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COLLEGE OVERVIEW

MISSION STATEMENT

The College of Liberal and Applied Arts (CLAA) is dedicated to the pursuit of excellence in teaching, scholarship, creative work, and service. The schools, departments, and programs of the College prepare students for their future endeavors in the global community and encourage lifelong intellectual and aesthetic enrichment.

VISION STATEMENT

Our commitment is to deliver an education that combines intellectual with practical approaches toward knowledge. Since the job market of the future will be different in unknown ways, students must be equipped to make connections between bodies of information, to interact in an international environment, and to shift easily from one career to another. We are shaping our curriculum to accomplish these goals and, as a result, to provide an education designed for the 21st century.

ACADEMIC AND ADMINISTRATIVE UNITS

The college is composed of ten academic units that offer a wide-range of degree programs:

- Department of Anthropology, Geography and Sociology
- Department of English
- Department of Government
- Department of History
- Department of Languages, Cultures, and Communication
- Department of Mass Communication
- Department of Military Science
- Division of Multidisciplinary Programs
- Department of Psychology
- School of Social Work

In addition, several research centers, professional associations, and publishing outlets report directly to the Dean:

- Center for East Texas Studies
- Center for a Livable World
- Center for Regional Heritage Research
- East Texas Historical Association
- Pre-Law Academy
- SFA University Press
- Stone Fort Museum
- Texas Folklore Society
I. **Dean’s Office**

According to University Policy 4.9, “The academic Dean is the chief executive of the college and is responsible for fostering excellence in teaching, research/scholarship/creative activity and service. Reporting directly to the provost and vice president for academic affairs, the academic Dean has a major role in developing and interpreting university policy.” The Dean's office in CLAA is organized to accomplish the duties assigned to it under university policy. Each person in the office has a specific set of responsibilities and is evaluated annually in terms of how effectively these responsibilities have been performed. The assignments are the following:

**Dean** (Brian Murphy)
- Supervises strategic planning
- Presides over Chair Council
- Handles faculty issues: grievances, tenure/promotion process, professional development
- Organizes outreach and donor development activities

**Associate Dean** (Marc Guidry)
- Handles student academic issues: registration, adds, withdrawals, overloads, final graduation
- Supervises undergraduate and graduate curriculum: course proposals, substitutions, independent studies, short courses, internships, liaison with College Council and Graduate Coordinators, *General Bulletin* and *Graduate Bulletin* revisions

**Associate Dean** (Steve Cooper)
- Manages daily operations and budget of the Division of Multidisciplinary Programs
- Conducts assessment of the division
- Advises students in the BAAS degree
- Supervises Philosophy program

**Assistant to Dean** (Dixie Groll)
- Supports the Dean in appointments, travel, document signature, and special assignments
- Coordinates outreach: advisory board, alumni network, event planning, resource development

**Administrative Assistant: Office Manager** (Jane Robinson)
- Manages office administration: student assistants (hiring, assignments/workflow), inventory
- Overseas college budget: accounts, purchasing, receiving, HEF review, pro-card transactions
- Reviews classroom scheduling
- Coordinates building maintenance

**Academic and Career Advisor** (William Harris and Tiffany Gauntt)
- Advises Freshmen and Sophomores (to 45 hours)
- Conducts advising orientation for new faculty
- Discusses probation and suspension issues with students

**Administrative Assistant: Graduation Specialist** (Shana Goeyns)
- Reviews degree plans and final graduation checkout plans with Associate Dean
- Conducts degree audits
- Manages UIL activities
- Maintains student files: probation and suspension, file retention, honor roll

**Part-time Administrative Assistant: Human Resources Officer** (Cathy Michaels)
- Manages human resource issues: faculty workload reports, EPAFs, contract letters, outside employment, personnel files
- Supports Associate Deans and staffs front desk in mornings
- Maintains academic integrity files
Lines of reporting are well defined in the Dean’s office to ensure that supervision and follow through occur without confusion. This organization promotes accountability and efficient management. The chart below outlines the office’s organizational process:
A. Office Communication

The office has established procedures on how each method of communication is handled. The Office Manager provides instructions on these procedures to all new employees.

1. Answering the Phone
   The normal greeting when answering the phone is: “Dean’s office, this is <name>.” Calls to the Dean should be transferred to the Dean’s Assistant. The campus directory provides the name and number for all university departments and individuals.

2. Conference Calls
   A multi-party telephone is available in the conference room for conference calls.
   a. A call must be bridged if three or more outside participants are involved in the discussion by dialing x6800. Outside participants should dial 936.468.6801 to connect to the conference call and should announce themselves upon being connected.
   b. If CLAA is paying for the conference call, dial the participant’s telephone number and transfer the call to x6801.

3. Mail and Fax
   a. A “postage form” should be completed for any outgoing mail that requires postage. Both the form and the mail should be taken to the campus post office. A yellow copy of the form will be returned by the post office and should be given to the Office Manager for filing.
   b. Outgoing campus mail should be placed in the tray on the right-hand side of the front desk and should be taken to the campus post office for delivery.
   c. Documents for hand-delivery should be placed in the designated folder at the front desk. A clipboard is located in a file holder at the front desk where the following information should be recorded: type of document, recipient, location, and date.
   d. When mail is brought from the post office, it should be placed in the basket on the Office Manager’s desk to open and distribute. Interoffice mail envelopes are in the left drawer of the desk.

B. Materials

1. Ordering Supplies
   Requests for office supplies should be channeled through the Office Manager. Typically, the vendor of choice is Stapleslink.com but any university-approved vendor can be used. University employees are not permitted to purchase directly from a Staples storefront; the company’s online site is the only approved ordering method. All office supplies are purchased with a P-card.

   Copy paper is ordered from Central Stores either by calling x5303 or by an online work order. A FOAP will be requested to complete the purchase. When the paper is delivered, an invoice indicates the amount that will be deducted from the FOAP.

2. Receiving
   A receiving form is used to complete a purchase order. This form authorizes Accounts Payable to pay an invoice. The forms are filed by the Office Manager.
3. **Inventory and Property Transfer**

   Both the Office Manager and the Office of Property and Procurement retain inventory lists of all property in the possession of the College. No property can be removed from campus without completion of a “removal of property” form. The Dean as well as the individual must sign the form. The Office Manager files all forms and copies are sent to the Property Manager. A new form must be completed annually. If a piece of equipment will no longer be used off campus, it should be returned to the Office Manager for reassignment or surplus.

**C. Records Retention and Security**

   The College is required to adhere to state laws and regulations for the management of its state records. In general, state records are considered any record that is created by or received by an employee in the office that relates to the normal course of business. The Dean is responsible for the supervision of the College’s records, including the records of all staff and faculty. The Office Manager follows the Records Retention Schedule in disposing or archiving of materials in consultation with the East Texas Research Center.

**D. Computers and Equipment**

1. **Computer/Network Protocol**

   The technical services group in the Office of Technology Services is responsible for supporting the College’s office and instructional computers. As mandated under University Policy 14.2, the Dean ensures that each academic unit in the College has the following local security procedures in place:

   a. Protection of the privacy of confidential information;
   b. Protection of information against unauthorized modification;
   c. Protection of systems against unauthorized access and use;
   d. Display of the security banner from the ITS security web page on organization computers;
   e. Use of the university’s central authentication source for user authentication on servers and desktop computers, where feasible;
   f. Use of the standard university antivirus software in a managed configuration, where feasible.

2. **Copier**

   The College’s copier is a Xerox Workcenter 5755 (Serial #XEH768980 and Model #5755APT). Service on the copier and toner cartridges (HP Color LaserJet 4700N) must be obtained by calling 1-800-821-2797. Toner cartridges should be purchased as a regular office supply order.

3. **Keys**

   The Office Manager possesses keys for all CLAA offices as well as classrooms in the Ferguson, Dugas, Boynton, Social Work, and McKibben Buildings. Keys are stored in the Office Manager’s credenza where they are sorted by legend and identified by number. Each department also has keys to the offices and classrooms for which they are responsible.
III. ADMINISTRATION

A. Assessment

The College and its academic units engaged in a rigorous process of self-examination during the first semester of the 2008 academic year in an effort to establish unit goals consistent with the university’s mission and strategic plan. As defined in University Policy, unit goals “are the key services provided by an academic department (e.g., advising, alumni outreach, file maintenance).” As such, these goals identify the ways in which academic units strive to fulfill the needs of students, faculty, staff, alumni, and the region.

From 2008-2014, data were collected annually on an earlier set of unit goals. These results were analyzed by the Dean’s Office and used to initiate improvements in any area where deficiencies existed. In 2010, a formal procedure—review of results by the Chairs Council followed by input from the College Council—was launched to broaden feedback in the examination of assessment data. This process was amended in the 2011-2012 assessment cycle where the results of core, program, and support unit assessment were discussed at the departmental level and by the College Council. This feedback was considered in revising how the current assessment process operates. Additionally, an ad hoc college committee evaluated rubrics that measure performance and recommended changes. At a Chair Council meeting in February, 2013, it was decided that a new unit goal plan should be developed that better correlates the College’s performance with those of its supporting academic units (Appendix A). This plan was reviewed and amended numerous times from 2013-2015.

In the 2014-2015 academic year, the Chair Council and College Council finally approved new unit goals at the College as well as at the departmental levels. College and departmental unit goals now align with one another in an effort to ensure that assessment is comprehensive and consistent. According to the revised plan, the College is committed to achieving goals in four areas: academic programs, resources, research and scholarship, and service. Each goal, in turn, is intended to accomplish the following objectives:

1. In academic programs, the College will:
   • Ensure effective teaching by the college’s faculty;
   • Ensure effective student advising;
   • Promote lifelong learning skills throughout the curriculum.

2. In terms of resources, the College will:
   • Ensure that financial resources are adequate to accomplish programmatic goals;
   • Ensure that physical resources are adequate to accomplish programmatic goals;
   • Ensure that support staff meets the requirements of their position.

3. In the area of research and scholarship, the College will:
   • Promote research, scholarship, and creative activities by the college’s departments and faculty;
   • Promote writing, research, and/or creative activities by the college’s undergraduate and graduate students.
4. In fostering service activities, the College will:
   • Promote faculty service to the institution and community;
   • Promote community engagement by students.

The new unit goal plan will be implemented during the 2015-2016 academic year.

B. Chairs Council

The Chairs Council of the College of Liberal & Applied Arts consists of all the chairs/directors of the College and serves as an advisory body to the Dean. The chair of the College Council may attend meetings in an ex officio capacity. The Council meets with the Dean at least once per month during the fall and spring semesters, but the Dean may call it into session at other times. In the absence of the Dean, the Associate Dean will chair meetings. The Chairs Council has four major functions:

1. The Chairs Council may propose College policy or assist the Dean in the development of policy. However, as the chief executive of the College, the Dean is responsible for fostering excellence in teaching, research, and service in the college. Given that role, the Dean is the officer primarily responsible for policy development at the college level.

2. Before any policy is adopted for the College, the Chairs Council should review the proposed policy and provide feedback to the Dean on how effectively the policy will foster excellence in teaching, research, and service. In the course of its review, the Chairs Council may suggest amendments to the proposed policy. The final decision on whether or not the policy, or any part thereof, is adopted will be the Dean's.

3. The Chairs Council, when requested by the Dean, assists the Dean in interpreting university policy and determining how that policy is to be implemented at the college level. Since the chairs are the chief executives of their departments and must themselves often interpret administrative policy to faculty and students, the smooth functioning of the College is promoted if the Dean makes frequent use of the Chairs Council for this purpose in other than routine matters.

4. The Chairs Council serves as a means by which information essential to the academic mission of the university is disseminated up and down the administrative chain.

5. A member of the Chairs Council may attend meetings of the College Council to facilitate the exchange of information between the two bodies.

C. College Council

The College Council serves as an advisory body to the Dean of Liberal & Applied Arts. Its membership and functions are governed by a constitution adopted in October 2006, and its role in college governance includes the following provisions:

1. The College Council may propose college policy or revisions to existing or proposed college policies.

2. Any policy that affects the operation or changes the role of the council should be reviewed by the council before being adopted.

3. The Liberal & Applied Arts Council should be represented on those college committees whose charges affect or may affect college policy.

4. The council may designate a member to attend meetings of the Chairs' council as a non-voting member to facilitate the exchange of information between the two bodies.
5. The College Council is composed of 18 members proportionally distributed among the academic units in the College (2 representatives from each department except for Multidisciplinary Studies and Military Science, which have 1 representative apiece). The Associate Dean attends to maintain communication with the Dean’s Office. The Council typically meets on a monthly basis but is only required to meet once per regular semester.

D. Graduate Council

The Graduate Council is an ad hoc committee comprised of the directors of each CLAA graduate program and is chaired by the Associate Dean. It meets on an as-needed basis to recommend curriculum changes in CLAA graduate programs to the University Graduate Council.
IV. STUDENTS

A. Academic Issues

1. Change of Major/Minor
The CLAA Academic Advising Office in Ferguson 291 administers students’ change of major/minor by using the Petition for Major/Minor Change Form, which is kept at the front desk (Appendix B). In order to change their major, students must be in good academic standing (with a cumulative GPA of 2.0 or higher). Undecided majors are the exception because they receive a hold from the Registrar if not choosing a major by 30 hours; they are allowed to choose a major even if not in good academic standing. Students can change their minor at any time, even if not in good academic standing. Students from another college wishing to change their major to a CLAA discipline must get the change of major approved by their Dean as well as the CLAA Dean. Likewise, CLAA students wishing to change their major to another college must get permission from both their Dean and the Dean of the college they are switching to. CLAA students wishing to change their major to a different CLAA discipline only need permission from the CLAA Dean to do so. The office staff fills out the relevant parts of the change of major/minor form for the student and faxes the information to the Registrar’s Office or return the form to the student to take to the other Dean’s office (if the student is switching from or to another college). Students who are on probation or suspension may not change their major to a CLAA discipline without the consent of the appropriate department chair. The Advising Office keeps the change of major/minor forms until the Registrar’s Office records the modification in the Banner system, at which point the office shreds them.

2. Academic Integrity
All reports of academic dishonesty/plagiarism are kept in the bottom drawer of the brown filing cabinet located in the corner between the CLAA conference room (F273D) and the door to the Dean’s office (F273E). Per university policy, each report includes the syllabus of the course in which the cheating/plagiarism occurred, any evidence of cheating/plagiarism (e.g. exams, papers, crib notes, etc.), statements of witnesses (if available), and the professor’s written account of the cheating/plagiarism. All records of academic dishonesty/plagiarism are filed according to the semester/term in which the incident occurred and then by the student’s last name. Each report remains on file throughout the student’s tenure at SFA and for no fewer than 4 years. The Human Resources Administrative Assistant is responsible for maintaining all records of academic dishonesty/plagiarism.

The Associate Dean makes a recommendation on any case of student cheating/plagiarism not resolved at the level of the appropriate department chair/director. If the student does not accept the Associate Dean’s recommendation, the matter is then referred to the College Council, which appoints a committee to consider the student’s appeal and reports its decision back to the Associate Dean. If the student does not accept the College Council’s recommendation, then the Associate Dean refers the matter to the Provost with a written recommendation.

If a second report of academic dishonesty/plagiarism is received for a student and is upheld upon appeal, then the Dean may dismiss that student from the university.
3. Grade Appeals and Grade Change
The Associate Dean or Dean handles any grade appeal not resolved at the level of the department chair/director according to the process outlined in University Policy 6.3 (Academic Appeals by Students).

The Associate Dean examines all grade change requests. There are two ways to make grade changes: online and on paper. All online grade changes are accessed via mySFA at the myServices tab through Self-Service Banner. In Self-Service Banner, there is a Faculty and Advisors link, which leads to the Grade Change Approval link. All grade change requests that have been approved by a CLAA department chair/director are placed in the Grade Change Approval queue and grouped by semester, where they await the approval/denial of the Associate Dean. Whenever a grade change request has been placed in the Grade Change Approval queue for the CLAA, the Associate Dean receives an automatic email from ITS about the pending request. If the Associate Dean denies a grade change, a written explanation must be provided for the decision within the electronic grade change form. If approved, no explanation is necessary and the Registrar enters the change in grade. Paper grade changes are to be done within the first 19 days after the end of a term, when the online grading system is not available. The departments keep the paper grade change form. It must be signed by the instructor and chair and then submitted to the Associate Dean. The AAO scans it, keeps an electronic copy of it filed under the student's name and major, faxes it to the Registrar, and returns the original to the department.

4. Dean’s List
All CLAA students whose semester GPA is a 3.5 or higher are placed on the CLAA Dean’s List for that semester. After grades have posted, the Graduation Specialist obtains the names of the students who have made the Dean’s List from WebFocus report SRE 375. This report is used to create a mail merge that generates a letter with the Dean’s signature acknowledging the accomplishment. The Graduation Specialist supervises student workers to fold the letters and stuff the envelopes and deliver them to the campus post office. The post office seals the letters. The Graduation Specialist also forwards the names electronically to the Graphics Shop, which prints a poster—free of charge—listing each Dean’s List student. The poster is displayed for the entirety of the following semester in a glass case located on the ground floor of the Ferguson Building by the northeast entrance.

5. Suspension and Probation
The Academic Advising Office (AAO) administers the university’s Probation and Suspension policy for undergraduate and graduate students in the College. The Office works with the Registrar’s Office to lift any accompanying holds.

Undergraduate Students
Undergraduate students are informed of the probation and suspension policy by a CLAA advisor and made aware of needed adjustments to their course schedule in collaboration with the student’s major department. In the AAO, Mr. Billy Harris deals with probation issues for student in English, Government, Philosophy, Creative Writing, Mass Communication, and Social Work; Ms. Tiffany Gauntt is responsible for probation students in Communication Studies, Languages, Psychology, Applied Arts and Sciences, Liberal Studies, Multidisciplinary Studies, Geography, Sociology, Sustainable Development,
History, and Social Work. The advisor moves holds as appropriate through Internet Native Banner utilizing the SOAHOLD screen. In December and August after the suspension list has been posted in WebFocus (the sre377 report), the advisor consults with the Associate Dean on which students should be dropped from their classes for the next semester and which should be given continuing probation. He sends a list of the names of students to drop from their classes to the Registrar.

After the fall and spring semesters, undergraduate probation and suspension students also receive a letter from the Associate Dean outlining the probation/suspension policy and, if suspended, explaining the conditions under which they are allowed to return to the university (Appendix C). After grades have been posted for a given semester, the graduation specialist accesses the probation and suspension report in WebFocus (report SRE 377) and does a mail merge using Excel to generate the letters. The graduation specialist then supervises student workers to fold the letters, stuff the envelopes, and transport the letters to the post office. The post office seals the letter.

Probation and suspension letters are not sent to undergraduates after the summer term because, by university policy, summer grades cannot negatively impact an undergraduate student’s academic standing.

**Graduate Students**

In December, May, and August, after the suspension report (sre377 in WebFocus) is updated to reflect the latest semester’s grades, the Associate Dean goes through the list of suspended graduate students and sends their names to the Registrar to be dropped from any classes they have enrolled in for the following term.

