

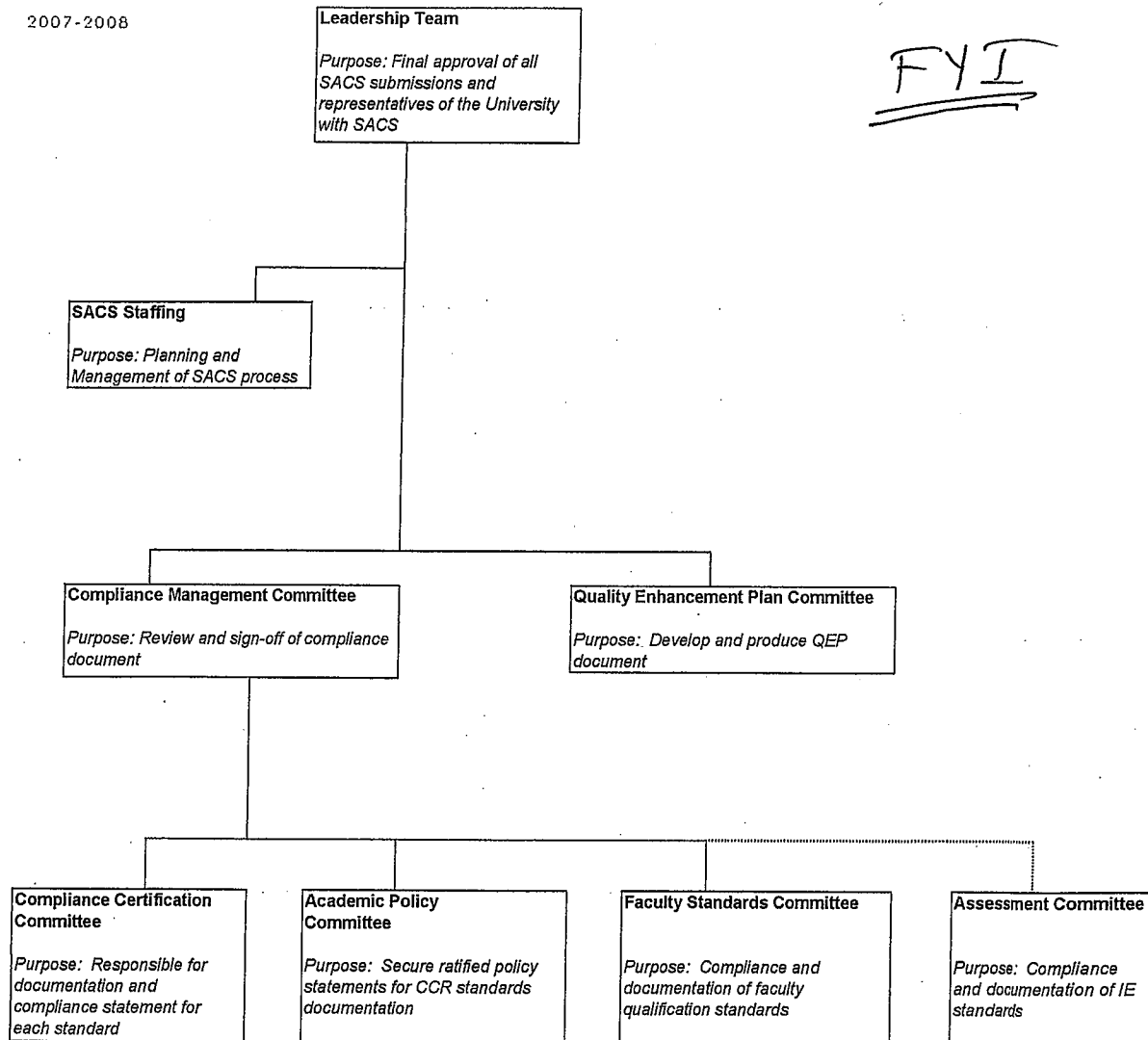


UNIVERSITY of HOUSTON

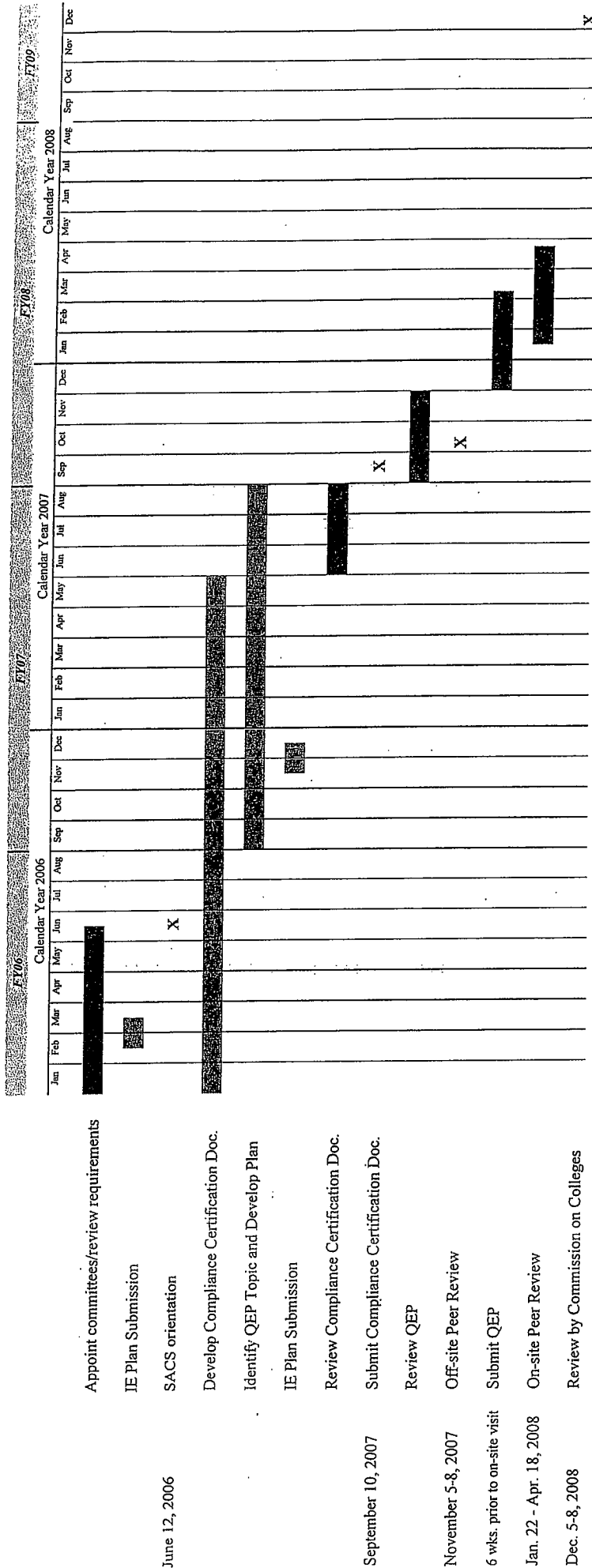
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SACS Organizational Chart



UNIVERSITY OF HOUSTON DEANS' RETREAT, JANUARY 12, 2006 SACS REAFFIRMATION TIMELINE



3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

Rationale and Notes:

The curriculum is directly related to the institution's mission and the educational degrees, certificates, and diplomas. This standard assumes that the faculty has primary responsibility for the content, quality, and effectiveness of the curriculum. The route for curriculum approval is typically through faculty-controlled processes that begin at the department or program level followed by appropriate approvals within and external to the institution. Initiation of and responsibility for curriculum *content* is faculty driven. Additionally, it is the responsibility of the faculty to assess periodically the curriculum for quality and effectiveness and make changes as appropriate. When reviewing the *quality* of its curriculum, the institution might consider characteristics such as the following: (1) currency and relevancy of the theories and practices in the field or discipline; (2) intellectual rigor appropriate to the level of the degree program; or (3) the "connectivity" among the components of the curriculum. When considering the *effectiveness* of its curriculum, the faculty establishes learning outcomes of the curriculum and assesses the extent to which these outcomes are being achieved. Consequently, the characteristics for assessing the effectiveness of the curriculum might include the extent to which the curriculum provides opportunities for (1) increasingly complex understandings of theories, principles, and practices; (2) increasingly complex levels of analysis and development of skills; and (3) application of theories and principles.

