appendix 2, Section III.***)
  - 5) Schedule of course offerings if that schedule is different from the current schedule.
  - 6) Description of economic impact of the program revision with reference to personnel, supply, equipment, computer, library, and other resource needs.
  - 7) Any revision to the assessment plan that the sponsoring school plans to implement.

Documentation of required steps (to be taken in the following order)

- a) Date of Notification of the Dean of the College
- b) Date of approval by school.
- c) Date of approval by Curriculum Committee.
- d) Date of approval by faculty.

## **6. Program Assessment Guidelines**

Each school and each program in the school must have a mission statement. All must have a mission statement. All must correlate to the college and unit mission statements.

Each goal must relate to and operationalize the mission of the program.

SLO's describe what students will know, do and be like, related to the goals and the program mission.

Identifying Reliable Measure/Instruments will be by direct and indirect measures.

The Program Assessment process will be as follows:

- a. Program Coordinators will assess their programs annually, identifying one or two Program Student Learning Outcomes (PSLOs) to focus on during that time period. The Director of Assessment will assist them in this process, serving as a consultant and providing faculty development opportunities to support them. Each May, program coordinators will submit an assessment report as outlined above to the Associate Deans (ADs).
- b. All Schools will have an assessment plan and each program's assessment plan should coordinate with the School's plan. These School plans will align with the Academic Affairs assessment plans be reviewed by the Student Learning Assessment Committee.
- c. The ADs will review the program assessment reports and recommend any modifications or revisions.
- d. The ADs will submit these reports to the Student Learning Assessment Committee for review. This group will conduct a Program Assessment Report Review with a rubric indicating whether the reports meet expectations or not.
- e. This Program Assessment Report review will then be sent back to the Program Coordinator, ADs as well as the VP of Academic Affairs for use in planning and budgeting processes.
- f. Every five years, programs will invite an outside evaluation team to be a part of the review of the program. This may or may not include outside accreditation agencies. This outside assessment will be done on approximately a third of the programs every year.
- g. In the fourth year of a five year cycle, assessment will focus on General Education across the college.
- h. The fifth year will focus on either the mid-term SACS review or the SACS reaccreditation process.

## 7. **Program Review Guidelines (Refer to Appendix 1, Section III)**

The program review is designed to examine the effectiveness, efficiency and marketability of a program. The formal program review process will occur once every five years on a rotating basis. Program assessment will occur every year, as directed in Section III, pp. 8-10.

### a. **Program Profile**

1) Using data available on the Program Coordinator's I-assistant page and generated by the Office of Assessment & Institutional Research, provide the following:

- a) Number of Majors on Census Days for previous five years
- b) Number of Minors on Census Days for previous five years
- c) Average number of students in individual courses for previous five years
- d) Faculty statistics for program including FTEs, Student Credit Hours generated, Student Contact Hours generated, Advising Load
- e) Ratio of upper-division to lower-division majors on Census Days for previous five years
- f) Number of graduates over last five years
- g) Number hours at 100-200 level for major; 300-400 level for major

### b. **Effectiveness**

1) The results of the annual Program Assessment process are to be included in the Program Review documentation.

2) Quality of the Program – provide evidence of the following:

- a) Program standards and requirements relative to professional standards for the program. (e.g., from discipline-specific standards in various areas)
- b) Verification of appropriate instructor qualifications in accordance with Ferrum College's hiring practices, including adjuncts.
- c) Teaching effectiveness and advising effectiveness at the program level.
- d) Evaluation of adequate laboratories or other special facilities and support services needed for the program.
- e) Appropriate benchmarking of program outcomes. (e.g., year-to-year comparisons, comparisons with peer comparison cohort in Delaware Study and IPEDS).
- f) Student and faculty research, special projects, organizations and scholarship, if applicable.

### c. **Efficiency**

- 1) Using data available on the Program Coordinator's I-assistant page and generated by the Office of Assessment & Institutional Research, provide evidence of the following:
  - a) Other academic majors the program supports (e.g., service courses)
  - b) Student Credit Hours for non-majors, majors, and general education requirements
  - c) Capacity of sections taught and room for program expansion
  - d) Cost per FTE as reported in the Delaware study
- d. Marketability**
  - 1) Ability of majors and minors to attract and retain students.
  - 2) Potential for Program Growth
    - a) National and regional evidence from employment surveys, graduate school acceptances, alumni surveys, etc. that program prepares students for entry into a steady or growing career field.
    - b) Market demand for graduates of program at state, regional, and national level.
    - c) Level of investment necessary to improve program facilities and expand instructional resources.
  - 3) Institutional Marketability - public relations, admissions, or fund-raising support value
  - 4) Impact of special initiatives and courses.
- e.** Other noteworthy information important to program review and improvement in this area.