After the fall, spring, and summer terms, graduate probation and suspension students receive an email from the Associate Dean (Appendix D) outlining the probation/suspension policy and explaining the conditions under which they are allowed to return to the university, if suspended.

A suspended graduate student’s admission reverts to post-baccalaureate status, and the student cannot take degree-seeking courses at SFA unless reinstated. The student must write a letter to the appropriate graduate director requesting reinstatement. If the graduate director and department chair support reinstatement, the Associate Dean makes a recommendation in consultation with them on whether reinstatement is justified. The reinstatement then goes to the Graduate Dean and must be approved by the Graduate Dean and Graduate Council before the student can return to a degree-seeking program.

**B. Academic Advising**

**Freshman Advising**

The Office of the Dean of Liberal & Applied Arts, in conjunction with the CLAA’s individual academic departments, oversees the curricular programs of students who pursue any of the courses of study offered within the college.

**Undergraduate students** who have declared a major in the following programs and have earned fewer than 45 semester credit hours are advised by an advisor in the CLAA’s Academic Advising Office (AAO): Communication Studies, Criminal Justice, English,
Philosophy, Political Science, Psychology, and Public Administration. The following programs do not use the AAO for advising: Anthropology, the BAAS program, Creative Writing, Geography, History, Liberal Studies, Mass Communication, Modern Languages, Social Work, and Sociology. Students in those programs are advised solely by their respective department.

Advising in the AAO normally begins when the Registrar releases the course schedule for the upcoming term. It usually starts in late October in the fall semester and in mid-March for the spring semester. Students are advised for the courses they will be taking the following term (i.e. fall advising covers the student’s schedule for the following spring; spring advising covers the student’s schedule for the following summer/fall).

Once advising begins, students from programs that utilize the AAO make individual appointments with a CLAA adviser, who advises them for core courses, as well as courses that fulfill requirements in their major and minor (if they have chosen one) and college requirements. Students must schedule an appointment with the adviser assigned to their academic program. Mr. Billy Harris is responsible for majors in English, Government, and Philosophy. Ms. Tiffany Gauntt handles majors in Communication Studies and Psychology.

The adviser and student fill out a white advising sheet with a yellow carbon listing the student’s courses for the upcoming semester (Appendix E). The student keeps the white sheet, and the AAO keeps the yellow sheet. Student workers scan the yellow sheets each day into the Advising Folder, stored under the FLAA folder, in the Xerox server. The AAO keeps a running tally of the number of students advised in a given semester. The scans of the yellow carbons are then moved to individual folders kept on each student, which in turn are stored alphabetically in folders for each major. The yellow sheets are then sent to the respective departments.

In addition to course advising, the CLAA adviser makes advisees aware of important academic policies (e.g. repeat grades, probation/suspension, the 150-hour rule) and refers them to student services (e.g., AARC, Financial Aid Office, Counseling Services, Disability Services) as needed.

Each student who is advised by the AAO fills out a survey at the end of the advising session (Appendix F). The advisor does not lift students’ advising holds until they have filled out the survey. The survey is part of the AAO advising assessment plan.

When students from programs that utilize the AAO have earned 45 or more credit hours, the CLAA adviser creates a written plan of study for them and sends the original to their major department after it has been scanned and filed on the Xerox server under each student’s major and last name. Each student also gets a copy. In addition, each student signs and receives a copy of the degree plan memorandum, which details the requirements for graduation. Once students have earned at least 45 hours, they are then advised by a faculty or staff member in their major department.

Orientation Advising
Typically, the CLAA Academic Advising Office handles about 50-60 students for each summer freshman orientation session. (The Office of Admissions sets the orientation schedule.) Typically, the majority of these students are either Psychology or Criminal Justice majors.
Therefore, these majors are advised as a group, rather than individually. Psychology students meet in Ferguson 271, and Criminal Justice students meet in Ferguson 292. The other majors come to Ferguson 291, where they sign the advising list and take a seat. They are advised in the CLAA advisors’ offices or the CLAA conference room. Those departments that use the CLAA Academic Advising Office for freshman advising provide faculty advisers to assist the CLAA advisors to advise the orientation students. Once the students have been advised, they see the graduation specialist, who checks their holds and sends them to their registration location.

Pathways Advising
The SFA 101 Office organizes an initial meeting for all Pathways students. Advisers from the various colleges attend and deliver a brief informational talk about their college. Pathways students are invited to make an appointment with an advisor of the major they wish to pursue.

Pathways students are all undecided majors, so when they arrive for advising, a major/minor change form must be completed. However, the form will not be sent to the Registrar’s Office until the students have successfully completed the program. The Admissions Office will email a list detailing which CLAA students made the necessary GPA, usually the week after finals. A CLAA advisor sorts the major/minor change forms, and the forms from students who did not successfully complete the program are eliminated. The forms for students who successfully completed the program are walked over to the Registrar’s office.

The actual advising includes courses from the core curriculum and an introductory course of the student’s major, if possible. Since the students cannot register until they have successfully completed the program, they should be given as many alternative core courses as possible.

C. Course Enrollment

1. Late Add and Reinstatement
CLAA students who wish to add a course past the normal deadline for add/drop, or who are dropped from a course for non-payment of tuition and fees, may be reinstated into the course at the discretion of the instructor, the chair/director of the department in which the course is being taught, and the Associate Dean. The student prints out a hard copy of the Late Add/Course Reinstatement Request Form from the Business Office’s website. The Associate Dean, instructor, and chair either approve or deny the reinstatement and, if approved, sign the form. If approved, the Advising Office faxes the reinstatement form with signatures to the Business Office and the Registrar for processing. The Advising Office also scans the form and keeps a PDF of it on the CLAA Xerox server (filed under the student’s major and last name).

2. Independent Study
Independent studies involve guided readings, research, and individual project work under the direction of a faculty member for college credit. The following applies to undergraduate independent studies.

Conditions for Doing an Independent Study
• Independent study courses done by CLAA students are vetted for approval by the Associate Dean.
• To do an independent study, students must have at least a “B” average in their overall course work. (This restriction does not apply to students enrolling in one-hour
Independent Study courses specifically designed for teacher certification preparation in Communication, History, Social Studies, Spanish, or French.

- Independent studies offer students the opportunity either to go into greater depth on a topic covered by a regular course in the department’s curriculum, or to pursue the in-depth study of a topic that is not covered by a regular course. These studies are not designed to substitute for regular course work. No more than 4 credit hours from independent study may be earned in any one semester, and not more than 8 credit hours of independent study may count toward satisfying the minimum requirements for the Bachelor’s degree.

- Per the Teaching Load Credit Calculation for Fall or Spring Faculty Workload policy, CLAA faculty are not paid to teach independent studies unless approved by the Dean and Provost.

Requirements for Completing an Independent Study

Students at junior and senior level who have a well-thought-out study project, and a full-time member of the department faculty willing to supervise the study, may obtain credit for an independent study. Credit may vary from 1-4 hours, depending upon the discipline and nature of the project.

The student assumes responsibility for completing the independent study with the guidance of a departmental faculty member. Generally, independent studies may be expected to include reviews of literature in the selected area, as well as any literature from any related fields, as deemed necessary and required by the instructor for the purpose of establishing an appropriate background, foundation, or critical acumen. Final presentations or products in whatever agreed upon format must meet professional standards.

The student will create the initial proposal, examine appropriate and relevant resources, and do all the necessary work as negotiated with the instructor to complete, by semester's end, an acceptable independent study product.

The faculty supervisor will meet periodically with the student, make suggestions, propose readings, and grade the final project. At a minimum, the project will include regular meetings between the faculty member and the student and a deliverable final product, which may include a research component, a literature review, an annotated bibliography, a seminar paper, a survey and summary, a power-point presentation or video, among other such considerations. Meetings may be in person, by phone, or by electronic means.

Where the faculty member serving as the supervisor for the study finds it appropriate, the student should be encouraged to complete the independent study with an eye towards publication or presentation at a professional conference.

Procedures for Creating an Independent Study

- An Independent Study Application Form should be completed at least one month before the anticipated beginning of the study (Appendix G). The form must include a list of possible topics. It is available on the CLAA website via the Forms and Resources link.

- A student should consult with a full-time faculty member in the department who may be willing to supervise the study. Normally, this faculty member has special expertise
in the area of the study. Faculty may or may not agree to supervise an independent study course, at their sole discretion.

- If the faculty supervisor is satisfied that the student can complete the research and the project is significant, he or she may accept supervision of the project. Upon acceptance by the faculty supervisor, the student will participate with the supervisor in the development of a syllabus for the project. The syllabus will be attached to the application form.
- Once the faculty member and student agree to the course of study, the faculty member will then submit the application form and syllabus to the department chair, who will approve or disapprove the project.
- The department chair after approving the project will forward the application to the Associate Dean. If approved at the Dean's level, the form and syllabus are scanned by the CLAA Office of Academic Advising and electronically filed under the student's major and last name and the hard copies are then returned to the department, where the administrative secretary creates a course section for the independent study in the Banner system, issues the student an electronic permit to enter the course, and informs the student to register for the course. The hard copies should be redistributed to the department.
- The student and assigned faculty supervisor will then reach final agreement on the topic approach, the format of the final presentation or product, and the timeline.

3. Internships
The College adopted a policy that applies only to undergraduate internship experiences. According to the policy, internships are educational programs that allow students to gain practical work experience and academic credit at the same time. These are supervised programs of work and study. An internship is intended to provide students with the opportunity to apply what they are learning in academic courses to real-world situations. Please note that departments may have additional criteria for internships than those established at the college level.

As a general rule, fifty hours of work are required per unit of credit. Internships are appropriate for advanced undergraduate students working in fields that relate directly to their career or academic interests. Completing tasks for the academic portion of the internship (e.g., writing in the journal, identifying and completing readings, researching and writing the final paper) do not count toward the required internship hours.

a. The following criteria govern the approval of internships:
- There must be a clear and specified relationship to an academic program.
- Placement must be at a professional level of responsibility appropriate for university credit. This does not imply that interns are exempt from routine work.
- Internships are intended as new learning experiences that broaden student knowledge and skills. As such, internships will typically not be approved for students’ existing workplaces. The internship site should enable students to develop and hone new skills.
- Internships involving potential conflict of interests are not appropriate, such as working in a small family business.
- Internships require prior approvals of the advisor, chair, and Dean.
• Sponsoring a student internship is not required of the faculty and is solely based on the discretion of each individual faculty member.
• An internship may not normally substitute for other courses on the student's academic plan.
• Internships may be paid or unpaid.
• Credit will not be approved for any work performed prior to registration for the internship.

b. Several prerequisites must be fulfilled to be eligible for an internship:
• Ordinarily, the student must have a cumulative 2.0 GPA or above, completed at least two upper-level courses in the major, and be of junior or senior standing.
• The student must have the consent of a faculty member who is willing to serve as the sponsor for the internship. The faculty member, in consultation with the chair, may require the completion of specific supporting courses as prerequisites to the internship.
• Internship guidelines must be completed and signed by the student, the internship supervisor, and the sponsoring faculty member. At a minimum, the guidelines must set out the objectives, the work requirements and timetable, and the grading option and criteria. The chair and Dean must approve the guidelines before the end of the registration period for the semester.

c. Internship site supervisors and faculty sponsors must abide by the following conditions:
• During the semester, the site supervisor and the faculty sponsor will communicate about the student and his or her learning experience.
• Prior to the start of the internship, the faculty member will provide a syllabus that addresses specifically the topics of study and/or the expectations for work performances. These matters may include assigned readings, the required academic components of the course (e.g., journal, paper), or some other deliverable (a self-reflective essay about the field experience, case-study notations, appropriate spreadsheets, ethnographies, recommendations, and so on). While readings and other assignments may provide a theoretical basis for the academic integrity and integration of the internship experience, a personal response or summary of experience could provide valuable measurement of the learning experience.
• The supervisor must agree to complete an evaluation of the student's work performance.

d. The College imposes a number of expectations on student interns:
• The intern typically will consult with his or her faculty sponsor 3-4 times during the semester to discuss the internship experience and relevant academic reading materials and assignments. The intern will also notify the sponsor immediately of any concerns about the internship.
• The supervising faculty member may require the student to keep a weekly journal that records activities, reactions, insights and linkages to theoretical perspectives or best practices. In such cases, the journal/log should be shared with the faculty sponsor on a regular basis. Confidential materials should not be included in such journals. The student may also be asked to complete a substantial project or
paper as part of the internship, or a discipline-relative, work-pertinent deliverable may be agreed upon that will demonstrate the commitment and significance of the student's experiential learning.

- Departments should encourage students to complete an assessment of the internship experience.

4. **Research Apprenticeship Program**
Aside from a regular internship, the College launched the Research Apprenticeship Program (RAP) in 2013. RAP is a program that provides scholarships for students within the College of Liberal & Applied Arts (CLAA) to support an independent research project under the direction of a faculty member. It is set to launch in Fall 2013, with applications being received until April TBA.

**Application Process**
RAPs are competitive: Only the top proposals will be funded. To qualify for a RAP, students must have at least a 3.0 overall GPA and a 3.25 in their major. They must also have completed at least 60 hours of coursework, at least 15 of which must be at SFA, and must major in a CLAA discipline. Applicants must:
- write an essay addressing why they are qualified to do the proposed project and how it fits into their academic goals;
- provide a letter of recommendation from the faculty member who will be working with them;
- attach a detailed research plan/schedule.

If the student is doing an independent study or internship, an independent study/internship application must also be completed. The deadline for applying for a Fall semester RAP is April 15, and November 15 for a spring semester RAP.

The research/collaborative project must be organized as a 1-1 arrangement between the student and a faculty member through the format of a for-credit course, such as an independent study, internship, practicum, or thesis course. (Internships and practica that are taught in a group format instead of a 1-1 format do not qualify.) Therefore, students receive both college credit and a stipend for their work, provided it meets criteria established by the college. This allows for their academic engagement to be transcripted while also giving them professional experience, which can be put on their resumes.

If selected, a student receives a $500 scholarship to conduct research or a collaborative project in partnership with a CLAA faculty member. The student must produce a substantial research paper with an annotated bibliography or a substantial collaborative project (e.g. documentary, short story collection, chapbook, photography series, social service project, advertising campaign) at the end of the course, as well as a poster presentation of the research/collaborative project, which will be submitted to the URC. Students will have access to the facilities and equipment of the CLAA research centers for their research.

**Selection Process**
The selection process is run through an ad hoc committee consisting of the directors of the LAA research centers (Center for Community Research, Heritage Center, Center for
a Livable World, Center for Rural Social Work Research and Development), the CLAA chairs, and the Associate Dean.

The independent study can fit into the student’s degree program as an upper division elective in his or her major or minor, or departments might want to use it in lieu of a capstone requirement (but that would be up to each program). If the course is an internship, practicum, or thesis, it already has a designated place in the student’s degree program.

The money will be paid in the form of a $500 scholarship awarded through the Bursar’s Office at the beginning of the semester in which the student does the independent study/internship/practicum/thesis. A scholarship code has been set up in the Financial Aid Office for the scholarship. The RAP application is attached as Appendix H.

D. Regents Scholarships

A Regents Scholarship is a university program that awards scholarships to academically-gifted undergraduate students. A scholarship recipient must be a new, incoming freshman, sophomore, or junior-level student who has not previously attended SFA who has been admitted to the university. However, preference is placed on awarding these scholarships to new, incoming freshman students. Specific standards govern eligibility based on a student’s academic status:

- An entering freshman must be in the top 15% of his or her high school graduating class (this must be verified in writing by transcript or letter from the appropriate high school official), or have an SAT combined verbal and quantitative score of at least 1220, or have an ACT composite score of at least 27. Students must submit writing scores on the SAT reasoning test or writing scores on the ACT.
- Transfer students must meet the same requirements as entering freshman and must have maintained a 3.25 GPA (on a 4.0 scale) in all college work taken at other institutions of higher education.

Each academic department in the College is eligible to offer two of these scholarships. Scholarships not awarded by a specified date in Spring semester will be reassigned to another unit in the College. If accepted, the student receives an allowance of $1500 per semester that can be used towards the cost of a room located in an on-campus residence hall operated by SFA. A student who is allowed to live off-campus (according to the criteria established by the Residence Life Office) can apply the scholarship toward tuition and fees.

A Regents Scholarship can be retained for only a limited time period depending on the academic year in which it was initially awarded: entering freshmen (a maximum of 8 Fall and Spring semesters), entering sophomore (a maximum of 6 Fall and Spring semesters), and entering junior (a maximum of 4 Fall and Spring semesters). To retain a Regents Scholarship:

- Students must successfully complete at least 24 semester credit hours each academic year with an earned GPA of at least 3.25.
• Students must make appropriate progress each semester (as determined by the awarding department chair and/or undergraduate faculty advisor) on the degree requirements in the major from the awarding department.
• Students must receive continuing approval from the department chair and/or faculty of the awarding department.

E. Graduate Students

CLAA offers graduate degrees in the following nine areas: communication (MA), English (MA), Hispanic studies (MA), history (MA), interdisciplinary studies (MIS), mass media (MA), psychology (MA), public administration (MPA), and social work (MSW). Graduate minors are available in many of these same fields, as well as in criminal justice and sociology. Courses in anthropology, geography, French, Spanish, Latin American studies, and military science are offered as options in the master of interdisciplinary studies degree or as electives to support other graduate degree plans. Increasingly, more courses are taught online to accommodate busy schedules.

1. Notice of Admission

In addition to the application materials required by the graduate school, certain programs in the College of Liberal and Applied Arts may require additional application information. Students should check the admission requirements for the specific degree in which they have an interest to ensure that all essential materials are properly submitted.

• All requirements for graduate degrees must be completed within six years of first graduate enrollment.
• To remain in good standing, students must have a 3.0 GPA (B average) on all graduate work.
• No Ds may be counted toward graduate degree requirements.
• No more than 6 semester hours may be repeated (only the higher grade counts for repeats). The GPA may not be improved by retaking a course at another university.
• Students wishing to transfer graduate credit earned at another university must have written approval from their program advisor.

Graduate Assistantships

The Associate Provost determines the overall budget for graduate assistantships (GAs) for the CLAA. When the Dean and Associate Dean receive the GA budget, they distribute it among the college’s various master’s programs as appropriate. In conjunction with the Graduate School, the Associate Dean monitors the expenditures of GAs. The CLAA part-time administrative assistant keeps an Excel spreadsheet of all GA expenditures for each term (fall, spring, summer) built from EPAFs created by the departments for each GA.

Generally, assistantships are awarded for 9 months for the fall and spring terms. Students should not expect to receive summer assistantship funding. The value of assistantships for the College is as follows:

- Fall or Spring: $4,612.50
- Fall and Spring: $9,225
- Summer: $3,075
Assistantships do not include a tuition waiver. Students apply for graduate assistantships through their department.

GAs must work 20 hours per week during any semester in which they have been awarded an assistantship. The student’s major department is responsible for assigning appropriate work duties to the student. The CLAA Dean’s Office keeps the following records on file for each of the college’s GAs who become teachers of record: a CV, 3 letters of recommendation, and original copies of the student’s college transcripts.