Relevant Questions for Consideration:

- What is the process for the development, approval, evaluation, and improvement of the curriculum?
- What are the policies and procedures for expanding or limiting the curriculum and what are the faculty's responsibilities?
- How does the institution ensure the quality and effectiveness of its curriculum so that it is appropriate to its educational programs?
- What standards for review of curriculum quality does the institution use?
- How does the institution ensure that the curriculum is relevant to the institution's mission and program offerings?

Sample Documentation:

- Faculty handbook, current curriculum development policy or manuals, minutes of curriculum committees describing the role and responsibility of faculty in determining the content, quality, and effectiveness of the curriculum
- Curriculum evaluations conducted by faculty showing attention to curriculum quality and effectiveness

3.4.13 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Rationale and Notes:

This standard assumes that individuals competent in the field oversee all majors or curricular areas or areas of concentration in undergraduate and graduate degree programs in order to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains currency in the degree. Degree programs normally are coordinated by academically qualified faculty who hold degree credentials or other qualifications appropriate to the degree offered. If responsibility for coordination for curriculum development and review are assigned to persons other than faculty, then the institution should provide appropriate documentation.

Relevant Questions for Consideration:

- What evidence exists that the coordinator for each major, curricular area, or concentration in an undergraduate or graduate degree program has the qualifications and credentials for leadership in the development and review of the curriculum?
- What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the respective undergraduate or graduate degree programs and for ensuring that the curriculum, as well as the delivery of the curriculum, is educationally sound?

Sample Documentation:

- List of program coordinators, their areas of responsibility, and their qualifications
- Description of coordinator responsibilities

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Rationale and Notes:

Good educational practice presumes that an institution's academic policies are developed in concert with the appropriate input and participation of the affected constituencies and conform with generally accepted practices and policies of higher education. Each institution develops academic policies—such as grading policies, withdrawals, degree completion requirements—that are appropriate to its programs and students and that accurately portray its programs and services. Good educational practice presumes that these academic policies lead to a teaching and learning environment that enhances student learning and further implies that each institution engages in a process of program review. Faculty members assume responsibility for determining good educational practice and therefore should have a substantive role in the development and review of academic policies.

Relevant Questions for Consideration:

- How does the institution determine good academic practices within the context of its mission?
- How are academic policies developed, approved, and reviewed?
- What is the role of faculty in the development and approval process?
- To what extent are the institution's academic policies made available to those constituencies affected by the policies?
- What is the approval process for print and other media material that the institution uses to portray itself to the general public and potential students?

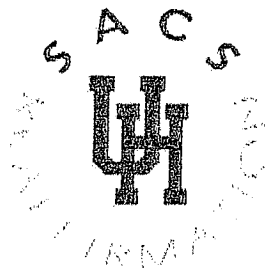
Sample Documentation:

- List of academic policies
- Documents (including websites) which contain academic policies such as catalogs, student handbook, policy handbook, faculty handbook
- Faculty Handbook or other documents/Web pages that include a description of the process by which academic policies are developed, approved, and reviewed
- Publications and other material that portray the institution to potential students and the general public
- Minutes of meetings in which academic policies are modified or approved

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2007-2008

SACS REAFFIRMATION OF ACCREDITATION

Welcome to the University of Houston's Southern Association of Colleges and Schools (SACS) website, the gateway to university assessment and SACS 2008 reaffirmation of accreditation process information. As we continue to develop innovative approaches to enhancing our institutional effectiveness, and most importantly student learning, this web site will serve as a collaborative, university-wide work space to exchange ideas and facilitate assessment.

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- ☐ Navigating this site. Technical requirements
- ☐ UH Strategic Plan
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Compliance Reports

- ☐ Compliance Certification Reports
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- ☐ Federal Mandates
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Document Directory & Other Documentation

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- ☐ Organizational Chart 
- ☐ Faculty Teaching Credentials
- ☐ Course Offerings

Quality Enhancement Plan

- ☐ Quality Enhancement Plan
- ☐ Quality Enhancement Plan Team

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