## **10. Guidelines for Discontinuing any Academic Program**

- a.** The results of regularly scheduled departmental assessments of major programs should be sent to the Curriculum Committee for review. Either as a result of this review or because of other concerns the sponsoring school, the college administration and/or the Curriculum Committee may initiate a review of an academic major, minor, emphasis area, or other academic program to determine whether or not it should be continued.
- b.** The following criteria should be considered by the Curriculum Committee and the college in making a recommendation to continue or discontinue a program:
  - 1) Quality of the Program
    - a) How will discontinuing the program affect the college's ability to fulfill its mission?
    - b) Do the courses and other program features offered constitute a sound major that meets generally accepted professional standards?

- c) How many courses must be taught solely to satisfy requirements for the major? Can they be offered in a cost-effective way?
- 2) Enrollment
- a) Ratio of upper-division to lower-division majors
  - b) Growth or attrition of majors in the program
  - c) Ability of students in the program (e.g., high school and college GPA; SAT scores; other indicators or ability)
  - d) Number of students in individual courses
  - e) Does the program support other academic majors?

## **D. Classroom and Course Management**

### **1. Learning Environment**

A faculty member may take reasonable steps to prevent or resolve disruptions to the learning environment in class or class-related activities. This policy applies equally to enrolled students and visitors. Students may be prohibited from eating and drinking under certain classroom situations.

### **2. Civility in the Classroom: Expulsion Procedures**

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (verbally or physically). The Ferrum College academic honor code and community standards for behavior published in the Student Handbook provide more specific guidance in this area.

Beyond the expectation that all classroom behavior must be consistent with the published community standards, the establishment of other specific guidelines rests with each individual faculty member and should be stated clearly in the course syllabus. Some faculty may choose to include the students in establishing some of the classroom's guidelines, but once established, these should be printed and distributed.

If a faculty member believes a student's behavior violates the established behavioral standards and classroom guidelines the student may be expelled from the classroom. If the faculty member believes that the student's behavior is an imminent physical threat to anyone then campus security should be contacted for immediate removal of the student on grounds of both academic and nonacademic violations.

A faculty member who believes a student should be expelled from his/her class for *behavioral reasons* **must** do the following:

- a. Send a brief written report describing the student's unacceptable behaviors to the Associate Dean even if an earlier notification was made by email, telephone, voice mail, or courier.
- b.
  - 1) Notify and speak with the Associate Dean as soon as possible (preferably the same day in which the unacceptable behavior occurred but no later than the following business day).
  - 2) The faculty member and Associate Dean **may agree** for the latter to meet with the student for discussion prior to the final decision.
- c. Determine after this conference (and perhaps after subsequent actions agreed upon in this conference) whether the faculty member still wants the student expelled from the class or if other consequences may be considered.
  - 1) Any other decisions must be placed in writing with the student and faculty signing. The faculty member, student, and Associate Dean will receive copies.
  - 2) If the Associate Dean believes this decision should be delayed beyond the next class meeting, it is then that Associate Dean's responsibility to notify the student of the deliberations underway, as well as to inform the student not to go to the class until a decision has been reached. Under no condition should two class meetings occur after the offending one before a decision is reached and the student is notified.
- d. If expulsion is the ultimate decision, the faculty member must then notify the student in writing (with copies to Associate Dean and the Dean of the College) within 48 hours (or 2 business days) before the next meeting of the class \*:
  - 1) the student has been expelled from the class,
  - 2) the student has the right to appeal the decision to the Vice President for Academic Affairs and Dean of the College within 48 hours (or 2 business days). The appeal must be in writing with student's signature.
  - 3) the student may not attend class during the appeal process.
- e. Within one week (5 business days) or less due to semester timing of grades, the faculty member must notify the student in writing (with copies to the Associate Dean, Dean of the College and the Registrar's office) of the student's grade as a result of the expulsion. Grade options will be determined by the faculty member within the academic standards rules of the College Catalog.

*\*Note: If the class meets only once per week then notification must still be within 48 hours of the incident unless the associate dean has delayed the process as allowed in #3 above; then the final decision must still be made prior to the next weekly class meeting.*

**3. Course Syllabus**

Instructors should provide a syllabus for each course. The syllabus should include name of instructor, office location, office hours, phone numbers, e-mail address, course philosophy or objectives of course, mission statements of the college and the Program from which the course is taught, learning outcomes, behavioral objectives, assessment measurements, grading policy, attendance policy, tentative course schedule, and required texts.