2. Plan of Study
All CLAA graduate students must file a Graduate Degree Plan form to be eligible to graduate. The Graduate Degree Plan form is available online via the “forms” link at the Graduate School’s web site. Generally, this should be filed when the student has earned 18 hours. The graduate program director in the student’s major lists all the courses in the major the student has taken and the credit hours and grades earned in those courses and lists any remaining course requirements for the student’s degree. If the student has a minor, then the graduate director in the student’s minor likewise lists the student’s coursework and any remaining requirements. The form must be signed by the graduate director in the major, the graduate director in the minor (if applicable), the chair of the student’s major, and the Associate Dean. Once the form is completed, the Academic Advising Office scans and files it electronically on the Xerox server according to the student’s major and last name. The original is sent to the Registrar, and copies are sent to the Graduate School and the student’s major department and minor department (if applicable).

3. Comprehensive Exams
Graduate students in any CLAA graduate program who do not complete a thesis must take comprehensive exams in their final semester to demonstrate mastery of the curriculum. Each program sets appropriate standards and procedures for the administration and assessment of the comprehensive examination for its graduate majors and minors. The Graduate School sets the deadline by which comprehensive exam must be completed for the fall, spring, and summer terms, as well as when the Report of Comprehensive Final Examination form must be turned in to the Graduate School. This form can be accessed on the CLAA website (Appendix J). It must be signed by each member of the student’s examination committee, which must consist of at least 3 faculty members who are qualified to assess the student’s work, as well as by the major adviser, minor adviser (if applicable), the chair of the major department, the chair of the minor department (if applicable), and the Associate Dean.

The members of the examination committee indicate whether the student performed satisfactorily or unsatisfactorily on the form. Typically, students with a majority of satisfactory ratings are eligible to graduate. Once the form is completed, the Academic Advising Office scans and files it electronically on the Xerox server according to the student’s major and last name. The original is sent to the Registrar, and copies are sent to the Graduate School and the student’s major department and minor department (if applicable).
5. Petition to Accept Out-of-Date Courses

Normally, the CLAA does not accept graduate coursework more than six years old. The purpose for this policy is two-fold: (1) to ensure that students are current in their field; (2) to ensure that students have a working facility with the content of their field and have not forgotten important information. However, graduate students can file a Petition to Accept Out-Of-Date Courses, which they must obtain in person from the Graduate School (Appendix K). The graduate director of the student’s program must approve the petition, and then the Associate Dean makes a determination whether to accept one or more out-of-date course for the student’s degree plan. Final approval rests with the Dean of the Graduate School. If the Associate Dean does not approve the request, the form is sent back to the department after being scanned and filed electronically by a student worker in the AAO according to the student’s major and last name on the Xerox server. If the Associate Dean approves the request, in addition to being scanned, the form is faxed to the Graduate School and the original is returned to the department.

F. Undergraduate Graduation

1. Plan of Study

All CLAA undergraduate students must have a plan of study (POS) in order to graduate. Students majoring in the following programs receive a written POS from the AAO after they have earned 45 credit hours: Communication Studies, Criminal Justice, English, Mass Media, Philosophy, Political Science, Psychology, and Public Administration. The plans of study of students majoring in the following programs are prepared by their major department: Anthropology, Creative Writing, Geography, History, Liberal Studies, Modern Languages, Social Work, and Sociology.

The POS lists the courses the student needs to graduate, including any possible options (Appendix L). The CLAA advisor, for those students advised in the office, checks off the courses each advisee has taken that fulfill university core requirements, college requirements, and requirements in the major and minor or second major (if the student has declared a minor or second major). The advisor then meets with the student to review the remaining requirements the student must complete. The student receives a copy of the POS, and the original is sent to the student’s major department as a zip file.

When the student is ready to graduate, the department advisor sends an updated POS along with the Intent to Graduate Form (see below) to the CLAA Graduation Specialist, who then creates a graduation folder for the student containing a copy of the POS and Intent. Graduation files are organized by term (December, May, August). The graduation folders for students who have applied for graduation in the current term are kept alphabetically in the black file cabinet by the reception desk. The graduation folders for students who have applied for graduation in the following term are kept in a plastic file folder stand in the Graduation Specialist’s office.

2. Petition to Change Degree Plan

The Petition to Change Degree Plan form is located on the CLAA website under the “Forms and Resources” link (Appendix M). This form is used to notify the Registrar of changes to the degree plan (e.g., to remove a course from the major and replace it with a different course in order to raise the student’s GPA in the major). It is also used to
notify the Registrar of a course substitution that the Graduation Specialist cannot make in INB (e.g., PSC 141 or 142).

3. **Teacher Certification**
The College provides secondary teacher certification in the following areas:
- English (English / Language Arts / Reading)
- Modern Languages (French / Spanish)
- History (History and Social Studies)
- Communication (Speech)

For specific requirements, please check with the College of Education for professional teacher education coursework.

4. **Graduation Packet Checklist**
After a student has applied for graduation, the graduation specialist requests the student's final POS and Intent to Graduate form from the department of the student's major. The graduation specialist then reviews the POS and Intent to make sure the student is in position to complete all degree requirements before the close of the graduation class to which the student has applied. A hard copy of the completed Graduation Packet Checklist (Appendix N) is placed in the student's graduation file. The graduation specialist then sends the POS and Intent on to the Registrar if the student is on track to graduate. If the graduation specialist discovers a deficiency that will prevent the student from graduating, she consults with the student’s chair/adviser to resolve the deficiency. If it is determined that the deficiency cannot be resolved prior to the close of the graduation class, the graduation specialist then directs the Registrar to move the student’s graduation to the next class and informs the student by email and, if necessary, phone.

4. **Graduation Audits**
The Bachelor's Graduation Requirements Audit is drawn up by the Registrar’s Office. The audit is triggered once the Registrar receives a student's POS and Intent to Graduate Form. The CLAA Graduation Specialist receives a pink audit form from the Registrar listing any deficiencies the student must make up in order to graduate, such as coursework that has not been accounted for, a low GPA (cumulative or in the major or minor), insufficient advanced hours, etc. The Graduation Specialist places the pink audit in the student’s graduation folder along with a print out of a course-by-course degree evaluation of the student’s coursework and any other pertinent documents (e.g. petitions, change of bulletin year form, memos, emails). After the student has graduated, only the pink audit form is kept; the other paperwork is shredded. The pink forms are stored by year, term, and student’s last name in the gray filing cabinet in the front right corner of the Graduation Specialist’s office.

5. **Intent to Graduate**
Every department files an Intent to Graduate Form for each of its majors who has applied to graduate. It is located on the CLAA website under the “Forms and Resources” link (Appendix O). The Registrar sets the deadline for accepting graduation requests for a given term (December, May, August). The student’s request to graduate triggers the Graduation Specialist to request the student’s Plan of Study and Intent from the
student’s major department. The form is filled out in the department. It is then sent to the Graduation Specialist in the AAO, who scans it, files an electronic copy in the student’s e-folder on the Xerox server (grouped by major and last name), files a hard copy in the student’s graduation folder, faxes a copy to the Registrar, and updates the Excel spreadsheet on graduating students by term.

If a CLAA student has filed for graduation with the Registrar but does not have a POS and Intent on file, the graduation specialist notifies the department and requests the POS and Intent from them. The Graduation Specialist regularly checks the SRE 240 report in WebFocus, which lists students who have applied for graduation, and keeps in touch with the departments regarding what materials have been received and what may still be needed for each student’s graduation packet.

6. Bulletin Year Change
The following rules apply to a student’s bulletin year (i.e. the bulletin or catalog the student’s degree plan falls under):

• A student’s bulletin year is always the fall term of the academic year in which they started at SFA, unless one of the following exceptions applies:
  o SFA students can advance their bulletin year to a bulletin after the one they started with to take advantage of a new curriculum.
  o SFA students who transferred from a junior college or public four-year university in Texas can set their bulletin year to the year they started at the junior/four year institution they transferred from, provided they were taking classes full-time at their previous institution.
  o Students who are taking more than 6 years to complete their degree program can set their bulletin date back as far as 6 years from the current bulletin year but no farther. For instance, if students started in 2005 but stopped out for some years and return in Fall 2013, students can set their bulletin date back to Fall 2007, not to Fall 2005. If they are still taking classes next year, their bulletin date will roll to 2008, etc.
  o Students who enter active military duty in the midst of their SFA education may set their bulletin date back one year for each year of service up to 4 years. This means that it is possible for students who have performed active military duty to set their bulletin year as far back as 10 years from the present (the 6 allowed allow students plus up to 4 for their years of military service).
  o In special circumstances, the dean may determine that the bulletin year should be set back further than 6 years and informs the Registrar of the decision.
  o If students drop out of SFA for only a semester, upon being readmitted their bulletin year will automatically move to the current semester in which they were readmitted. If that semester is a different academic year than the one in which their bulletin year was originally set, then they will have to file a Recommendation to Change Bulletin Year form with the Dean’s Office if they want to have their bulletin year set back to the original date.
• Students wishing to change their bulletin year must file a Recommendation to Change Bulletin Year form, which is kept on the CLAA website at the “Forms and
7. **Course Substitution Request**

Students may request a course substitution for a particular course or for a curricular requirement (e.g. the university core humanities requirement or a college collateral requirement). All such requests must be done through the Course Substitution Request form, which is kept on the CLAA website at the “Forms and Resources” link (Appendix P). The student’s advisor, department chair, and the Associate Dean must approve all course substitutions, whether for the university core or for a college requirement. The student’s advisor and the department chair of the student’s major or minor must approve course substitutions. Any proposed substitution for HIS 133, HIS 134, PSC 141, and PSC 142 also require Provost’s approval because, by state law, these courses contain content legislatively mandated for all Texas public university students.

Generally, it is recommended that lower-division courses at the 100 or 200-level will not be substituted for upper-division courses (300 or 400-level), as SACS expects rigor-levels increase as students pursue their academic studies. If the Associate Dean discovers such substitutions or non-equivalent substitutions, the Associate Dean may direct inquiries to the department chair for justification of the appropriateness of the substitution. Should the Associate Dean find cause not to approve a course substitution, the Associate Dean will send the Course Substitution Form back to the department chair with a note attached giving a rationale and an inquiry for an explanation for why the substitution is appropriate. Should a substitution not be approved, the Associate Dean and department chair will work together toward an alternative resolution. Once a course substitution is approved, the Associate Dean signs the form and gives it to the Graduation Specialist, who makes the course substitution in INB through the SMASADJ screen, scans the form, and files an electronic copy of it under the student's major and last name, and returns the original to the department.

8. **Graduation Deletion**

The Registrar sets the date for the close of a graduation class, which is about 30 days after commencement. Once the class closes, any deficiencies towards graduation (e.g. low GPA, missing a required class, not enough advanced hours, etc.) that a student has not made up can no longer be reconciled for the purposes of graduating in that class. The Registrar prepares a final deficiency list grouped by college and sends it to the graduation specialist, who uses it to generate deletion letters for any CLAA student who has applied for the closed-out graduation class but is still deficient. The letters inform the students that they have not received their degree and have been removed from the graduation class. The letters are stamped with the Associate Dean’s signature, and then folded and stuffed into window envelopes by student workers. They are delivered to the campus post office, where they are sealed.
V. CURRICULUM

A. Curriculum Proposals

All curriculum proposals originate with the faculty in the department/division level. The Associate Dean oversees all curriculum proposals in the College at both the undergraduate and graduate levels.

Undergraduate Curriculum Proposals

The Associate Dean works with the chair of the College Council to vet all undergraduate curriculum proposals. This includes changes to a course or program, such as the addition of a new course or program, the modification of a course or program, and the deletion of a course or program. If a proposal lacks required information or if it was incorrectly submitted (in the wrong format), the Associate Dean sends it back to the department to make the appropriate changes. Viable proposals that require no further changes are sent to the College Council via the Council’s chair for a recommendation to the Dean on their acceptance or denial. The Dean takes the College Council’s recommendation into consideration and, in turn, either accepts or denies each curriculum proposal. All undergraduate curriculum proposals approved by the Dean are sent to the university’s Undergraduate Council for consideration. If this council approves the proposals, they are forwarded to the Dean’s Council, the Provost, the President, and SFASU Board of Regents for approval. If a proposal is considered a substantive change, it also requires THECB and SACS approval per the university’s Substantive Change policy.

Curriculum changes to a CLAA program involving teacher certification are an exception to the normal protocol. These changes must initially be considered by the Professional Educators’ Council prior to review by the College Council. The graduate assistant to the Associate Dean maintains a spreadsheet tracking the progress of any curricular change throughout the length of the curriculum review cycle.

Graduate Curriculum Proposal

Per university policy, the Associate Dean works with the CLAA Graduate Council to vet all graduate curriculum proposals. The CLAA Graduate Council is an ad hoc body composed of the graduate directors of the college’s graduate programs and the Associate Dean. This includes changes to a course or program, such as the addition of a new course or program, the modification of a course or program, and the deletion of a course or program. If a proposal lacks required information or if it was incorrectly submitted (in the wrong format), then the Associate Dean sends it back to the department to make the appropriate changes. Viable proposals that require no further changes are sent to the CLAA Graduate Council for a recommendation to the Dean on their acceptance or denial.

The Dean takes the CLAA Graduate Council’s recommendation into consideration and, in turn, either accepts or denies each curriculum proposal. All graduate curriculum proposals the Dean approves are forwarded to the university’s Graduate Council for consideration. If the proposals are approved at this level, they are sent to the Dean’s Council, the Provost, the President, and the SFASU Board of Regents for approval. If the proposal is considered a substantive change, it also requires THECB and SACS approval under the university’s Substantive Change policy.

The graduate assistant to the Associate Dean maintains a spreadsheet tracking the progress of any curricular change throughout the length of the curriculum review cycle.
1. **Course Deletions**
When a course is deleted, it can no longer be offered by a department or taken by students. However, it remains listed in the SFA course inventory indefinitely as an inactive course. The form for requesting a course deletion is located in SSB under the Faculty Services tab at the Course Proposal link. The department must fill this form out and the department’s curriculum committee and chair must approve it at the department level before it can be considered for approval at the college level.

2. **Course and Program Modification**
Course modifications include such changes as the course title, the number of credit hours carried by the course, the course prerequisites, the course number, the mode of delivery (making it online, for instance), the number of times the course can be repeated, etc. The form for requesting a course modification is located in SSB under the Faculty Services tab at the Course Proposal link. The department’s curriculum committee and chair must approve of the change before it can be considered for approval at the college level.

A program modification is a change to the number of required courses and/or credit hours in a major, minor, or concentration; the addition of a new minor or concentration; or the deletion of a minor or concentration. The Program Modification form is located at the Provost’s website under the Forms link. The department’s curriculum committee and chair must approve of the change before it can be considered for approval at the college level.

3. **New Course Proposals**
A new course is one that is not active in the course catalogue. The form for requesting a new course is located in SSB under the Faculty Services tab at the Course Proposal link. The department’s curriculum committee and chair must approve of the change before it can be considered for approval at the college level.

**B. Study Abroad Credit**

Academic courses taken in study abroad programs through SFA require no transcription and normally do not need to be substituted for other courses. Academic courses taken through other universities as part of a study abroad program require the student to submit a transcript for transfer credit. The Admissions Office evaluates the transcript, and the credit is brought in as an en bloc. In some cases, the student’s academic advisor may need to submit a course substitution request so that the en bloc credits count for specific degree requirements.

**C. Small Class Approval**

The Texas Higher Education Coordinating Board’s forbids the offering of a small class (undergraduate class with fewer than 10 students or a graduate class with fewer than 5 students except when 1 or more of the following conditions apply:

- The small class was approved by the Board of Regents.
- The small class is a required course for graduation, is not offered each semester, and, if cancelled, may affect one or more enrolled student’s graduation.
The small class is a required course for majors and must be taught in the semester in which it has been offered in order to maintain the proper course sequence for the major.
• The small class is a course in a newly established major, minor, or concentration.
• The small class is part of a cross-listed course taught as a single class by the same instructor in the same classroom and the combined enrollments exceed the small class threshold.
• The small class is a first-time offering of the course.
• The small class is a course that is size-limited by accreditation or state licensing standards.
• The small class is size-limited by availability of laboratory or clinical facilities.
• The small class is being voluntarily offered by a faculty member for no additional compensation.

The Associate Dean monitors small classes through WebFocus (report sre125 in INB) as each semester approaches. The Associate Dean works with department chairs to eliminate small classes and, if not possible, the department chair must submit a

Small-Size Class Approval Form to the Associate Dean for review. If the Associate Dean concurs with the request, the form is forwarded to the Associate Provost for approval. If the request is denied, the class must be cancelled.
VI. PERSONNEL

A. Employment Process

1. Hiring Faculty
   a. Faculty Search

   The academic unit chair/director must submit a request for a desired position, along with a position justification, to the Dean. Upon the Dean’s approval of the request, it is forwarded to the Provost and Vice President of Academic Affairs. The formal search cannot begin until the position receives full approval and is posted on the “Careers at SFA” website.

   The search process begins with the establishment of a search committee under the guidance of the academic unit chair/director. Procedures for appointing search committees may vary among academic units but should adhere to current university policies and procedures. The committee must contact the Office of Human Resources to arrange a training session at which relevant federal, state, and university policies are explained about how to conduct the process.

   A hiring matrix must be completed that will be used to verify whether candidates possess the qualifications for the position. Additionally, the hiring department is required to submit to HR any interview questions that will be asked of candidates. These questions must be approved in advance of discussions with candidates who are being considered for the position.

   The search committee oversees the recruitment process while working with the academic unit chair/director. The committee is responsible for developing a position description, advertising the position, initial screening of candidates, and arranging interviews for candidates invited to campus. The committee ensures that all candidates are given fair and full consideration. During each campus visit, candidates should meet the Dean who will discuss tenure and performance expectations. Expenses incurred during the search are generally borne by the academic unit conducting the search.

   University policy specifies the minimum qualifications a member of the teaching faculty must possess to be eligible for employment. For instruction at the baccalaureate level, full-time and part-time faculty members must normally have completed at least 18 graduate semester hours in the content discipline and hold a master’s degree from an accredited institution. If the position requires teaching at the master’s level, a faculty member must normally hold a terminal degree from an accredited institution, usually the earned doctorate, in the content or related discipline.

   Depending on departmental policy, the search committee either recommends candidates for the position in rank order of preference to the departmental chair/director or merely provides comments about the candidates. The chair/director, in turn, recommends a candidate for the position to the Dean and, if approved, the Dean forwards a recommendation to the Provost and Vice President for Academic Affairs.
The Provost determines the salary range that can be offered as well as the awarding of any years toward tenure. Candidates typically are hired at the rank of Assistant Professor if a terminal degree is completed or Instructor if a terminal degree is not completed by the start date. The Dean and Provost must approve any hiring above the rank of Assistant Professor. If a candidate is hired without a terminal degree in hand, the hiring contract will typically specify that the individual has one academic year to obtain the degree or a terminal contract will automatically be issued. It is up to the academic unit whether any moving expenses will be made part of the job offer. Negotiations with the candidate are conducted by the departmental chair/director.

Once agreement is verbally reached on contract terms, the chair sends a request for a contract to the Dean for approval. The Dean’s office forwards the form to the Provost’s Office and the Assistant to the Provost (Sharon Brewer) issues a written contract to the candidate. When a signed contract is returned, the Provost’s Office sends a copy to the Dean’s Office for filing in personnel records. An EPAF is then generated at the departmental level.

According to accreditation rules, the Provost’s Office maintains official personnel files for full-time faculty. A completed file on a new hire must contain the following documents: a signed original contract, original transcripts from all degree granting institutions (sent directly to the Dean’s Office unopened), a curriculum vita, three letters of recommendation, and Faculty Certification of Credentials (where necessary). The chair is responsible for ensuring that a personnel file is complete.

b. Chair Search
The policy for conducting chair searches in the College of Liberal & Applied Arts is derived from University Policy E-10A. The search process begins with the Dean consulting the department on whether an internal or external search is preferred. Except in rare cases, an external search will be conducted in order to maximize the quality of the applicant pool. After receiving input, the Dean renders a decision on the type of search that will be initiated.

The Dean forms the search committee after consultation with the departmental faculty. The committee’s final membership composition is subject to the Provost’s approval. Departmental representatives on the search committee are selected by a vote of the department’s faculty, with voting rights restricted to faculty (from the rank of instructor through full professor) on a full-time contract. The committee should have at least five members and the overall composition must always be an odd number. Only tenured and tenure-track faculty are eligible to serve on the committee. The departmental membership should, when feasible, include representation by every rank. Additionally, the Dean appoints an outside representative after consultation with the department. This representative should preferably have administrative experience equivalent to the duties performed by a chair.

The committee elects a member to serve as its chair. This person is responsible for ensuring that all policies and regulations (university, state, and federal) are observed. Before any discussions take place, the committee chair should contact the Office of Human Resources to arrange a presentation on how the search process is to operate.
The Dean’s Office covers the cost of chair searches but all expenses (advertisements, candidate travel, etc.) must be approved in advance.

A hiring matrix must be completed that will be used to verify whether candidates possess the qualifications for the position. Additionally, the hiring department is required to submit to HR any interview questions that will be asked of candidates. These questions must be approved in advance of discussions with candidates who are being considered for the position.

When a set of candidates (typically three) is determined for a campus visit, arrangements should include separate interviews with the Dean and Provost. The committee’s work concludes with an evaluation of each candidate that is sent to the Dean. No formal recommendation is made unless requested by the Dean. The Dean, in turn, recommends a candidate to the Provost. The Dean conducts job offer negotiations. The Provost must approve rank and salary in advance of any discussions with a candidate. The Dean’s Office contributes to the cost any moving expenses.

2. Hiring Staff
The Office of Human Resources (HR) maintains official lists of job titles and salary ranges that govern the terms of employment for staff members. The creation of any new position requires completion of a job analysis questionnaire by the position’s supervisor; HR will use this information to establish the title and salary range that can be offered.

When a staff vacancy occurs in the College, the departmental chair/director should check with the Dean on whether the position remains eligible for replacement. No position can be replaced, however, until a formal letter of resignation has been received in the Dean’s Office. Once approved by the Dean, Provost, Budget Office, and HR, all staff job openings in the College are posted on HR’s website prior to any hiring decision. Staff searches can be either internal (SFA personnel only) or external (open to the public). For both internal and external searches, non-exempt positions must be posted a minimum of five calendar days before a hiring decision can be made while exempt positions must be posted a minimum of ten calendar days.

A hiring matrix must be completed that will be used to verify whether candidates possess the qualifications for the position. Additionally, the hiring department is required to submit to HR any interview questions that will be asked of candidates. These questions must be approved in advance of discussions with candidates who are being considered for the position.

The supervisor is authorized to conduct staff searches and may elect to do so either personally or through a screening committee. The supervisor makes the final hiring decision.

3. Hiring Student Assistants
There are two different ways in which the Dean’s Office hires student assistants: a student assistant who is work-study eligible and a student assistant without work-study eligibility. Typically, the Dean’s Office hires primarily work-study eligible students to avoid using its own resources. It is only when an appropriate candidate cannot be located that student
assistants are hired. Work-study eligibility is governed through the Financial Aid Office. All vacancies are posted on the Human Resources website. Student assistants and work study students must present a green card indicating all HR paperwork is complete before starting.

The Office Manager is responsible for the employment and supervision of student assistants who are assigned to the Dean’s Office. Student employees who work in the College’s Advising and Career Office are hired and trained by the Graduation Specialist.

4. EPAFs
The Electronic Personnel Action Form (EPAF) is used to obtain administrative approval and to notify Payroll/Human Resources (HR) of changes in employment status for all employees, including graduate students and undergraduate students. Originators and approvers of EPAFs must be trained and complete authorization forms before they are allowed to access the system through Self-Service Banner.

An EPAF must be prepared for any of the following reasons:

- a. Employment of exempt or non-exempt positions including graduate students and undergraduate students;
- b. A change in an employee's title, salary (outside of the annual budget process), FTE percentage, account number or department or if an employee is being reappointed, has an overload, or is receiving a salary supplement;
- c. Whenever an employee is going on leave without pay, a return to work from leave without pay, or a faculty development leave; or
- d. Whenever an employee is separating from employment with the university including retirements, voluntary and involuntary terminations, and at the end of an assignment when the employee will not be returning the next semester.

EPAFs must be completed electronically, approved, and routed to HR before an employee can start work, immediately at the time of the change of status, or immediately at the end of an assignment. In the Dean’s Office, the Associate Dean is responsible for approving EPAFs generated at the departmental level. The office’s part-time Human Resources Assistant supports the Associate Dean and keeps a record of all EPAF approvals. This assistant is also responsible for maintaining personnel files of all faculty and staff in the College.

The college’s Human Resources Assistant acts as the EPAF originator for the Stone Fort Museum and any hire made in the Dean’s Office, including in the Academic Advising Office. The university’s HR Office produces an EPAF memorandum every semester that outlines the dates and policies that are used for reporting to the state. The office maintains an EPAF Policies file for each semester that contains an Active Employee list. Campus Identification numbers (CIDs) should be used to track personnel each semester; the Office Manager supplies the FOAP and student worker information.

5. Personnel Files
Faculty files for each department are placed in alphabetical order in the Active Files Cabinet in room 273G. The file for any faculty member that resigns or leaves SFA is placed in the Dead Files Cabinet adjacent to the Active Files Cabinet. The university’s annual budget lists
all continuing faculty for each department. Their EPAFs generally are posted in the MySFA-prod. The Comments Section of the EPAF provides any additional information about the status of a particular faculty member. The Human Resources Assistant receives Additional Compensation forms from the Dean's Assistant who keeps tracks of updating faculty information. Additional Compensation forms are stored in the last drawer of the Active File cabinet under Miscellaneous.

Files for recently hired faculty are kept in the main drawer of the Human Resources Assistant drawer. Each file should contain a signed contract letter, original transcripts from all degree-granting institutions, a curriculum vita, three letters of recommendation, and a Faculty Certification of Credentials form (where necessary). When all materials are complete, the file should be sent to the Assistant to the Provost. Copies of these documents should be kept for filing purposes.

Adjuncts are hired typically for one semester at a time. Departments are responsible for forwarding all hiring documents (a signed contract letter, original transcripts from all degree-granting institutions, a curriculum vita, three letters of recommendation, and a Faculty Certification of Credentials form) to the Dean's Office. The departments also generate EPAFs for all adjunct hires. Complete files must be in place by the end of the first week of each semester. The Dean's Office retains all documentation involving adjuncts and, unlike full-time faculty hires, does not forward their files to the Provost's Office.

Graduate Assistants (GA) are appointed each semester by the academic departments in the college. The EPAF proxy server is checked twice daily by the Human Resources Assistant at the beginning of each semester—until the twelfth day of classes—to track GA appointments. Either the Dean or Associate Dean approves GA EPAFs, which will remove them from the queue. The Dean’s Office does not house any files on GA appointments. However, a graduate student who is the instructor-of-record for a course(s), designated as a Teaching Assistant (TA), must provide the Dean’s Office with an updated resume and three letters of recommendation that are filed in the Deans Office.

B. Faculty Issues

1. Office Hours
   Under university policy, faculty members are required to maintain at least five office hours per week, during which they will be available for meetings with students and faculty and staff colleagues. For faculty members whose teaching assignment includes online delivery, office hours may be adjusted appropriately by agreement with chair and dean.

2. Workload Reassignment
   Under University Policy 7.13, any work that substantially exceeds normal expectations in the categories of research/scholarly/creative accomplishment and service constitutes an opportunity to request a course load reassignment with the department chair. Reassignment is not automatic but depends upon student and departmental needs. Each reassignment, whether for a single semester or an academic year, must be approved by the appropriate dean and the provost and vice president for academic affairs. The written request for reassignment must identify the work that shall be produced and demonstrate that an amount of work equivalent to the instruction of a three credit hour course shall be
performed. A faculty member is not limited to a single reassignment request per semester if adequate justification exists.

Additionally, a dean may propose a reduction in teaching load for a faculty member in other circumstances, including chairing an academic department or division, performing administrative duties in support of a department/college/university, preparing course material during the first semester and/or year when included as part of the initial tenure-track contact.

In CLAA, the chair or director may make the workload reassignments as needed in consultation with the faculty member and with the approval of the Dean and Provost. The faculty member must complete a non-instructional reassignment request form that outlines the clear “deliverables” that would be produced at the end of the reassignment service (e.g., report, advising summary, publication). Upon completion of the reassignment, an outcome report must be forwarded to the Dean’s Office. The College’s Human Resources Assistant keeps track of all reassignment paperwork and stores them in a file.

The College recognizes several categories of reassignment as typically warranted, subject to the approval process. Among these are:

a. Departmental Advisement Coordinator (one course reassignment for each regular semester). This faculty member has responsibility for coordinating all departmental advising and career development activities for majors and minors.

b. Departmental Assessment Coordinator (one course reassignment for each regular semester). The College adopted a uniform set of responsibilities for assessment coordinators, with departments being free to supplement these duties. According to the policy, the undergraduate program assessment coordinator is responsible for orchestrating Program Assessment for B.A./B.S./BSW programs in the discipline. In the Department of English, this excludes the BFA in Creative Writing where the BFA Coordinator performs assessment. Assessment Coordinator responsibilities are the following:

• The collection of assessment materials from courses serving majors, based upon a systematic rotation of course sections each semester. This collection requires the coordinator to work closely with professors who serve the instructional delivery of major courses;
• The review and summarization of rubrics to determine whether criterion is being met at appropriate levels.
• The composition and submission of assessment reports, along with appropriate samples and attachments, to TracDat.
• These functions are separate from CORE-based assessment processes, which are conducted by content-area faculty.

c. Graduate Coordinator (one course reassignment for each regular semester). The College adopted a uniform set of responsibilities for assessment coordinators, with departments being free to supplement these duties. The Graduate Coordinator is responsible for monitoring and coordinating all activities related to the graduate program. The Graduate Coordinator reports to the chair of the academic department and is responsible for the following:
• Coordinating activities in the graduate program on the SFA campus and all off site locations.
• Facilitating faculty meetings for the graduate program in consultation with the chair.
• Directing efforts to maintain accreditation for the program, where applicable.
• Maintaining a data base on graduate students and alumni.
• Establishing and maintains appropriate outcome measures for the program.
• Guiding curricular revisions and programmatic assessment.
• Consulting with the department chair on graduate course offerings.
• Recruiting and participating in retention activities to maintain student enrollment in the program as determined by the University.
• Representing the program effectively at the university, community, and professional levels.
• Serving on relevant committee assignments for the department and the College.
• Showing leadership in activities related to advancing the mission of the program.
• Taking an active role in meeting Higher Education Accreditation Standards (i.e. assessment planning, preparing self-study materials).
• Participating in the supervision of graduate assistants in consultation with the chair.
• Facilitating both the admission and graduation processes for graduate students.
• Serving as departmental liaison to the Graduate School.

d. **Research** (one course reassignment per regular semester). College faculty members who maintain a constant and rigorous research and publication agenda may apply for reassignment in teaching load. No department, division, or school in the College may normally have more than one research reassignment per semester and the overall department/division semester student headcount must be maintained without the use of adjunct instructors. To qualify for research reassignment, at least one of the following criteria must be met:

- The faculty member shows continuous research productivity and strong intellectual contributions over the past two years, including presentations, refereed scholarly publication, books, and other significant publications, such as refereed and peer-reviewed online journals.
- The faculty member can demonstrate engagement in scholarly activity that is likely to produce intellectual contributions and publications in the near future.

Applicants for research exceptions must submit a written proposal that outlines a research plan and monthly schedule. The departmental chair/division director and the Dean must approve the proposal. Faculty on research reassignment must provide the deliverable by July 1st of the academic year for which the reassignment was granted. Research reassignments are not permanent. Faculty must apply on a semester-by-semester basis.

Departmental chairs and division/school directors must submit a list of all workload reassignments for a given semester to the Dean no later than one week before semester course schedules are due in the Dean’s Office.
3. Adjunct Faculty

Adjunct faculty members are hired by academic departments to teach on a semester-by-semester basis. The Provost’s Office allocates an annual budget for Fall and Spring Semesters to the College for the hiring of adjuncts. The Dean may request additional funding if student demand warrants extra sections of specific courses. The School of Social Work, due to accreditation requirements, is assigned its own adjunct budget. In practice, departments indicate what adjunct sections are needed in preparing the course schedule for a semester and, unless the Dean objects, chairs can commence hiring immediately. Departments are responsible for preparing contracts for adjunct faculty members. No hiring of an adjunct is final, however, unless the course(s) enrolls the Higher Education Coordinating Board’s defined minimum of students (i.e., ten for an undergraduate course and five for a graduate course). The Human Resources Assistant in the Dean’s Office maintains an adjunct spreadsheet for the entire college.

Summer terms (Maymester, Summer 1 and 2) do not use contracts but appointment letters to hire adjuncts. The Dean’s Office issues these letters in early May. Only one appointment letter is sent to each adjunct no matter the number of summers terms or the number of courses taught. The College’s Human Resources Assistant keep copies of all appointment letters in the adjunct member’s file.

In 2008, the Chairs Council adopted the following policy governing adjunct faculty:

a. Adjunct instructors are an integral part of the faculty in the College of Liberal and Applied Arts. In many departments, they teach a substantial proportion of core curriculum courses and thus have a major impact on student readiness and performance in more advanced classes. It is therefore imperative that department chairs take steps to ensure that adjuncts:
   • are competent teachers with the skills needed to provide quality instruction in the courses for which they are responsible; and
   • have a sense that they are valued colleagues with a stake in the well-being of the university and its students.

b. To meet goal number 1 above, chairs in the College are encouraged to take the following steps:
   • Involve continuing faculty in drawing up departmental guidelines concerning the maximum number of course sections that may be taught by adjuncts in a given semester and the required professional and academic credentials for adjuncts. Chairs might also involve continuing faculty in the hiring process for adjuncts.
   • Pair each adjunct with a continuing faculty member who can serve as a mentor. Mentors might be asked to visit the assigned adjunct’s classroom at least once per semester to provide feedback on the adjunct’s teaching and choice of assignments.
   • Make a point of touching bases with adjuncts and their mentors on a regular basis to see if there are problems of which you should be aware. By soliciting feedback from both adjuncts and mentors throughout the semester, and not just during course evaluation time, difficulties in adjunct courses might be headed off before it is too late to make adjustments. In order to remain in the adjunct pool, adjunct faculty members are evaluated on an annual basis.
   • Ensure that adjuncts are participating in assessment activities in keeping with SACS and THECB rules.
To meet goal number 2, chairs in the College are encouraged to consider the following steps:

- Give adjuncts the opportunity to meet and become familiar with more accomplished students by asking them to judge student competitions or playing key roles in awards ceremonies. Invite them to departmental gatherings.
- Invite adjuncts to those faculty meetings relevant to their role in the department.
- Involve them in the decision-making process where appropriate by, for example, soliciting their input on scheduling matters (what courses they would most like to teach and at what times).
- If they are interested and willing, involve adjuncts in service activities that are a good fit with their talents. (Make it clear that they are not obligated to perform such service, but give them the opportunity to serve if they so desire.)
- Make adjuncts visible by letting colleagues and students know who is teaching adjunct sections.
- Make sure adjuncts know where to get the information they most need to be both successful teachers and content members of the university community. Some of this information is of a very practical nature. Like other new faculty members, adjuncts need to know about payroll and benefits; where to get a faculty ID card; where to get a parking permit; and how to obtain an e-mail account. Adjuncts learn about most of those matters at new employee orientation in the Office of Human Resources. Such information is also available in A Colleague’s Survival Guide: Advice and SFA Faculty Handbook, an on-line resource maintained by the Faculty Senate. The Survival Guide also provides valuable information about library facilities at SFA, the AARC, and the Teaching Excellence Center. Like other faculty members, adjuncts should be made aware of this resource’s availability.

4. Promotion and Tenure

The College has a well-defined tenure and promotion procedure that was last updated on August 6, 2013.

Tenure, Promotion, and Pre-Tenure Review Calendar*

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Date TBA</td>
<td>Final day for department** or division chairs to review schedules and portfolio preparation with each candidate eligible for tenure and promotion</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Final day for departmental tenure and promotion committees to be constituted</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Tenure and promotion portfolios due to department or division chair</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Final day for departmental tenure and promotion committees to vote</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Portfolios, including departmental committee results, due to department or division chairs</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Final day for chairs to notify Dean of department representatives to college-level committees</td>
</tr>
<tr>
<td>Date TBA</td>
<td>Final day for department or division chairs to notify candidate of departmental recommendation</td>
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</table>
Pre-Tenure Reviews
A. According to University policy E-50A, each college and its departments must have a pre-tenure review process that is approved by the Dean and the Provost.
B. Each department is responsible for defining a process, subject to approval by the Dean and by the Provost, for performing these reviews. The process must allow for: review of the probationary faculty member’s performance by tenured departmental faculty; review by the department chair; review by the Dean; review by the Provost; feedback in writing to the faculty member under review from each review level that highlights strengths and weaknesses (with recommendations for addressing weaknesses); establishment of a professional development plan if necessary; and opportunity for the faculty member to respond in writing at each level of review.
C. Departments in the College of Liberal & Applied Arts will conduct pre-tenure reviews of regular faculty in the third year of probationary service. Departments may conduct additional internal reviews at other intervals during the probationary term. Departments are encouraged to develop mentoring systems to assist probationary faculty in their professional development. Faculty members scheduled for pre-tenure review should compile a portfolio following the guidelines in Section IV of this document for tenure and/or promotion.
D. Faculty participating in pre-tenure reviews will follow the same procedures and calendar of deadlines that apply to candidates for tenure and/or promotion.
E. Pre-tenure review portfolios must include all materials submitted from the first and second years of probationary service.