**Course Syllabus Template – (See Appendix 2, Section III)**

**4. Office Hours**

Full-time faculty members are required to be available to students for advising, consultation, and assistance at least eight hours per week. These hours must be posted on faculty office doors and filed with the Associate Dean by the first day of classes each semester.

Faculty members are encouraged to volunteer in the Academic Resources Center's Tutoring Center; those who volunteer in the Center are allowed to reduce the number of required office hours by two hours for each one hour of volunteer time. However, a maximum of two hours of volunteer time in the Tutoring Center can be exchanged on this two-for-one basis.

**5. Class Records**

Each faculty member is expected to keep accurate records of student grades and attendance. Students who are absent in excess of the 25% limit should be told that they have missed more than the allowed number of absences as indicated in the college catalog, and that they have thus failed the course.

**6. Examinations**

An examination schedule is prepared and published by the Registrar's Office in consultation with the Associate Deans and the Dean of the College. An alternate examination may be approved for students with conflicts and other emergencies.

In most cases exams are a learning experience and therefore should be given in all classes. (Exceptions should be discussed with and approved by the School Associate Dean). Exemption policies place great stress on other professors who emphasize exams. Such practices are discouraged. Faculty members should not change the time of the scheduled exam as designated by the Registrar unless the change is cleared with the faculty member's Associate Dean. No exams may be scheduled on reading day.

**7. Grade Reporting and Incomplete Grades**

In each regular session, mid-term grade estimates are issued to the students. It should be noted that these grades are not recorded on the official transcript nor are they used

to determine academic standing. A full report showing the final course grade is issued to all students within a few days after the end of each semester provided all financial obligations to the college have been met. Grades should never be publicly posted, as this constitutes a violation of the Family Educational Rights and Privacy Act (FERPA).

Accurate grading procedures, prompt completion of reports, and great care in the assigning of grades contributes to a fair and equitable campus community atmosphere. See the catalog for a full description of grading procedures.

An incomplete (“I”) for a course will be granted in accordance with the policy as listed in the current *Ferrum College Catalog*.

#### **8. Field trips and other class-connected events which may conflict with the normal class schedule**

On occasion, special events such as field trips, movies, or guest speakers need to be scheduled outside a course’s normal time slot. The college encourages a cooperative spirit among professors to permit maximum benefit to the student. Except under circumstances specifically approved by the Dean of the College, however, (1) there must be no external compulsion on any student to give such a function precedence over another class’s scheduled meetings; (2) teachers may give credit for attendance at such functions only if comparable alternative assignments are made for students who choose to attend their regularly scheduled classes.

#### **9. Privacy Of Student Educational Records**

Ferrum College complies with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). The Act was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Please refer to the current College Catalog regarding Ferrum’s Notification of Rights Under FERPA.

The student has the right of assurance that academic and disciplinary records, compiled and maintained by the college, will be retained in confidence and that, when requested, copies will be supplied to the student or mailed to persons designated by the student. Academic transcripts include only information relevant to the student’s academic status, except that all withdrawals prior to graduation, voluntary or involuntary, are relevant and recorded on the transcript.

The college will not release any information about a student’s record without his/her knowledge or consent beyond the student’s name, information which is a matter of public record, dates of registered attendance, the nature of any degrees granted, and the date on which degrees were conferred.

Unless notified in writing by the student of express wishes to the contrary, Ferrum College releases information of academic or other achievements, as well as information regarding scholarships and merit awards.

## **E. Advising**

Course selection is part of the advising process. In addition, faculty academic advisors are expected to be familiar with campus resources so that they can direct students to those services as needed

### ***Academic Advisors' Responsibilities:***

1. Provide specific and accurate information, including the discussion of academic policies and guidelines; approve all designated academic transactions (schedule, drop/add, withdrawal, etc.); and maintain an advising file for each advisee which includes high school transcripts, application for admission, SAT or ACT scores, Ferrum College placement data for English and math, Gateway 101 portfolio information; and show progress toward graduation.
2. Establish advising outcomes that include helping students define and develop realistic educational plans; assisting students in planning a program consistent with their interests and abilities; and discussing with students what advising can and cannot provide.
3. Be available to students by scheduling, posting and keeping regular office hours; and encouraging repeated meetings with advisees, especially to review mid-semester and semester grade reports and/or academic alerts.
4. Inform students of available support services.
5. Refer students when academic or personal problems require intervention by other professionals.