Tenure and/or Promotion Procedures
A. Each department within a college must establish its own policies regarding tenure (E-50A)(1)(C). The process by which tenure documents are reviewed, however, is established by the college (E-50A)(IV)(A). Both policies and processes must be approved by the Dean and the Provost.
B. Promotion guidelines must be developed at the college and departmental levels (E3-A). The guidelines for tenure and/or promotion in the College of Liberal & Applied Arts are detailed in Section IV of this document. Candidates for tenure should also consult University policy E50-A for further information, while candidates for promotion should refer to University policy E3-A.
C. A faculty member’s application and supporting materials for tenure and/or promotion are contained in a portfolio. All items to be included in the portfolio must be present at the time the appropriate departmental committee begins the review process except materials added to the front of the portfolio, specifically: vote totals of the departmental committee(s); optional written comments from committee members at the departmental and college levels; recommendations from department or division chairs; optional letters of response from the candidate addressing errors of fact in the recommendations; vote totals of the College of Liberal & Applied Arts committee(s); and recommendations by the Dean of the College of Liberal & Applied Arts.

D. Department or division chairs initiate the tenure and promotion process in the fall semester of each academic year.
1. Department or division chairs will meet with candidates for tenure in the fall semester prior to the year of the final tenure review to discuss the application process.
2. Candidates applying for promotion only will meet with their department or division chairs in the fall semester of the same year in which they plan to apply. In either case, the chair will discuss the requirements for preparation of the portfolio and review the process for tenure and/or promotion with candidates.
3. Candidates for promotion and/or tenure are responsible for compiling their portfolios and submitting them to their department chairs by the deadline established each year by the Dean.
   a. The chair will make the portfolio available for review by faculty committees constituted in the department.
   b. Each portfolio will be evaluated by all members of the appropriate committee with regard to the criteria previously established by the department.

E. Departmental tenure committees will be comprised of all tenured members of the department. In departments with two or fewer tenured faculty members, the chair of the department and each candidate will submit separately to the Dean of the college a list of three names of tenured faculty members from other departments in the college. The Dean will appoint members from these lists until there are at least three members of the departmental tenure committee.
1. Candidates for promotion have the option of selecting between either the current departmental standard or the standard in place five years earlier. Departmental promotion committees will be comprised of all faculty members in the department holding rank above that of the candidate.
   a. When departments have two or more candidates applying for promotion to different ranks during the same academic year, one committee consisting of between three and seven members holding rank equal to or higher than that being applied for by either candidate may serve as the committee for all promotion evaluations.
   b. In departments with fewer than three faculty members who are eligible to serve on promotion committees, the chair of the department or division and each candidate will submit separately to the Dean of the college a list of three names of eligible faculty members from other departments in the college. The Dean will appoint members from these lists until there are at least three members of the departmental promotion committee.
2. After the committee members have reviewed all portfolios, the chair of the department or division will schedule a meeting of the appropriate committee. Committee members
will meet, elect a member of the group as chair, and carefully consider the candidate's application.
   a. The committee's considerations must be limited to the criteria previously established by the department.
   b. Following committee deliberations, the chair of the committee will conduct a confidential vote, tabulate the results, and insert the results into the portfolio. The chair may also provide an optional summary report. Committee members may include individual written comments as well. All documents utilized in the tenure and/or promotion process, including written comments by reviewers, become part of the official file. These records may become accessible to the individual being reviewed and others during the course of appeal, litigation, or public information requests. Anything that committee members put in writing should be carefully worded to reflect professional input based on appropriate evaluation criteria.

3. The chair of the department committee will transfer the portfolio to the chair of the department or division for evaluation. The chair will evaluate the portfolio with regard to departmental criteria for tenure and/or promotion, consider the vote of the departmental committee and any other information deemed pertinent, and insert into the portfolio a written recommendation supporting or opposing the awarding of tenure and/or promotion.
   a. within five (5) class days of completing the departmental review, the chair of the department or division will notify candidates for tenure in writing of the departmental recommendations. The candidate will have five (5) class days in which to review written recommendations and supporting comments made by departmental members and may attach a letter of response addressing errors of fact in the recommendations. Such a notification and any subsequent response by the candidate will become part of the portfolio.
   b. candidates for promotion will be notified by the department chair within six (6) class days, and will have six (6) class days to respond to errors of fact.

4. The department or division chair will forward the portfolio, including the vote of the departmental committee, any written comments from committee members, and his or her recommendation, to the appropriate college committee.

F. College tenure and college promotion committees will be constituted by the Dean in the fall semester of each academic year.
   1. College tenure committees will consist of one tenured representative elected from within each department in the college. Representatives who served on evaluation committees in the home departments of individual candidates will recuse themselves from voting on those candidates at the college level, but may answer questions from committee members.
   2. College promotion committees will consist of one elected representative holding rank higher than that of the candidate(s) from each department. Representatives who served on evaluation committees in the home departments of individual candidates will recuse themselves from voting on those candidates at the college level, but may answer questions from committee members.
   3. Portfolios for tenure and/or promotion will be evaluated by the appropriate college committee with respect to departmental criteria. Portfolios must include all materials and recommendations.
4. Each college tenure and/or promotion committee will meet, elect a member as chair, and carefully discuss and consider the portfolio with respect to the department criteria for awarding tenure and/or promotion.
   a. Following this discussion, the chair of the college committee will conduct a confidential vote. Each member of the committee will indicate clearly his or her vote whether the candidate should be recommended for tenure and/or promotion. The chair of the college committee will tabulate the results of the committee vote and insert them into the portfolio. The chair may also provide an optional summary report.
   b. Committee members may choose to include written comments. All documents utilized in the tenure and/or promotion process, including written comments by reviewers, becomes part of the official file. These records may become accessible to the individual being reviewed and others during the course of appeal, litigation, or public information requests. Anything committee members put in writing should be carefully worded to reflect professional input based on appropriate evaluation criteria.

5. The chair of the college committee will transfer the portfolio(s) to the Dean, including all vote results and recommendations from preceding stages of the review process.

6. The Dean of the college will evaluate the portfolio submitted by the candidate, recommendations, and vote results from each preceding stage of the process, and any other evidence deemed pertinent.
   a. within five (5) class days of completing the college review, the Dean will notify candidates for tenure in writing of the college recommendations. The candidate will have five (5) class days in which to review written recommendations and supporting comments made by college committee members and may attach a letter of response addressing errors of fact in the recommendations. Such a notification and any subsequent response by the candidate will become part of the portfolio.
   b. candidates for promotion will be notified by the Dean as above within six (6) class days, and will have six (6) class days to respond to errors of fact.

7. The Dean’s recommendation and supporting comments will be submitted to the Provost, along with the portfolio and the recommendations generated at each preceding stage of the evaluation.

**Guidelines for Preparation of Tenure and/or Promotion Portfolio**

The summary documents from the third year review will be submitted along with materials from the third through fifth years of probationary service.

Candidates applying only for promotion should follow the guidelines in University policy E3-A (III)(c) for portfolio preparation. Those applying for tenure only, or for both tenure and promotion at the same time, should prepare a single portfolio. The contents of the portfolio should reflect the criteria for tenure and/or promotion established by the individual’s academic department. Each portfolio must include supporting materials regarding teaching, research or creative activity, and service, and should argue persuasively that the individual meets or exceeds expectations in each of the three areas: teaching effectiveness, scholarly or creative accomplishments, and rendered service.
Additionally, the University’s tenure policy (E-50A) provides the following general guidelines for preparing a tenure review portfolio:

- “Tenure Review Portfolio” (referred to hereafter as portfolio) as used in this policy will be defined as a set of verifiable materials showing evidence of a candidate’s fitness for tenure. The portfolio should contain a succinct, substantive, cumulative, and relevant record of a candidate’s performance during the probationary review period (I.A.4)

- Candidates, in consultation with the department chair, are responsible for developing a succinct portfolio consisting of supporting materials, including a table of contents, current vita, all annual faculty activity reports, all pre-tenure reviews, all administrative evaluations and other materials that may be required by the department (IV.B.2).

Portfolio materials should be organized into one three-ring binder. Tabs should be used to identify the main sections for easy reference. The candidate’s name, department, and College should be clearly indicated on the spine of the binder. If plastic “sleeves” are used, put only one sheet of paper in a sleeve.

A portfolio should be considered a persuasive statement about the candidate’s professional development and qualifications to merit tenure in a specific discipline. According to university policy, portfolios should be succinct and substantive. Above all, accomplishments since coming to the University should be the focus of the portfolio.

Since portfolio materials will be reviewed by people from a variety of academic disciplines, provide explanations and context whenever necessary. Certain items are required to be included in a tenure/promotion portfolio within the College of Liberal & Applied Arts.

1. **Required Introductory Materials**
   - Table of contents
   - A copy of the candidate’s initial appointment letter and any changes to that initial appointment
   - A copy of all annual evaluations at each level of review must be included.
   - All third year review evaluations from the department tenure committee, chair, college tenure committee, Dean, and Provost
   - A copy of the candidate’s departmental tenure criteria in place as of September of the candidate’s third year
   - A narrative highlighting the candidate’s accomplishments and why expectations for tenure are met
   - The candidate’s most current curriculum vitae
   - Administrative evaluations from the candidate’s department chair for each year of probationary service

2. **Teaching Effectiveness**
   a. Required Materials
      - The most recent syllabus from each course taught at the University
      - All student evaluations while at the University since the candidate’s third year review
   b. Consistent with departmental policy, other items may be included at the candidate’s discretion that demonstrate teaching effectiveness, such as:
      - Reports of class visits by faculty colleagues, the department chair, and/or others who have the expertise to evaluate effective teaching
3. Research and/or Creative Accomplishments
   a. Required Materials: In this section of the portfolio, it is helpful to provide descriptive headings, such as Scholarly Articles and Conference Presentations, to differentiate among the different categories of scholarly work.
   • Evidence of scholarly publications: book chapters, articles in professional journals, book editorships, textbooks, and monographs. Provide bibliographic information and differentiate among international/national, regional/state/local, and refereed/non-refereed publications. Any material too unwieldy to fit in the three-ring binder—monographs, textbooks, etc.—should be placed in a designated box in the Dean’s office for evaluation.
   • Evidence of scholarly presentations. Differentiate among solo papers, poster presentations, peer-reviewed proceedings, panels, international/national, regional/state/local conferences, and refereed/non-refereed events. Evidence of funded grants. Indicate amount received, role in the grant (i.e. principal investigator), funding source, and period of funding
   b. Consistent with departmental policy, other items may be included at the candidate’s discretion that demonstrate research effectiveness, such as:
      • A list of the candidate’s awards, fellowships, and other honors related to research
      • Unfunded grant proposals
      • Cooperative research with students
      • A list of non-refereed materials

4. Service
   a. Required Materials
      • A list of candidate’s professional memberships, including positions held and meetings attended
      • Evidence of support for student research
      • A list of committees the candidate has served on, organized by department, college, and university levels, including years served and any leadership roles
      • Activities related to program and/or course assessment, as well as advising
   b. Consistent with departmental policy, other items may be included at the candidate’s discretion that demonstrate professional service, such as:
      • Reviews of book and manuscripts for publishers
      • A list of the candidate’s awards, fellowships, and other honors related to service
      • Involvement with student organizations
      • Leadership roles in regional, statewide, or national activities/committees
      • Activities related to accreditation
• Study abroad involvement
• Student recruiting and retention efforts
• Liaison work with high schools or community colleges
• Representation of the university in the community or statewide
• Speaking engagements in a professional capacity.

5. Graduate Faculty Membership
Membership on the graduate faculty is required for anyone who teaches graduate courses, serves on theses or dissertations advisory committees, serves on the University Graduate Council, or serves on the University Research Council. The Provost and Vice President for Academic Affairs appoints members to the graduate faculty upon recommendations of the department chair, academic Dean, University Graduate Council, and Dean of the Graduate School. Appointment is for a five-year, renewable term.

A graduate faculty application form requires the signature of the departmental chair and graduate faculty representative. The form is placed in a packet along with a letter from the chair specifying duties, a current curriculum vitae, and official transcripts. The Dean signs the application form and the entire packet is copied for inclusion in the faculty member’s file. The original materials are sent to the Graduate School for processing and approval.

6. Faculty Evaluations
   a. Adjunct Faculty
      Adjunct faculty members are evaluated annually for their performance of assigned duties, which will include teaching and may include other activities. For the evaluation, the academic unit chair/director will review student evaluations of teaching as well as other information and material relevant to the performance of the adjunct faculty member.

      The academic unit chair/director shall review with each adjunct faculty member the administrative evaluation. When the meeting concludes, the adjunct faculty member shall sign the evaluation form and shall be invited to include a statement in reply. A copy of the evaluation instrument shall be provided to the adjunct faculty member. After all departmental evaluations are completed, the originals are forwarded to the Dean for review, signature, and filing. Under university policy, adjunct faculty members are not eligible for merit pay increases.

   b. Regular Faculty
      Regular faculty members are evaluated annually for their assigned duties, which include teaching, scholarly/creative activity, and service. For the evaluation, faculty members shall present to their academic chair/director all relevant or requested documentation, including at least the completed annual Faculty Activity Report (FAR) of their activities during the preceding year (September 1 through August 31). The chair/director shall review with each faculty member the submitted documentation and the administrative evaluation. A copy of the administrative evaluation shall be provided to the faculty member. After the administrative reviews are completed, the chair/director forwards the signed evaluations to the Dean and may meet with the Dean to review the evaluations. The Dean shall forward administrative evaluations and any supporting documentation to the Provost.
7. **Teaching Excellence Award**

The Teaching Excellence Center launched an award to recognize superlative instruction by full-time faculty members. Each college is entitled to one recipient annually who is selected according to a college-determined process. The Chair Council for the College of Liberal and Applied Arts approved the following process:

Candidates for the award must be current full-time employees of Stephen F. Austin State University with a minimum of 50 percent of their contractual workload devoted to classroom teaching. Individuals are ineligible while they are serving on the University Teaching Excellence Committee. All past recipients of the SFA Teaching Excellence Award (University Award) are ineligible.

Each academic unit chair may submit the name of one applicant to the Dean by February TBA. Unit chairs may use a selection committee from their department in choosing their candidate. The Dean will establish a committee composed of chairs that do not have nominees to determine the college’s award recipient.

The primary criteria for the award, as defined by the Teaching Excellence Center, are the following:

- Well-organized lectures, assignments, and courses
- Knowledge about subject matter
- Enthusiasm regarding teaching and learning
- Interest in students as individuals
- Sensitivity to the learning environment
- Availability to students
- Innovative instruction
- Effective teaching as assessed through student, peer, and/or alumni evaluations

Secondary criteria include a commitment to continuous improvement of their own classroom teaching, teaching awards and/or nominations for teaching awards, contribution to the improvement of the quality of teaching within the university through assistance and encouragement of other faculty, and service activities which relate to the improvement of the quality of education and/or teaching.

Any member of the academic unit can nominate a candidate. If the nomination is accepted, the candidate must create a portfolio that contains the following materials: (1) a letter of recommendation from the unit chair that addresses the award’s primary criteria, (2) two supporting letters from faculty within the unit, and (3) the summary page of student evaluations from the past two academic years.

8. **Travel**

A **travel requisition** must be created **prior** to any travel on university business. A copy of the requisition should be printed and given to the traveler for signature. Signatures by the departmental chair and Dean are also required. International travel, with the exception of trips to Canada and Mexico, must be pre-approved by the President of the university. To do so, an email should be sent to the Provost’s Assistant explaining who is travelling, the dates of travel, the overseas destination(s), the reason for the travel, the cost of the travel,
and the source(s) of funding. The Provost’s Assistant will route the email through the approval process. In the the Dean’s Office, the Dean’s Assistant prepares travel documents for the Dan and Associate Deans.

Upon return from travel, a travel voucher must be submitted to the Travel Office along with original receipts from the trip and any driving directions, including a map of the route.

9. **Additional Compensation and Stipends**

Additional Compensation is a payment above the base appointment salary for work that is clearly outside the scope of regularly assigned duties (e.g., teaching SFA 101, incidental work on a grant). Such work can only be performed outside normal business hours, during vacation, or on compensatory time. Additional compensation does not affect the base appointment salary but is included in all benefit calculations except health insurance. Additional compensation is subject to a cap equal to 25 percent of the 9 - or 12-month base appointment salary.

A paper Authorization Form must be completed and approved prior to any work being performed. The Dean and budget account manager must sign the form and have it routed through the appropriate university offices. Such work should only be approved if it is does not impact the employee or department’s ability to perform expected functions. Once work is completed, an Authorization for Additional Compensation Payment Form must be signed (Dean, budget account manager, and Director of Human Resources) and submitted to Payroll Services by the 1st of the month in order to make processing by the next pay date. All monies are paid on the 1st of the month. The Dean’s Office makes copies of both the authorization form and the payment form for filing in the employee’s folder.

A stipend differs from additional compensation. It is a lump-sum payment that is added to the base appointment salary without increasing the base. A stipend is designed to provide recognition (e.g., Regents Professor, Teaching Excellence Award) or incentives (e.g., online or off-campus teaching) to employees. Payment of stipends is approved either directly by the Board of Regents or indirectly through board policy. The Provost and Vice President for Academic Affairs must approve stipends.

Stipends are requested on the Stipend Authorization form and are paid on the monthly payroll, but are not included in benefits calculations. Restrictions govern the account from which a stipend may be paid. Under university policy, they can be paid only designated, auxiliary, and gift budgets. They cannot be paid from state appropriated fund accounts or grant, contract, or sponsored agreement accounts.

10. **Faculty Data Management**

The Human Resource Specialist inputs new faculty member information and updates existing faculty information in Banner by the census date. Academic units/departments verify that all courses have assigned faculty by the census date. The Dean’s Office reviews the entries. Prior to the census date, the Office of Institutional Research (OIR) runs programs to identify discrepancies regarding faculty and faculty/course information. Academic units are notified of discrepancies within specific units.
At the census date, OIR generates a summary of faculty course load information to identify possible discrepancies regarding faculty and course data. Banner faculty assignments are checked for accuracy. Updates to the system are made as necessary prior to the 20th class day. OIR honors requests for updated course load summary reports.

OIR compiles faculty information and submits the data to the SFA Board of Regents, the Texas Higher Education Coordinating Board (THECB), the federal government (IPEDS), Southern Association of Colleges and Schools (SACS), etc. by the respective deadlines. OIR utilizes faculty data for institutional effectiveness reports requested by academic units, SFA administration, and others.

C. Staff Issues

1. Time Approval
   Official time records are maintained for all non-exempt employees in the Dean’s Office via the TimeClockPlus timekeeping system. These employees must record their time daily, including the use of vacation and sick time. The Dean approves time records on a bi-weekly basis for the Assistant to the Dean and Office Manager. The Associate Dean approves for the Graduation Specialist and Human Resources Officer.

   Exempt employees record their time once a month using the Leave Report in SSB. The Dean approves the leave reports of all exempt employees. The Provost approves the Dean’s monthly Leave Report. If the Dean is off-campus, the Associate Dean is responsible for the approvals.