## **F. Faculty Professional Development Opportunities**

### **1. Faculty Professional Development Fund**

#### **a. Eligibility:**

Full time faculty members at Ferrum College are eligible for grants for faculty development projects. The Faculty Development Fund, from which the grant money is disbursed, is administered by the Dean of the College; application should be made to the Dean's Office on the standard form available from that office. Deadline for application is November 1 for projects to begin Jan. 1- June 30; deadline is March 15 for projects to begin July 1- Dec. 31.

#### **b. Stipulations:**

Grants may be awarded for: (1) Projects involving scholarly research or presentation/participation in conferences, workshops, or seminars. (2) Degree

completion projects. Category 1 proposals should be funded at least equally with category 2 proposals during any given year.

- c. The maximum disbursement to an individual for doctoral work or work towards an advanced degree will be \$7,500.
- d. Individual awards will be limited to a ceiling of 7.5 percent of the fund total for the year.
- e. The grantee must agree to return to Ferrum College for one academic year of service as repayment. Otherwise, the grantee must repay the amount of the grant with appropriate interest.
- f. Approval of a project will be based on the following criteria specified on the standard application form:
  - 1) Description of the scope and purpose of the project.
  - 2) Explanation of how the project will benefit the faculty member in developing his or her scholarly and pedagogical capabilities.
  - 3) Explanation of how the project will further benefit the college.
  - 4) Explanation of how the project will further benefit Ferrum Students.
  - 5) A resume of professional qualification for undertaking the project.
  - 6) Inclusion of a budget of proposed expenses for the project, specifying the amount of money requested.
- g. In consideration of projects of approximately equal merit, higher faculty rank or tenured status will be honored, although every effort will be made to encourage broad participation in the program.
- h. The standard form for reporting on the project must be filed with the Dean's Office to verify expenses as outlined in the original application. Monies not expended will be returned to the fund. Any individual who does not file a report on a funded project will be ineligible for further funding.
- i. Money for travel to conferences or meetings may be disbursed from this fund but the grantee should first use available funds from his/her school.

## **2. Cheatham Fellowship Program**

The Cheatham Fellowship is an annual award from an endowed fund intended to promote professional development among faculty at Ferrum College. The Dean of the College, in consultation with the President, will choose the recipient from among the senior faculty applicants (professors and associate professors). The Cheatham Fellow must be an individual held in high regard as a teacher and be engaged in professional development activities which enhance his or her own and the college's reputations. The application, to be filed on the standard form available in the Dean's Office, should present a proposal that sets forth a clear and coherent academic purpose. A resume and other supporting documents may be attached at the applicant's discretion. Deadline for application is April 1, with the award being announced annually.

The Cheatham Fellow will use the funding, whether in the form of a stipend and/or an expense account, for specific professional development activities for which he or she is accountable to the Dean. A final report to the Dean will assess the extent to which the Fellow's academic goals were realized.

### 3. **Sabbatical Leave**

Sabbatical leave may be granted to faculty members for further professional study or improvement. The conditions of eligibility and the terms of sabbatical leave are as follows:

- a. Faculty members on sabbatical shall be relieved from all teaching, research, administrative functions and committee work for the period of the leave so that their full time may be devoted to the purposes for which the leave is granted.
- b. Faculty members are not ordinarily expected to engage in other employment during the period of sabbatical. Should the applicant propose to do so, any such plans must be justified in terms of the general spirit of the sabbatical program and approved by the Dean.
- c. Acceptance of leave implies an obligation to return to active employment as a member of the faculty for at least one year. Applicants for sabbatical must sign an agreement to continue their service to Ferrum College for one year upon completion of the sabbatical or must repay to Ferrum College all salary received while on leave, plus appropriate interest.
- d. Tenured faculty are initially eligible for sabbatical after they have a total of seven years of full-time teaching service at the college. They are again eligible for sabbatical upon completion of each six-year period of full-time teaching thereafter. Tenure is required for the granting of a sabbatical.
- e. Sabbaticals are ordinarily granted for an entire academic year at up to one-half salary or for one semester at up to full salary. If faculty members receive support from outside sources this will be taken into account in determining the salary and fringe benefits to be received from the college. One semester sabbaticals may be granted for the fall but are usually considered only for the spring semester.
- f. The applicant must file a written request for a sabbatical with the Associate Dean by November 1, and with the Dean of the College by December 1 of the year preceding the academic year for which the leave is desired. The letter of request should include the following facts.
  - 1) Length and dates of leave desired
  - 2) Statement of any previous leave
  - 3) A detailed statement of the applicant's sabbatical study and plans
  - 4) A statement of outcomes appropriate to one's discipline (e.g., manuscript for publication, artists' creation(s))
  - 5) A full statement of any anticipated additional compensation or assistance related to the applicant's project related to the applicant's project.