   **Compensatory time** must be approved in advance. Compensatory time that must be signed by the Dean and submitted to the Payroll Department. A non-exempt employee who works an excess of 40 hours in a workweek is entitled to compensation for the excess hours through one of the following methods:

   - The employee should be allowed (or required) to take compensatory time off within twelve (12) months following the end of the workweek in which the overtime occurred at the rate of 1-1/2 hours off for each hour of overtime. Time that is to be taken is at the discretion of the supervisor and must be authorized in advance.
   - When granting compensatory time off is impractical, the employee receives pay for the overtime at the rate of 1-1/2 times the employee's regular rate of pay. Payment must be made for all overtime in excess of 240 hours, which is 160 straight time hours.

2. Vacation and Sick Leave
   Employees requesting leave in the Dean’s Office must complete the online leave request form on the College’s website (Appendix R). The Dean will either approve or disapprove the request. If approved, the form is filed by the Office Manager for record-keeping. In the absence of the Dean, the Associate Deans are responsible for leave approvals.

   Time taken off cannot exceed the available balance. It is the department head’s (or assigned designee’s) responsibility to verify leave taken is entered in the online system and to verify/certify through the approval process that entries accurately reflect leave taken for
the applicable period. All entries and approvals must be completed by the due dates established by the Payroll Department. Vacation and sick leave earned are automatically added to leave balances.

For faculty in the College, university policy sets the conditions under which sick leave may be used for personal or family illness as well as for personal leave.

- If a faculty member needs to take time off to handle personal business, personal leave may be used for that purpose with prior approval from the department head.
- If a faculty member misses a class, even if a substitute covers the class, the time missed must be reported.
- If a faculty member is out two days or more, 8 hours in leave must be reported for each day.
- If a faculty member misses office hours due to illness or personal business, leave must be reported for the time missed.

Full-time faculty members accrue eight (8) hours per month of sick leave. Part-time faculty accrue sick leave at a proportional rate.

3. Staff Evaluation

In the College, the immediate supervisor is responsible for conducting the annual evaluation of staff members. The university’s performance review form must be used for all staff evaluations. Supervisors are strongly encouraged to complete performance review training on an annual basis prior to conducting their evaluations of staff members. The Dean evaluates the following individuals within the Dean’s Office: Assistant to Dean, Office Manager, both Associate Deans, and the Director of the SFA Press. The Associate Dean evaluates the Director of the Advising Office, the Graduation Specialist, and the Human Resources Officer.

The supervisor must review the evaluation personally with each staff member and allow an opportunity for the staff member to write a response. A copy of the final evaluation should be given to the employee. All original evaluations are sent to the Dean for review and signature. Copies made for personnel files and the Dean sends the original to the Provost and Vice President for Academic Affairs.

D. Chairs

1. Chair Contractual Obligations

Under university policy, the primary responsibilities of the chair are to establish and maintain a climate conducive to the pursuit of knowledge. The decisions of the chair should be made and implemented in the context of collegiality and regular communication with the faculty. More specifically, the administrative responsibilities of a chair include, but are not limited to, the following:

- Provide leadership in the establishment of a visionary direction and the maintenance of standards for the academic unit, consistent with college and university missions;
- Serve as the principal advocate for the unit and as an advocate for the college and university missions;
• Ensure quality through evaluation, modification and development of academic programs;
• Respond to the needs of students, faculty, administration, the public and other;
• Manage and allocate fiscal and physical resources of the unit;
• Establish, maintain and communicate effective personnel procedures and processes;
• Promote the academic unit externally.

With the exception of the Department of Military Science and the Division of Multidisciplinary Programs, chairs in the College are hired either under an eleven or twelve month contract. Academic unit chairs/directors under a twelve-month contract are expected to be on duty each working day except when on vacation, sick leave, or other form of leave. Vacation time and sick leave are earned according to the schedule for Texas state employees. Academic unit chairs/directors are subject to being called upon to address a task or issue outside the normal working day when it is judged in the best interest of the university.

Academic unit chairs/directors under an eleven-month contract are expected to be on duty each working day within that contract period when classes are in session except when on sick or other form of leave. In general, the eleven-month contract shall be treated as an academic year appointment plus two summer months. It is the responsibility of academic unit chairs/directors to ensure that ongoing academic unit obligations are met during their absence. Vacation time is not accrued under an eleven-month appointment. Sick leave is earned according to the schedule for Texas state employees. Academic unit chairs/directors under an eleven-month contract are also subject to being called upon to address a task or issue outside the normal working day when it is judged to be in the best interest of the university.

Academic unit chairs/directors who are appointed for a period of eleven months should have no university duties during the equivalent of one calendar month (twenty-one working days) during June, July, and August. These days may be taken at one time or distributed throughout the summer. In any case, the twenty-one days allowed during the summer shall be logged in the academic unit office and approved by the respective Dean prior to the time of taking leave from duties.

2. Chair Evaluation
Under university policy, the evaluation of academic unit chairs is designed to promote academic excellence throughout the university. This process takes two forms: a triennial review by the academic unit’s faculty and an annual review by the Dean. In each case, the Dean submits a report of the evaluation and any recommendations to the Provost. The chair has ten (10) working days from the date of the review to submit to the Provost a written response to the Dean’s report.

The Dean evaluates chairs annually, either formally or informally, and makes a recommendation for merit to the Provost. In making an evaluation, the Dean considers the responsibilities of the chair as defined in university policy. Any additional criteria used in the evaluation must be communicated to the chairs in advance of the evaluation period. The College uses a standardized instrument for annual chair evaluations (Appendix S).
At least once every three years, the faculty of the academic unit evaluates a chair’s performance. The Dean arranges with the Director of Institutional Research to make a survey accessible to members of the department’s faculty. Following the faculty’s evaluation, the Dean meets with the unit to discuss the chair’s performance. However, the evaluation of a chair may be initiated at any time by a majority of the faculty or at the call of the chair, Dean, Provost, or President.

B. Chair Absence

When a departmental chair/director is to be absent from campus for an extended period of time, as in the case of illness or vacation, the Dean should be informed, when feasible, of the absence in advance and should be provided a phone number for contact in case an emergency arises. During the chair’s extended absence, the departmental office must have either a full-time faculty member or another chair in the College available to handle issues that might arise. The identity of this individual should be communicated to the Dean and members of the academic unit. Chairs may make themselves available via cell phones or email, and administrative assistants may, when possible, schedule appointments for individuals needing to speak directly to the chair when phone calls or emails are not prudent.

In the case of extended sick leave or vacation days, a leave form should be completed prior to departure or immediately upon return to the campus. School-related business, such as recruitment travel, conference attendance, professional events, or supervision of students, does not require a leave form.
VII. FINANCIAL

A. Budgets

The College houses five main accounts: Operations & Management, Higher Education Fund, Excellence, Advising Office, and Professional Development Fund. Each account has its own spending restrictions and allowable uses specified either by university policy or state law. The main difference is between appropriated and non-appropriated funds.

Appropriated or state funds are accounted for in the education and general (E&G) fund group, and are coded as fund 107550 in the Banner system. The Higher Education Fund (HEF) (13047x) and Research Development Fund (130610) are also considered state appropriations and accounted for in the E&G fund group. Certain types of institutional expenditures cannot be paid from appropriated funds. Examples are moving expenses for faculty, business meals, food and beverages, including coffee, water and soft drink purchases for office staff, and most clothing purchases for departmental employees. Meals purchased while in travel status can be paid with appropriated funds. Non-appropriated funds include auxiliary, designated, and gift or grant funds. Gift funds are less restrictive than appropriated funds, and may be used for certain types of expenses that cannot be paid from appropriated funds.

The Office Manager is responsible for supervising the College’s accounts and meeting monthly with the Dean to provide an update on the status of each budget. University guidelines outline allowable uses for funds in each account.

1. Operations & Maintenance Account
The College and each of its units are assigned an Operations and Management (O&M) account by the university. The monies in this account are provided through state appropriation and do not lose designation as “Appropriated Funds” when transferred to another budget. For the most part, the College uses its O&M account to purchase office supplies but monies in the account can be spent for most purchases except food and gifts. The general rule is that a relevant expenditure from an O&M account must be directed toward the operation and physical upkeep of the Dean’s Office. An O&M account can never be used for discretionary expenditures. The College’s O&M account does not rollover to the next fiscal year if any monies are unspent.

2. Higher Education Fund (HEF)
The Higher Education Fund is appropriated by the state to the university for instructional needs. In Banner, HEF accounts are identified as 13047x. The Provost annually allocates a lump sum of HEF monies to the College for distribution by the Dean. No set formula has been established for dispersing HEF monies.

3. Excellence Account (Gifts)
The College’s Excellence Fund is generated from private donations. It is categorized as a “restricted fund” and is identified in Banner starting with a “2.” Monies in this account rollover annually. Unless a donor specifically limits the use of a financial gift, Excellence Account funds can be applied toward discretionary purposes.
The flexibility associated with the account means that judgment is required in determining the propriety of some expenditures. As a rule, the prudent person test should govern whether a discretionary purchase is appropriate use of the funds. Above all, any discretionary expenditure must benefit the university.

4. **Advising Office Account**
   The Advising Office is provided a separate account to cover its expenses. Monies in the account can only be spent for items related to student advising. This account rolls over to the next fiscal year.

5. **Professional Development Fund**
   The Provost allocates professional development funds annually to the College. The Chair Council recommended that the College’s pool should be distributed on the basis of the number of full-time, tenured/tenure-track personnel within each unit, excluding Military Science. The Dean divides the monies proportionately and forwards a lump sum to each chair. Chairs are free to apportion their allocations in any way deemed equitable and serving departmental needs.

   These funds can only be used for professional development purposes. They cannot be applied toward accreditation expenses, travel for prospective employees or staff, or administrative expenses. Nonetheless, the meaning of “professional development” is broadly defined to cover any enhancement of a faculty member’s skills, including professional travel, conference registration fees, and teaching materials. The Provost is ultimately responsible for making any judgment calls on whether a particular expenditure is a suitable use of professional development monies. Funds in a professional development account do not rollover and are forfeited if not spent within the fiscal year.

6. **Technology Maintenance Request**
   The Provost has set aside a fund to reimburse expenses related to repair parts for instructional equipment, such as burned out bulbs in projectors. This fund does not cover the purchase of new instructional equipment or for computer replacement. A department chair should complete the [technology request form](#) and forward it to the Provost’s Office.

7. **Inter-Departmental Transfers**
   Under [university policy](#), a department may pay for goods and services received from another department using the Interdepartmental Transfer (IDT) procedure. This internal procedure charges and credits accounts within the university without the need to write a check. The Office Manager deals with IDTs involving the Dean’s Office.

   An IDT cannot be used to shift balances or move budgets from one account to another unless there is a legitimate transfer of goods or services at a fair and reasonable price. Additionally, an IDT cannot be used to transfer capital equipment from one department to another. Such transfers are handled through [property management](#) in the purchasing department. However, if an exchange of funds is involved in the equipment transfer, an IDT may be used to effectuate that part of the process.

   The department providing the goods or services initiates the IDT. Multiple IDTs can be provided in a [spreadsheet format](#) approved by the Controller’s Office. Departments with
only a few charges to other departments may initiate their IDTs either by memo to the Controller's Office or by completing the IDT form online, printing it, and sending a hard copy to the Controller's Office. If a memo is used, it should contain the same information as requested on the IDT form. Departments that initiate IDTs must provide substantiating documentation of the charges to the receiving departments. The initiating department must retain copies of the documentation. Each account manager is responsible for reviewing their accounts to verify accuracy of IDT charges.

Under university policy, each department that initiates IDTs must have written internal procedures on how to handle the procedure. In the Dean’s Office, the following procedures exist:

• Duties are segregated. The Office Manager is responsible for recording the transaction and reconciling the budget. The Dean is responsible for authorizing and approving IDT transactions. The Associate Dean serves as the back-up proxy for the Dean.
• The Office Manager handles IDT documentation distribution and stores the documentation in a binder entitled “Funds Transferred.” The documentation is preserved according to the university’s retention schedule.

C. P-Card Usage

The Dean’s Office possesses six Procurement Cards (P-Card) for credit purchases: four in the Dean’s name (UIL account, O&M account, Excellence account, AAS account), one in the name of the Dean’s Assistant, and one in the name of the Director of the Advising Office. The Office Manager stores the P-Cards attached to the O&M, Excellence, and AAS accounts; the Graduation Specialist retains the P-Card for the UIL account; and the Assistant to the Dean and Director of the Advising Office keep their respective P-Cards.

In making a purchase, the following steps are taken by the cardholder:

• Determine if the transaction is an acceptable use of the card.
• Determine if the transaction is within the cardholder’s spending limit (maximum $2,000 per transaction). A transaction includes the purchase price, plus freight and installation, excluding tax.
• Identify the vendor and verify the vendor’s state of Texas warrant hold status if the transaction amount exceeds $500.
• Call or fax the order, visit the vendor, or place the order over the Internet. Inform the vendor at the time of checkout that SFA is tax exempt.
• Provide detailed shipping instructions, including the building and room number where delivery is to be made. P-Card Deliveries cannot be made to Central Receiving. Request that the Cardholder’s name and delivery address appear on all packing lists and box labels.
• Secure a receipt or invoice, and/or P-Card Documentation/Problem Resolution Form to fully document the purchase. Instruct the vendor to send the receipt/invoice directly to the cardholder, not to Accounts Payable. A state agency may not pay for goods before delivery to the agency. Vendors should only charge the account when goods are shipped. Back orders should not be charged until the goods are shipped.
The individuals who have physical possession of a P-Card are required to place receipts in a file for monthly reconciliation. Receipts must clearly be marked in terms of what was purchased, who made the purchase, why the purchase was made, when the purchase was made, and where the purchase was made. In the case of restaurant bills, all parties’ names must be listed on the receipt.

Items are detailed according to account numbers and FOAPs. An item can be detailed to a fund different from the card used. If discrepancies are found during the reconciliation, the P-Card Coordinator in the Procurement Office is contacted to resolve the situation. Signatures of both the cardholder and the Dean are required for approval and documentation of charges.

All documentation for P-Cards is kept for a minimum of five years and is stored in a file cabinet in the Office Manager’s office. Any material shredded is identified on the Records Disposition Log. This log is maintained until the end of the fiscal year and is then forwarded to the Records Administrator.

D. Requisitions

The Office Manager makes requisitions for the Dean’s Office through the Banner system. A requisition is necessary whenever an invoice is received. Certain requisitions require additional approvals:

- Computer Replacement Funds must be approved by the procurement office
- Insurance must be approved by the Office of Environmental Health, Safety and Risk Management
- Office Memberships must be approved by the Provost if being paid with appropriated funds
- Printing, Advertising, Web Design must be approved by the Office of Public Affairs
- Research and Sponsored Programs Funds must be approved by the Office of Research and Sponsored Programs
- Requisitions $100,000 or greater must be approved by the director of procurement
- The Dean must approve travel requisitions for all College personnel.

After approval of the requisition, the Purchasing Office completes the order.

E. Invoices

When an invoice arrives in the Dean’s Office, the Office Manager prepares a requisition for payment. Three requirements must be met before a disbursement can be made to a vendor:

- There must be an approved order for goods or services that has been signed/authorized by the account manager.
- The goods or services must have been received. It is the responsibility of the Office Manager to acknowledge receipt of goods or services provided to the Dean’s Office.
- The vendor must provide an itemized invoice to Accounts Payable. If an invoice is received by the Dean’s Office, it is date-stamped and immediately forwarded to Accounts Payable.
E. Grants

1. Grant Proposals
   Under the procedures manual of the Office of Research and Sponsored Programs (ORSP), the purpose of a grant is to "accomplish a specified public purpose, or support or stimulate initiatives authorized by federal or state statute." Local governments, foundations, associations, corporations, and other private entities also use grants. Some grant awards may take the form of contracts.

   Any grant proposal submitted by a faculty or staff member within CLAA must have advance approval from the appropriate department chair, Dean, Provost, and President. The Dean and academic chair are responsible for reviewing grant proposals to ensure that the proposed commitments of unit resources are feasible and realistic and that the proposal supports the mission of the university. This review includes confirming that the following are appropriate, as applicable: (1) faculty and/or staff time commitments; (2) cost-share or matching commitments; (3) use of university facilities; (4) required facility modification or remodeling; and (5) overall cost of equipment to be purchased, including shipping, set-up, and maintenance. Once the Dean signs the form, the Dean's Assistant makes a copy and the original is forwarded through the routing process.

2. ORSP Clearance
   To initiate the approval process, the Proposal Clearance Form (PCF) must be completed, printed, and signed by the PI. The final, ORSP-approved budget and proposal narrative should be paper clipped to the PCF and routed through the appropriate channels. If the proposal involves other senior personnel, all co-PIs must sign the PCF as well as their respective chair(s) and Dean(s). ORSP must receive the PCF and accompanying documents at least 3 business days before the submission deadline to ensure adequate time for review and to obtain signatures by administration.

   Depending upon the nature of the proposal, one or more of pre-award forms must be completed and submitted along with the PCF. The Director of ORSP submits approved proposals. If sponsor eligibility requirements state the applicant must be a nonprofit 501(c)(3), the proposal will be submitted through the SFA Foundation. The proposal clearance process remains the same and ORSP coordinates the submission with the Office of Development.

3. Overhead Funds
   Under university policy, the principal investigator (PI) or project director (PD) for a grant, contract, or cooperative or other sponsored agreement must include indirect costs in the proposed budget at the maximum rate allowed by the sponsor. The PI or PD must use the university’s official, federally negotiated indirect cost rate for all grants, and contracts, and other sponsored agreements (unless specifically limited by a state or federal sponsor for all awardees), including those from for-profit entities and for fixed-price awards. In extraordinary circumstances, a PI or PD may request a reduction or waiver of full indirect costs. The College receives a portion of the overhead funds and these monies are kept in a separate account within the Dean’s Office that can only be used to support grant-related activities.
F. Gift Reports

A gift report is received via email from the Foundation Office at the end of each week. The email contains a list of the contributions made to CLAA as well as each department within the College. The report is printed by the Office Manager and filed. The Office Manager prepares letters to all donors for the Dean’s signature. Donations sent monthly as part of a yearly commitment are only acknowledged once a year. The names of new donors are added to the existing list located on the donor flash drive.

G. Deposits

The Dean's Office handles receipts and deposits for certain events sponsored by the College. The Office Manager and Assistant to the Dean share the responsibility for accepting, recordkeeping, and depositing funds. Each has participated in mandatory training and performs follow-up training annually.

The Business Office has issued a receipt book that is used to document all transactions. Receipt documentation includes the following information:

- Payer’s name
- Amount of payment
- Mode of payment (cash, check, or money order)
- Purpose of payment
- Date of payment
- Name of employee collecting funds

When completing a transaction, the original receipt (white copy) is given to the customer while the green copy is secured to the check or cash and sent to the Business Office along with a deposit slip. The yellow copy remains in the receipt book for reference purposes.

In making a deposit, the following rules apply:

- All green receipts, checks, and cash are combined.
- A completed deposit slip is included that lists the checks and cash being deposited.
- All checks are reviewed to ensure that they have been endorsed with either the Dean’s office stamp or the SFA Press stamp.
- All deposit documentation is placed in the deposit bag and locked.

The Dean’s Office does not accept credit cards. Donation checks are forwarded to the Development Office for deposit and donation form is completed. All checks are endorsed by stamp upon receipt. Any monies not taken to the Business Office are placed in a locked filing cabinet in the workroom and immediately deposited the following business day.
VII. FACILITIES

A. Classroom Scheduling

University policy 4.13 governs all class scheduling on campus. Under the policy, all space on campus belongs to the university and is subject to assignment and reassignment by the president. Academic space is divided into three categories:

- Classroom (Type 110): A classroom is used primarily for regularly scheduled instruction classes and is not tied to a specific subject or discipline by equipment in the room or configuration of the space.

- Class Laboratory (Type 210): A class laboratory is used primarily by regularly scheduled classes that require special purpose equipment for student participation, experimentation, observation, or practice in a field of study. Class laboratories may be referred to as teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, or group studios. Laboratories that serve as individual or independent study rooms are not included.

- Educational and General Space (E&G space): Educational and general space is used for academic instruction, and research that support the institution's mission. It does not include auxiliary enterprise space, space that is permanently unassigned, or space used for operations independent of the institution's mission.

The academic space scheduling coordinator (ASSC) is responsible for all E&G space in consultation with the provost and vice president for academic affairs. All traditionally delivered instruction must take place in Type 110 and 210 rooms. Requests to schedule classes in other room types must be accompanied by a justification and forwarded to the ASSC. Teaching space is assigned based on student demand, academic requirements, and utilization and efficiency of the room.

In addition to room scheduling, the university has established (Policy 4.12) a standardized class meeting format. With rare exception, the meeting time and length of classes must conform to the standardized format.

B. Building Use

The classrooms in the Ferguson Liberal Arts Building, the Dugas Building, and the Boynton Building are for use by the faculty and staff of the College of Liberal and Applied Arts as well as student organizations. The College also uses classrooms in the McKibben Building. Classrooms are not available for use by organizations outside CLAA without permission from the Office Manager. The College allows no food or drink in classrooms without prior approval of the Dean.

A request to use a room in the Ferguson and Dugas Buildings must be submitted to the Office Manager either through the reservation request form located on the College's website or via an email. If a room is reserved after 5:00 p.m. on a weekday or on a weekend, the organization is responsible for informing the University Police Department and custodial staff. The custodial
staff assesses a fee if an event is held on a Saturday and/or Sunday. The Office Manager keeps a calendar of all events scheduled in the Dugas, Ferguson, McKibben, and Boynton Buildings. Classroom scheduling has priority over any other use.

C. Space Modification

The Office Manager submits requests for space modification or design through the Request for Space Modification or Design. Requests are due by December 1st for work to be considered in the current fiscal year or by February 15 for work to be considered in the next fiscal year. Requests for furniture only are due by August 1st and are subject to end-of-year requisition deadlines. Requests in the following categories must be submitted to the Space Modification Committee for vice presidential approval:

- Finishes: painting, wall covering, flooring only
- Structural Remodel: project includes moving walls, doors, storage areas, etc.
- Building System Remodel: project includes changes to, addition or deletion of electrical, HVAC, voice/data, water, other infrastructure, etc.
- Space Function Change: project includes changing the use of a space
- New Space Request: request to obtain new real estate, building on existing real estate, utilize currently unused space, utilize space that belongs to another department, etc.
- Technology: visual display systems, classroom and conference room technology, computer labs, etc.

In purchasing furniture/furnishings only, a space modification form is not required. The purchase of furniture/furnishings associated with other space changes must still be submitted on the Space Modification form. For furniture/furnishings only needs, contact the Design Center for a recommendation; ext. 1566, designcenter@sfasu.edu. The Design Center will provide a variety of selections and alternatives as close to the budget as possible while maintaining a standard that provides for quality, warranty, etc. plus full-service from entering the requisition to being on-site during installation and handling any problems that arise at that time or during the warranty period, which is a lifetime warranty in most cases.

If the Design Center cannot meet departmental needs, the department may make the purchase with a p-card or submit a requisition through standard processes. Furniture/furnishings cannot be purchased on a p-card or requisition submitted by the department unless recommended by the Design Center. If the Design Center is not involved in the purchase, the department will be held accountable for quality, installation, repairs, etc. associated with making their own selections.

D. Directories

The Dean’s Office maintains the building directories for the Dugas and Ferguson Buildings. The Office Manager ensures that the listings are accurate and up-to-date.
E. Display Cases and Message Board

After the fall and spring semesters, the Dean’s display case located on the ground floor of the Ferguson Liberal Arts building is updated with a listing of all students who made the Dean’s List and President’s Honor Roll the previous semester. The Print Shop is used for the printing of the posters. The Dean’s Office message board is located on the wall outside the Dean’s office. The Office Manager makes updates each semester. Letters for the message board are located in the workroom. The key to the message board is kept in the Office manager's credenza where all keys are located.

F. Custodial

The custodial staff empties trash and cleans in the Dean’s Office suite daily. Sue Adams is currently in charge of the cleaning crew in the Dugas and Ferguson buildings. At the beginning of each semester, the Office Manager prints a copy of the classroom schedule and provides it to Ms. Adams to inform the custodial staff of room usage.
# Appendix A
College Unit Goals

## Academic Programs

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Methods</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensure effective teaching by the college’s faculty</strong></td>
<td>Record the results on student evaluations of instruction for 3 common items and one open-ended question (Responses to closed-ended items are recorded on a scale from 1 (low) to 5 (high); responses to open-ended questions will be used to generate, if necessary, an action plan.)</td>
<td>90% of faculty in each academic unit achieve a ranking of 3.5 on each of the common items</td>
</tr>
<tr>
<td><strong>Ensure effective student advising</strong></td>
<td>Identify any patterns in the peer evaluation rubric on teaching effectiveness for faculty falling below the departmental median</td>
<td>Less than 50% of departmental chairs identify similar patterns for low performing faculty within the categories of the rubric</td>
</tr>
<tr>
<td><strong>Ensure effective teaching by the college’s faculty</strong></td>
<td>Record the number and percentage of departments that do and do not meet their stated goals as to what constitutes effective advising on student surveys, and use a survey of chairs to identify any patterns accounting for poor performance (responses gained from the Chairs will be used to generate, if necessary, an action plan)</td>
<td>90% of academic units within the college meet their criterion of what constitutes effective advising based on student surveys</td>
</tr>
<tr>
<td><strong>Promote lifelong learning skills throughout the curriculum</strong></td>
<td>Survey student experiences with Academic and Career Advising Office</td>
<td>90% of students rate their overall advising experience positively</td>
</tr>
<tr>
<td><strong>Promote lifelong learning skills throughout the curriculum</strong></td>
<td>Conduct a biennial email survey of alumni on their attitudes about their academic experience and suggestions for improvement</td>
<td>75% of alumni respondents report “satisfactory preparation” for lifelong success</td>
</tr>
</tbody>
</table>
## Resources

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Methods</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that financial resources are adequate to accomplish programmatic</td>
<td>Survey the faculty through the Dean’s office about their experiences in grant writing</td>
<td>75% of faculty who spent any time writing or preparing to write a grant report an overall positive experience in grant writing</td>
</tr>
<tr>
<td>goals</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Survey chairs annually about the adequacy of financial resources (specifically, O&amp;M, Professional Development, Gifts, HEF, and Grants)</td>
<td>85% of chairs agree that financial resources in each of the five areas are adequate to accomplish current programmatic needs</td>
</tr>
<tr>
<td>Ensure that physical resources are adequate to accomplish programmatic</td>
<td>Survey chairs annually about the quality and adequacy of instructional equipment, office space, instructional space, and any unmet special physical resources needs</td>
<td>85% of chairs agree that overall physical resources are adequate to accomplish programmatic goals</td>
</tr>
<tr>
<td>goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that support staff meet the requirements of their position</td>
<td>Record performance ratings on annual administrative evaluations of college staff</td>
<td>90% of college staff achieve at least a ranking of “commendable” on the evaluation form</td>
</tr>
</tbody>
</table>

## Research and Scholarship

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Methods</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote research, scholarship, and creative activities by the college’s</td>
<td>Identify any patterns in the peer evaluation rubric on research for faculty falling below the departmental median</td>
<td>50% of departmental chairs identify similar patterns for low performing faculty within the categories of the rubric</td>
</tr>
<tr>
<td>departments and faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey faculty through the Dean’s Office about their overall experience in research, scholarship, and creative activities</td>
<td>75% of faculty report an overall positive experience in research, scholarship, and creative activities</td>
</tr>
<tr>
<td></td>
<td>Record the number of student submissions for recognition in both the annual Undergraduate Research Conference (URC) and Graduate Research Conference (GRC)</td>
<td>The number of submissions should increase annually over the next five years</td>
</tr>
<tr>
<td>Promote writing, research, and/or creative activities by the college’s</td>
<td>Record the number of student applications to participate in Research Apprenticeship Program</td>
<td>The number of applications should increase annually for the next five years</td>
</tr>
<tr>
<td>undergraduate and graduate students</td>
<td></td>
<td></td>
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<tr>
<td>Service</td>
<td>Objective</td>
<td>Assessment Methods</td>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Objective</td>
<td>Assessments Methods</td>
<td>Criterion</td>
</tr>
<tr>
<td>Promote faculty service to the institution and community</td>
<td>Survey faculty through the Dean’s Office about their overall experiences in performing service</td>
<td>90% of faculty report an overall positive experience in terms of service</td>
</tr>
<tr>
<td>Promote community engagement by students</td>
<td>Review departmental peer evaluation rubrics on teaching for community engagement activities by students</td>
<td>75% of departmental chairs report adequate student engagement requirements</td>
</tr>
</tbody>
</table>
## Appendix B
Petition for Major/Minor Change

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID Number</th>
</tr>
</thead>
</table>

**Has the student filed for Graduation?**  
__Yes__  ___ No

By initialing here, you are verifying that the student has cleared Provisional Status  
(Graduate students only) ________

[Check one]  ___ I Am  ___ I Am Not  …on Academic Probation / Suspension

See list of codes on the current Orientation Major Change form.

<table>
<thead>
<tr>
<th>CURRENT PROGRAM CODE</th>
<th><strong>NEW PROGRAM CODE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code (Ex: EDU_BSIS_IG6)</td>
<td>Program Code</td>
</tr>
<tr>
<td>Major Code (Ex: HIST)</td>
<td>Major Code</td>
</tr>
<tr>
<td>Concentration Code (Ex: SEDT)</td>
<td>Concentration Code</td>
</tr>
<tr>
<td>Minor Code (Ex: BIOL)</td>
<td>Minor Code</td>
</tr>
<tr>
<td>(2nd Major Code)</td>
<td>(2nd Major Code)</td>
</tr>
<tr>
<td>(2nd Major Concentration Code)</td>
<td>(2nd Major Concentration Code)</td>
</tr>
<tr>
<td>(2nd Minor Code)</td>
<td>(2nd Minor Code)</td>
</tr>
<tr>
<td>Attribute Code (Ex: HONR)</td>
<td>Attribute Code</td>
</tr>
<tr>
<td>Dean’s Approval (Signature Required)</td>
<td>Dean’s Approval (Signature Required)</td>
</tr>
</tbody>
</table>

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<tr>
<th>Date</th>
</tr>
</thead>
</table>

Revised 2/27/2013
Appendix C
Associate Dean Letter: Probation and Suspension

A. Probation

TO: College of Liberal and Applied Arts Student
FROM: Marc Guidry, Associate Dean
SUBJECT: Academic Probation

University records indicate that you have been placed on Academic Probation for the Fall 2013 semester. If you have pre-registered for courses, you should consider contacting your advisor to discuss the best options for raising your grade point average (GPA).

If you were on academic probation during the Spring 2013 term but earned a semester GPA of 2.0 or better, you are eligible to return in Fall 2013 on extended academic probation. For additional information regarding the academic probation policy, please visit the Academic Programs and Policies section of SFA’S General Bulletin at http://www.sfasu.edu/627.asp.

Contact the College of Liberal and Applied Arts Academic and Career Advising Office if you have questions or to resolve any registration holds at (936) 468-2205.

B. Suspension Fall Semester

TO: College of Liberal and Applied Arts Student
FROM: Marc Guidry, Associate Dean
SUBJECT: Academic Suspension

Our records indicate that you have been suspended from Stephen F. Austin State University for the Fall 2013 semester due to poor academic performance.

You have the option of enrolling in coursework at SFASU during the summer terms to improve your GPA and become eligible for continuing enrollment in the fall. In order to return in the fall, you must make a C average in at least nine hours of summer coursework. Note that you can only take three credit hours during Maymester and seven during Summer I or Summer II, so you will have to take coursework during more than one summer term if you wish to return in the fall. Also, note that coursework taken at another university over the summer will not enable you to return to SFA in the fall. Please contact the College of Liberal and Applied Arts Academic and Career Advising Office by phone at (936) 468-2205 or email at wharris@sfasu.edu to discuss summer enrollment.

You can find information regarding the University’s academic suspension policy at http://www.sfasu.edu/627.asp. If you believe that you have placed on suspension in error, please contact the College of Liberal and Applied Arts Academic and Career Advising Office so we can resolve the situation.

C. Suspension Spring Semester

TO: College of Liberal and Applied Arts Student
FROM: Marc Guidry, Associate Dean
SUBJECT: ACADEMIC SUSPENSION

Our records indicate that you have been suspended from Stephen F. Austin State University for the Spring 2013 semester because of poor academic performance. This means you will not be able to take classes at SFASU this spring.

If you have repeated one or more classes and believe your current GPA to be incorrect, please contact the Academic & Career Advising Office at (936) 468-2205. You may also contact our office to discuss your options for returning to SFASU at a later time. Information regarding the University’s academic suspension and reinstatement policies may be found at http://www.sfasu.edu/627.asp.
Appendix D
Associate Dean Letter: Graduate Student Probation and Suspension

A. Probation

TO: College of Liberal and Applied Arts Graduate Student
FROM: Marc Guidry, Associate Dean
SUBJECT: Academic Probation

University records indicate you have been placed on Academic Probation for the Fall 2013 semester because your overall grade point average (GPA) has dropped below a 3.0.

Please keep the following points in mind. No course with a grade below C can be used to satisfy a graduate degree requirement. You may only repeat a maximum of six semester hours of coursework to raise your GPA. In general, you must make As and Bs to complete your graduate degree program (with a priority on As). I recommend that you meet with your graduate advisor in your department to discuss why you underperformed and how you can improve your performance.

If you do not improve your GPA to a 3.0 next semester, you will be placed on academic suspension and will not be able to continue your graduate program unless you are reinstated into the Graduate School, which is a lengthy and difficult process.

You can contact me to resolve your probation hold. I can be reached at (936) 468-2087.

For additional information regarding the graduate academic probation policy, please see page 24 of SFA’S Graduate Bulletin, which can be accessed at http://www.sfasu.edu/bulletin/docs/graduate/graduate-bulletin.pdf.

B. Suspension

TO: College of Liberal and Applied Arts Graduate Student
FROM: Marc Guidry, Associate Dean
SUBJECT: ACADEMIC SUSPENSION

Our records indicate that you have been suspended from Stephen F. Austin State University for the Fall 2013 semester because you failed to bring your overall grade point average (GPA) to a 3.0 or better while on probation. As a result of your suspension, you have been dropped out of all classes for the Fall 2013 semester.

A further consequence of your suspension is that your admission to the Graduate School has reverted to post-baccalaureate status. As a post-baccalaureate student, you may take graduate coursework at SFA, but no courses towards your degree program (i.e. no courses in your major or minor, if you have a minor). The purpose of taking these extra courses would be to prove you can handle graduate coursework, and your success or failure in them would be a factor in allowing you to return to your degree program.

You must apply for reinstatement to the Graduate School if you wish to return to your degree program. To be reinstated, I recommend that you write a letter to your graduate director and department chair requesting reinstatement and making the best possible case for why you should be reinstated. You will only be able to continue your degree program if your reinstatement is supported by your academic department, the Dean of the College of Liberal and Applied Arts, the Dean of the Graduate School, and the Graduate Council.

Information regarding the Graduate School’s academic suspension and reinstatement policies may be found on p. 24 of the Graduate Bulletin, which can be accessed at http://www.sfasu.edu/bulletin/docs/graduate/graduate-bulletin.pdf.
### Appendix E
#### Advising Sheet

**College of Liberal and Applied Arts Advising Office**
Ferguson Building 290  
936-468-2205  
purpledoors@sfasu.edu

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>ID# __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major: ______________</td>
<td>Minor: ________</td>
</tr>
</tbody>
</table>

GPA ____  Probation  □ No  □ Yes

□ Summer  □ Fall  □ Spring  Year ____

<table>
<thead>
<tr>
<th>Subject &amp; Course Number</th>
<th>Hours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>2. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>3. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>4. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>5. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>6. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>7. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>8. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>9. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
<tr>
<td>10. _____________________</td>
<td>______</td>
<td>________</td>
</tr>
</tbody>
</table>

_________________________________________  __________________________________
Student's Signature  Advisor's Signature

Date ______________

*LAAS AO Advising Form*  6/11/2013
I. Fill in the blanks

1. Identify 2 subject areas of the core curriculum.
   (1) __________________________________________ (2) ________________________________________

2. Identify 1 campus student support service you have used.
   ____________________________________________________________

II. Answer the following questions by circling the correct option or indicating true or false.

1. To maintain good academic standing, a student’s cumulative GPA must be at least (a) 1.0; (b) 2.0; (c) 3.0; (d) 4.0

2. How many credit hours can a Liberal and Applied Arts major typically double-dip across their degree plan? (a) 0; (b) 3-4; (c) 6-7; (d) 9-10

3. You can replace a grade for a course you took at SFA by retaking it at another college.
   True or False? _____________________

III. Answer the following questions by circling a number from 1 to 5.

1. How clear was your advisor’s explanation of the core?
   Unclear 1 2 3 4 5 Clear

2. How informative was your advisor’s explanation of academic policies?
   Uninformative 1 2 3 4 5 Informative

3. How informative was your advisor’s description of campus student support services?
   Uninformative 1 2 3 4 5 Informative

4. My advisor provided personalized, knowledgeable academic advising.
   Unsatisfied 1 2 3 4 5 Satisfied

IV. Write in a response to the following question.

What did you like best about your advising experience and does anything need to be improved?
Appendix G
Independent Study Application

STUDENT NAME

<table>
<thead>
<tr>
<th>Last,</th>
<th>First</th>
<th>M.I.</th>
</tr>
</thead>
</table>

Telephone #

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>#</td>
</tr>
</tbody>
</table>

Professor

<table>
<thead>
<tr>
<th>Semester/Year</th>
</tr>
</thead>
</table>

This student's transcript will show the following title for this Independent Study Course:

INSTRUCTIONS: This form **must be signed** by the student, supervising professor and Department Chair **before** registration. The original must be presented to the appropriate Department Chair and to the Dean of Liberal/Applied Arts to be permitted and registered into the course along with an accompanying course syllabus.

See your professor on the day that regular classes begin to schedule dates to report on the progress of your study. This course project is to be completed no later than final examination week of the semester indicated on this application.

Completion date is:

Requirements, method of procedure and type of report to be made are as follows: (use attachment if necessary)

STUDENT’S AGREEMENT: It is my understanding that I will receive a grade of ‘F’ if my progress in this course is unsatisfactory. I also understand that if I receive a grade of ‘WH’ then I MUST complete the requirements within one academic year or else the system will automatically convert the ‘WH’ to an ‘F.’ **It is my responsibility** to arrange for regular conferences with my supervising professor to report on my progress in this course. I agree with the instructions and requirements listed above, including the procedures and due date of this project.

Signature of Student

Date

I agree to supervise the study outlined above.

Signature of Supervising Professor

Date

Signature of Department Chair

Date

Signature of Associate Dean, LAA

Date
What are RAPs?

- RAPs offer a $500 scholarship to students who complete a substantial collaborative project with a Liberal/Applied Arts faculty member through an independent study (e.g. research paper, documentary, short story collection, photography series, social service project, advertising campaign, etc.).
- RAPs are competitive. Two are offered in the fall semester and two in the spring semester. The application deadline for the fall semester is April 15; the deadline for the spring semester is November 15.
- The selection committee for RAPs is comprised of the Liberal and Applied Arts department chairs, the associate dean, and the directors of the LAA research centers.
- RAPs offer students the opportunity to do research/collaborative work with a specialist on a topic devised by the student in the form of a 3-credit hour independent study course. This arrangement allows for the student to receive both college credit and professional experience, which will be recorded on the student’s transcript and can also be put on a resume.
- Students doing a RAP will have access to the facilities and equipment of the LAA research centers.

Eligibility Requirements for RAPs

- Major or minor in a Liberal/Applied Arts discipline
- The independent study must fulfill a requirement within a Liberal/Applied Arts major or minor
- Minimum 3.0 cumulative gpa and minimum gpa of 3.25 in the major or minor the independent study will count towards
- At least 60 earned hours, at least 15 of which must be at SFA
- RAP scholarship recipients must submit their research/collaborative product to the Undergraduate Research Conference.

To apply for a RAP

- Complete the LAA application for an independent study course
- Include the following attachments with your independent study course application:
  - A detailed syllabus for the independent study course, including a schedule that breaks down the project into stages and indicates the time to be dedicated to each stage
  - A formal 500-word essay typed in MS Word indicating that you are applying for a RAPs scholarship; describing your project; and explaining why your project is significant, how it fits into your curriculum, and how it will benefit you professionally
  - A letter of recommendation from the faculty member who will conduct the independent study explaining why you are qualified to receive a RAPs scholarship and why your project merits special funding; the letter should be sealed in an envelope signed by the faculty member

For more information about RAPs, contact Dr. Marc Guidry, Associate Dean, College of Liberal and Applied Arts, at 936.468.2087 or mguidry@sfasu.edu.
Appendix J

Graduate Student Comprehensive Exam

STEPHEN F. AUSTIN STATE UNIVERSITY
THE COLLEGE OF LIBERAL AND APPLIED ARTS
REPORT OF COMPREHENSIVE FINAL EXAMINATION

This form is to be submitted to the office of the Dean of Liberal and Applied Arts.

Name of student________________________________ID________________________Date________________

Degree____________________________________________ Thesis___________________ (Yes or No)

The student is to be examined over the major field; a minor field examination is optional.

Student's major is________________________________________No. Semester Hours_________________

Student's minor is________________________________________No. Semester Hours_________________

The major adviser may name any reasonable number of examiners for the major field and designate those who will have a vote, provided that at least three examiners participate. Those voting must be members of the graduate faculty. The same is true for the minor field by the minor adviser. The student must have a majority of votes in order to be declared as having satisfactorily passed each part of the Comprehensive Final Examination. In the event of failure to pass, or serious questions on the part of the committee, the student may be required to do additional work in the major or minor or both to correct deficiencies and then be re-examined.

This is to certify the above named student has been given a Comprehensive Final Examination in his/her __________________________________________ as of the date indicated above and has performed satisfactorily or unsatisfactorily as indicated below.

Note: Separate forms may be used by the Major Adviser and the Minor Adviser, or they may agree on a joint committee, conduct the examination jointly, and report on a single form.

Satisfactorily Unsatisfactorily

Date of Examination

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

The examination was [    ] written, [    ] oral, [    ] both oral and written.

____________________________________________________

Major Adviser

Reviewed by

Major Department Chair

Approved by

Associate Dean, CLAA

Date

Associate Dean, CLAA
Stephen F. Austin State University

PETITION TO ACCEPT OUT-OF-DATE COURSES
Graduate School

Name ___________________________ Date ______________

Campus ID# ___________________________ Major ___________________________

Anticipated date of graduation Semester __ Year ______________

I hereby petition the Graduate School to accept the courses listed below toward my graduate degree.

Reason for delay in completion of degree:

________________________________________
Student Signature

_________________________  __________________________

COURSE INFORMATION AND VALIDATION

Course Prefix Number Title

Semester __ Year __ Grade __ Instructor of Record

I certify the information taught in the courses listed above is still current and valid and recommend that the student receive credit for the course.

Date ___________________________  Instructor’s Signature ___________________________

Approved ______ Not Approved ______

Department Chair/Graduate Advisor

Approved ______ Not Approved ______

College Dean

Approved ______ Not Approved ______

Graduate Dean
Appendix L
Undergraduate Plan of Study: English BA Example

NAME: ____________________  STUDENT ID#: __________
DATE: _____________________  CATALOG: ___________
ANTICIPATED GRADUATION DATE (SEMESTER/YEAR): _______________

General Education Core Requirements

<table>
<thead>
<tr>
<th>Communication</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td>6-8 hrs. from:</td>
<td>3 hrs from:</td>
</tr>
<tr>
<td>ENG 131</td>
<td>MTH 110</td>
</tr>
<tr>
<td>ENG 132</td>
<td>MTH 133</td>
</tr>
<tr>
<td>ENG 133H*</td>
<td>MTH 138</td>
</tr>
<tr>
<td></td>
<td>MTH 143</td>
</tr>
<tr>
<td></td>
<td>MTH 220</td>
</tr>
<tr>
<td></td>
<td>MTH 233</td>
</tr>
</tbody>
</table>

*Honors course, see advisor.

Proficiency in a foreign language through SFA’s 132 courses or two semesters of any single language. May satisfy requirement with two semesters of American Sign Language.

Natural Sciences

<table>
<thead>
<tr>
<th>6-8 hrs. from: (Lab required)</th>
<th>3 hrs from:</th>
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<tbody>
<tr>
<td>AST 105</td>
<td>ENG 200</td>
</tr>
<tr>
<td>BIO 131</td>
<td>ENG 211</td>
</tr>
<tr>
<td>BIO 133</td>
<td>ENG 222</td>
</tr>
<tr>
<td>CHE 113</td>
<td>ENG 233H</td>
</tr>
<tr>
<td>CHE 133</td>
<td>PHI 153</td>
</tr>
<tr>
<td>GOL 131</td>
<td>HIS 152</td>
</tr>
<tr>
<td>PHY 102</td>
<td></td>
</tr>
<tr>
<td>PHY 131</td>
<td></td>
</tr>
<tr>
<td>PHY 242</td>
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</table>

Humanities & Visual & Performing Arts

<table>
<thead>
<tr>
<th>3 hrs from:</th>
<th>3 hrs from:</th>
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</thead>
<tbody>
<tr>
<td>ART 280</td>
<td>ANT 231</td>
</tr>
<tr>
<td>MUS 140</td>
<td>EPS 380*</td>
</tr>
<tr>
<td>THR 370</td>
<td>PSY 133</td>
</tr>
<tr>
<td>ART 281</td>
<td>SOC 139</td>
</tr>
<tr>
<td>MHL 245</td>
<td></td>
</tr>
<tr>
<td>DAN 140</td>
<td>GEO 131</td>
</tr>
<tr>
<td>ART 282</td>
<td>PSY 153</td>
</tr>
<tr>
<td>THR 161</td>
<td>GEO 231</td>
</tr>
<tr>
<td>DAN 341</td>
<td>SOC 137</td>
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</table>

Social & Behavioral Sciences

<table>
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<tr>
<th>6 hrs.</th>
<th>6 hrs.</th>
<th>3 hrs from:</th>
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<tbody>
<tr>
<td>HIS 133</td>
<td>PSC 141</td>
<td>ANT 231</td>
</tr>
<tr>
<td>HIS 134</td>
<td>PSC 142</td>
<td>EPS 380*</td>
</tr>
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</table>

*Applies only to students completing a minor in Secondary Education.

Additional Requirements (B)

Foreign language proficiency through the SFA 232 level

3 hrs from Oral Communication Skills component:

COM 111
COM 170

3 hrs. from Humanities component:

ENG 200  ENG 221  ENG 230  PHI 153  HIS 151
ENG 211  ENG 222  ENG 233H PHI 163  HIS 152
ENG 212  ENG 229  ENG 300  PHI 223

Must have a different prefix than that selected in Humanities above.
ENGLISH MAJOR (36 hours)

<table>
<thead>
<tr>
<th>Sociology Major Required Courses</th>
<th>12 hours from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Literature Courses (6 hours)</td>
<td>ENG 326</td>
</tr>
<tr>
<td>ENG 211</td>
<td>ENG 212</td>
</tr>
<tr>
<td>ENG 230</td>
<td>ENG 344</td>
</tr>
<tr>
<td>Linguistics Courses (3 hours)</td>
<td>ENG 381</td>
</tr>
<tr>
<td>ENG 342</td>
<td>ENG 344</td>
</tr>
<tr>
<td>World Literature Period Courses (3 hours)</td>
<td>ENG 426</td>
</tr>
<tr>
<td>ENG 304</td>
<td>ENG 305</td>
</tr>
<tr>
<td>British Literature Period Courses (3 hours)</td>
<td>ENG 490</td>
</tr>
<tr>
<td>ENG 315</td>
<td>ENG 316</td>
</tr>
<tr>
<td>American Literature Period (3 hours)</td>
<td></td>
</tr>
<tr>
<td>ENG 330</td>
<td>ENG 331</td>
</tr>
<tr>
<td>Advanced world, British or American Literature (3 hours)</td>
<td>ENG 405</td>
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<tr>
<td>3 hours upper level electives</td>
<td></td>
</tr>
</tbody>
</table>

MINOR OR 2ND MAJOR

<table>
<thead>
<tr>
<th>Minor or 2nd Major:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

TO GRADUATE: 120 HOURS (at least 42 semester hours of work in residence at SFA)

- 42 ADVANCED HOURS, 36 AT SFA
- 9 HOURS OF WRITING ENHANCED COURSES: __________ __________ __________

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Minor Advisor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Division Director:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

You may transfer a maximum of 66 hrs. & 4 hrs. of activity from a junior/community college.
You may earn no more than 30 hrs. of credit from the College of Business.
This is not a contract binding the University to offer a given course at any given time. Arrangements concerning the scheduling of courses will be made between the student and the advisor based on the information at hand. These arrangements will not be binding on the student or the University.
# Appendix M
## Undergraduate Petition to Change Degree Plan

<table>
<thead>
<tr>
<th>Student Name</th>
<th>DateFiled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SID #</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate for degree to be awarded in: 

Undergraduate degree plan dated: 

Undergrad/Grad Bulletin Year: 

<table>
<thead>
<tr>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I hereby petition to change student’s

<table>
<thead>
<tr>
<th>DLAA Processor Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Faxed to Registrar:</th>
<th>Scanned:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>Approved</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean’s Approval</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix N
Graduation Checklist

Student’s name: ______________________________________  ID# __________________

It is recommended that an academic advisor complete this form once a student files an Intent to Graduate form. This document should be retained in the advisor’s records on the student. Please place a check (√) next to each item verifying the student has or will fulfill the specific requirement.

1. Credit Hour Requirements
   Total the student’s credit hours by taking into consideration three factors:
   • earned hours,
   • credit hours currently enrolled in or will be taking at SFA,
   • and credit hours to be transferred to SFA prior to graduation.

   Caution: all credit hours must be counted manually. Be alert for repeats not omitted on the online transcript, such as AP credits and transfer credits, since these hours are not excluded by the Banner system.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>✓</th>
<th>Special Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 120 hours total hours</td>
<td></td>
<td>Check for</td>
</tr>
<tr>
<td>42 advanced hours overall</td>
<td></td>
<td>If not, a petition must be approved for fewer advanced hours</td>
</tr>
<tr>
<td>36 advanced hours at SFA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 hours in residence at SFA</td>
<td></td>
<td>Online courses count as fulfilling in-residence status</td>
</tr>
<tr>
<td>30-36 hours in the major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 18 major hours are advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 12 advanced major hours completed at SFA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 18 hours in minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 9 minor hours are advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 6 advanced minor hours completed at SFA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No more than 7 hours double-dipped (i.e., used twice)</td>
<td></td>
<td>If not, a petition must be approved allowing extra double-dipping</td>
</tr>
<tr>
<td>If junior college transfer hours exist →</td>
<td></td>
<td>No more than 66 credit hours (plus 4 hours in kinesiology) can transfer</td>
</tr>
<tr>
<td>Only SFA courses are being used to calculate GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. University and College Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>✓</th>
<th>Special Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major and minor are officially declared</td>
<td></td>
<td>Secondary Education must have at least a 2.75 GPA in minor</td>
</tr>
<tr>
<td>At least a 2.0 GPA in major, minor, and cumulatively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collateral requirements in major fulfilled</td>
<td></td>
<td>No more than 30 hours in Business courses can be applied to minor, including transfer credit</td>
</tr>
<tr>
<td>Collateral requirements in minor and/or double major fulfilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core curriculum fulfilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College requirements fulfilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin year is same on Plan of Study as in Banner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course substitutions listed on Plan of Study and in Banner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof of pending transfer credit received by Dean’s Office</td>
<td></td>
<td>If proof is not received, student is dropped from the graduation class</td>
</tr>
<tr>
<td>A grade of “C” or better achieved in ENG 131 and 132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is or will repeat any required course not yet completed successfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All grades of WH will be resolved prior to graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any course repeated for credit does not exceed the allowable hours for the course (e.g., If a course is 3 hours and can be repeated once, no more than 6 hours are counted in the Plan of Study)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For students in the 2010-2011 General Bulletin or an earlier Bulletin version, nine hours of writing enhanced courses are completed</td>
<td></td>
<td>This requirement does not apply to students to later versions of General Bulletin (2011-2012 or after) because the writing enhanced requirement is built into their major.</td>
</tr>
</tbody>
</table>
# Appendix O

## Intent to Graduate

**College of Liberal & Applied Arts**

<table>
<thead>
<tr>
<th>PROPOSED GRADUATION DATE:</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR</td>
</tr>
</tbody>
</table>

**Student Name**

<table>
<thead>
<tr>
<th>Last, First, MI</th>
</tr>
</thead>
</table>

**Degree**

<table>
<thead>
<tr>
<th>BA</th>
<th>BS</th>
<th>Major</th>
<th>2nd Major</th>
<th>Minor</th>
</tr>
</thead>
</table>

**Bulletin Year**

<table>
<thead>
<tr>
<th>2nd Major</th>
<th>2nd Minor</th>
</tr>
</thead>
</table>

*The following numbers **should include in progress** courses from transfer work and at SFA*

<table>
<thead>
<tr>
<th>Transfer Hours Applied to Degree</th>
<th>Earned SFA Hours</th>
<th>ADV Hours @ SFA</th>
<th>Extra ADV Hours for LAA</th>
<th>TOTAL EARNED HOURS</th>
<th>Current GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No more than 66hrs from Junior College</strong></td>
<td><strong>At least 42hrs</strong></td>
<td><strong>At least 36hrs</strong></td>
<td><strong>At least 42hrs</strong></td>
<td><strong>120-130hrs</strong></td>
<td><strong>2.000+</strong></td>
</tr>
</tbody>
</table>

**Current Semester *in progress courses:***

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>@ SFA</th>
<th>Transfer Institution</th>
</tr>
</thead>
</table>

**Complete Additional Courses Listed Below:***

<table>
<thead>
<tr>
<th>Course/Requirement</th>
<th>Hrs</th>
<th>Courses</th>
</tr>
</thead>
</table>

**Writing Enhanced***

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Transfer Institution</th>
</tr>
</thead>
</table>

---

**Student Signature:** ____________________________  **Date:** __________

**Advisor Name (print):** ____________________________

**Advisor Signature:** ____________________________  **Date:** __________

---

**This form and accompanying Plan of Study (POS) must be sent to:**

Shana Goeyns  
Ferguson 291 • goeynssd@sfasu.edu
Recommendation to change Bulletin Year

_________________________________________,
Student Name

________--________--________ has been advised to change to the
Student ID Number

________--________ Bulletin.
Bulletin Year

_______________________________
LAA
Student’s College

_______________________________
Student’s Major

_______________________________
Advisor’s Signature

_______________________________
Approved
(Signature of Department Chair or College Advising Coordinator Required)

Send to F291
## Course Substitution Request Form

**College of Liberal and Applied Arts**

**Appendix Q**

**Course Substitution Request Form**

College of Liberal & Applied Arts  
P.O. Box 13033, SFA Station  
Stephen F. Austin State University  
Nacogdoches, TX 75962-3033  
Phone (936) 468-2803 ● Fax (936) 468-2190

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>SID:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Degree Type:</th>
<th>BS</th>
<th>BA</th>
<th>BFA</th>
<th>BSW</th>
</tr>
</thead>
</table>

**Course Required:**

**Proposed Substitution:**

- X ______________________________________
  Advisor

- X ______________________________________
  Department Chair

- X ______________________________________
  Associate Dean of Liberal and Applied Arts

Any proposed substitutions for core or college requirements need dean’s approval.

Course substitutions within a major are approved by the department chair and the dean; substitutions from outside the major need dean’s approval.

Substitutions into minor programs of study require authorization by minor advisor and/or chair and the dean.
TIME OFF REQUEST FORM
VACATION, SICK LEAVE, COMP TIME

Name: ___________________________ ___________________________

Hours Requested: ___________________________

Type of Leave: 
☐ Vacation
☐ Sick Leave
☐ Comp Time

Date(s) Off: ___________________________ ___________________________

______________________________ ___________________________
Employee Signature Date

______________________________ ___________________________
Dean’s Signature Date
Appendix S
Annual Chair Evaluation Form

--------------------------------------------  --------------------------------------------
Name                                                                                       Department

Academic chairs are evaluated on the basis of four criteria under university policy: teaching, scholarship, service, and administrative performance. In the College of Liberal & Applied Arts, these factors are weighted according to the following benchmarks: teaching (10%), scholarship (10%), service (5%), and administrative performance (75%).

1. Teaching:

2. Scholarship:

3. Service:

4. Administrative Performance:
   a. Leadership and Communication
   b. Resource and Budget Management
   c. Personnel Supervision

Overall Performance Evaluation  Satisfactory  Unsatisfactory

Dean: ________________________________  Date: ____________
Chair: ________________________________  Date: ____________
Provost: ______________________________  Date: ____________