The Associate Dean will respond to the request in writing within thirty (30) days, and forward that response to the Dean and the applicant. The leave must be evaluated by the Associate Dean and the Dean of the College, then approved by the President. Sabbaticals granted will be reported by the Dean

of the College to the Academic Affairs Committee of the Board of Trustees and to the Trustees as information.

Upon completion of sabbatical, faculty members are expected to submit a report to the Dean of the College detailing the work done during the leave and the progress made toward the stated goals for which the leave was granted.

**4. Appalachian College Association**

Ferrum is a member of the Appalachian College Association, and faculty members are eligible to apply for development programs operated by this organization. Details are available in the office of the Dean of the College.

**8. Program Review Schedule**

<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<i>Program Assessment Pilot Phase I</i>	<i>Program Assessment Pilot Phase II</i>	<i>Program Assessment Pilot Phase III</i>	<i>Review of General Education</i>	<i>SACS Visit</i>
Accounting	Art	Agriculture		
Business Administration	Biology	Criminal Justice		
Chemistry	English	Health Sciences		
Computer Information Systems	History	Parks, Recreation & Tourism Management		
Dramatic & Theatre Arts	Horticulture	Performing & Visual Arts		
Environmental Science	International Studies	Philosophy		
Mathematics	Pre-Professional Science	Physical Education		
Psychology		Political Science		
Social Work		Religion		
Teacher Education		Russian		
		Social Studies		
		Spanish		
		Sports Management		

**SOCIAL SCIENCES (12)**

<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<i>Program Assessment Pilot Phase I</i>	<i>Program Assessment Pilot Phase II</i>	<i>Program Assessment Pilot Phase III</i>	<i>Review of General Education</i>	<i>SACS Visit</i>
Accounting	International Studies	Criminal Justice		
Business Administration		Parks, Recreation & Tourism Management		
Computer Information Systems		Physical Education		
Psychology		Political Science		
Social Work		Sports Management		
Teacher Education				

## ARTS AND HUMANITIES (10)

2006-07	2007-08	2008-09	2009-10	2010-11
<i>Program Assessment Pilot Phase I</i>	<i>Program Assessment Pilot Phase II</i>	<i>Program Assessment Pilot Phase III</i>	<i>Review of General Education</i>	<i>SACS Visit</i>
Dramatic & Theatre Arts	Art	Performing & Visual Arts		
	English	Philosophy		
	History	Religion		
		Russian		
		Spanish		
		Social Studies		

## NATURAL SCIENCES & MATHEMATICS (8)

2006-07	2007-08	2008-09	2009-10	2010-11
<i>Program Assessment Pilot Phase I</i>	<i>Program Assessment Pilot Phase II</i>	<i>Program Assessment Pilot Phase III</i>	<i>Review of General Education</i>	<i>SACS Visit</i>
Chemistry	Biology	Agriculture		
Environmental Science	Horticulture	Health Sciences		
Mathematics	Pre-Professional Science			

(Appendix 2, Section III)

### Course Syllabus Template

- I. Course Number & Course Name  
 Ferrum College  
 Program & School  
 Semester & Year

- II. Instructor:** Instructor Name  
Office  
Phone Number  
Office Hours
- III. Class Meeting:** Time
- IV. Textbooks and Materials:**  
Textbooks, Supplemental Materials, etc.
- V. Catalog Course Description:**  
Description from catalog
- VI. Purpose/Rationale for this Course:**  
How does this course fit into the framework of the program? What will students know, do or be like as a result of this course?
- VII. Use of Technology (if applicable)**  
What technology will be used? How will technology be used? Expectations.
- VIII. Course Goals/Outcomes:** All learning activities are designed to assist you in accomplishing the following learning outcomes.
- 1
    - a.
    - b.
  - 2
    - a.
    - b.
  - 3
    - a.
    - b.
  - 4
    - a.
    - b.
    - c.
    - d.
- IX. ASSESSMENT OF COURSE GOALS/OUTCOMES**

**Course Goal/Outcome Instructional Experiences Assessments**

## Course Requirements/Assignments

X.

Assignment Policies, due dates, make-up exams, etc.

Percentage of Grade Due Date      Brief Description

XI.      **Evaluation and Grading**

**Evaluation Scale**

A

B

C

D

F

XII.      **Attendance Policy:**

Attendance requirements, impact on grade, etc.

XIII.      **Academic Integrity:**

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances.

XIV.      **Disability Services:**

As directed by Ferrum College's policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing, note taking, reading, or other services) must work through the Office for Academic Disability Services. The office is located in room 108 in the Academic Resource Center and may be reached at 365-4273. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed.