SACS Accreditation and Online Programs

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&

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SACS Standards

1. Interaction
2. Ensuring rigor of material, courses, program & quality of instruction
3. Educational effectiveness
4. Technology used
5. Currency of materials, programs, & courses
6. Policies on intellectual property
7. Support services and training for faculty
8. Admission/recruitment policies take into account students ability to succeed in DE
9. Integrity of student work and credibility of degrees & credits

Practice: Interaction

- Instructor responds to student questions within 72 hours
- Regular communication
- Synchronous communication with students
- Instructor maintains online course throughout the semester (discussions, group formations, gradebook, assignment submissions, calendar, course material uploads after course release)

Practice: Ensuring Rigor of Material, Courses, Program & Quality of Instruction

- Instructor prepares all course materials (lectures, exercises, videos, etc.) with assistance of an instructional designer and teaching assistant
- Instructor reviews all aspects of the course before it goes live
- Instructor approves course

Practice: Educational Effectiveness

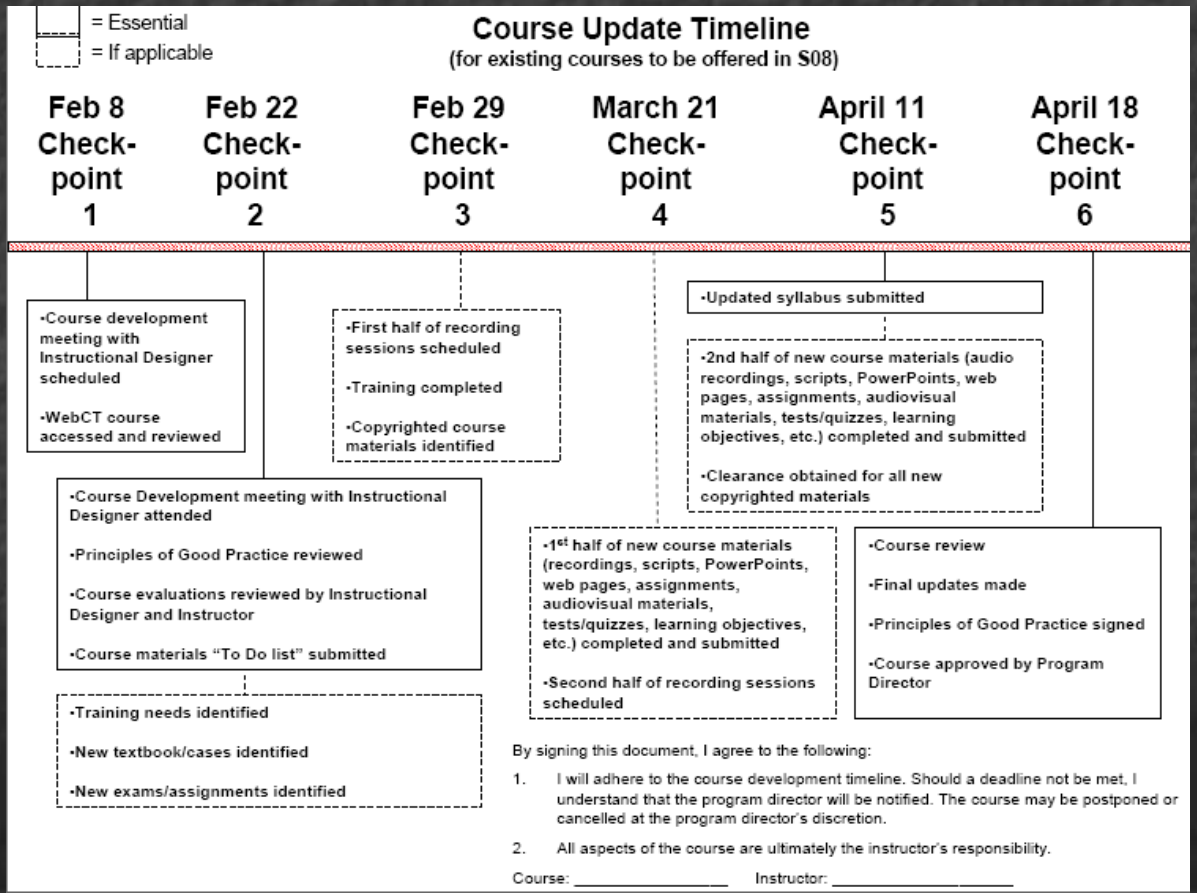
- Learning outcomes: Exams, quizzes, papers, discussion board, etc.
- Student satisfaction: End of course evaluations

Practice: Technology Used

- Students are sent a welcome email with a link to all technical requirements
- Distance Learning Web page
- Each course has a “getting started” link to technical requirements
- Syllabus for online course
- Syllabus links to technical requirements
- Technical support available to students via email and telephone

Practice: Currency of Materials, Programs, & Courses

- Courses go through a 12 week update schedule



= Essential
= If applicable

Course Update Timeline
(for existing courses to be offered in S08)

Feb 8 Check-point 1	Feb 22 Check-point 2	Feb 29 Check-point 3	March 21 Check-point 4	April 11 Check-point 5	April 18 Check-point 6

- Course development meeting with Instructional Designer scheduled
- WebCT course accessed and reviewed

- Course Development meeting with Instructional Designer attended
- Principles of Good Practice reviewed
- Course evaluations reviewed by Instructional Designer and Instructor
- Course materials "To Do list" submitted

- Training needs identified
- New textbook/cases identified
- New exams/assignments identified

- First half of recording sessions scheduled
- Training completed
- Copyrighted course materials identified

- Updated syllabus submitted

- 2nd half of new course materials (audio recordings, scripts, PowerPoints, web pages, assignments, audiovisual materials, tests/quizzes, learning objectives, etc.) completed and submitted
- Clearance obtained for all new copyrighted materials

- 1st half of new course materials (recordings, scripts, PowerPoints, web pages, assignments, audiovisual materials, tests/quizzes, learning objectives, etc.) completed and submitted
- Second half of recording sessions scheduled

- Course review
- Final updates made
- Principles of Good Practice signed
- Course approved by Program Director

By signing this document, I agree to the following:

1. I will adhere to the course development timeline. Should a deadline not be met, I understand that the program director will be notified. The course may be postponed or cancelled at the program director's discretion.
2. All aspects of the course are ultimately the instructor's responsibility.

Course: _____ Instructor: _____

Practice: Policies on IP

- Faculty authored, scholarly works, art works, musical compositions and dramatic and nondramatic literary works related to the faculty member's professional field, regardless of the medium of expression, unless such work is commissioned by or produced as a work for hire by the U. T. System or U. T. Dallas. Such work is owned by the creator.
- Instructors are paid a course development grant, then paid the same as teaching a traditional course
- Instructors may request a redevelopment grant
- Clearance for using copyrighted work is attained by the instructor

Practice: Support Services and Training for Faculty

- Technical training courses (WebCT, Camtasia, PowerPoint, Blog, Wiki, etc.)
- One-on-one training available upon request
- Technical support available via email & phone
- Library support
- Online teaching orientation class
- Instructors are assigned an instructional designer, who is their point of contact for the course development and offering

Practice: Admission/recruitment policies take into account students ability to succeed in DE

- Self Assessment for Distance Education
- Successful student traits addressed
- All online students are registered by knowledgeable “online” academic advisor
- Students state they have minimum requirements (computer with internet access, hardware/software, computer literacy)

Practice: Integrity of Student Work/Credibility of Degrees & Credits

- All courses have on-campus equivalent
- All courses taught by on-campus faculty
- Course materials/assessments password protected
- Deep testbanks, time limits, randomization of questions/answers
- Turn-it-in
- Proctored exams

Reporting

- Interaction
- Ensuring rigor of material, courses, program and quality of instruction
- Educational Effectiveness
- Integrity of Student Work
- Credibility of Degrees & Credits

Reporting

- Handbook of Operating Procedures
- Schools' Bylaw
- Faculty Committee such as CCC, CUE, CGE

Reporting

- Principles of Good Practice Form

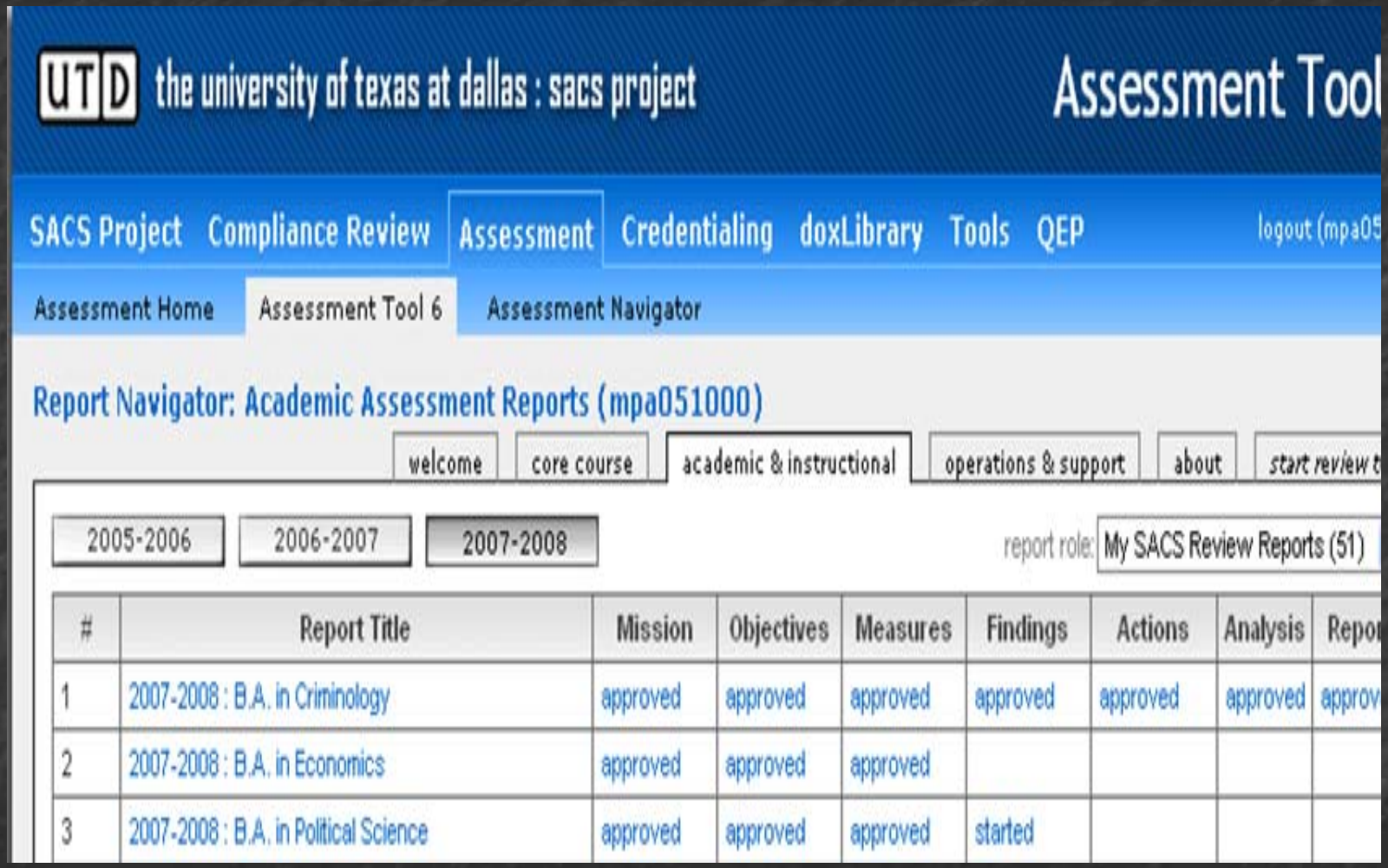
5. The course provides for timely and sufficient interaction between faculty and students and among students.
☒Yes (please describe)
☐No (please list why)

6. The instructor will provide feedback for students on assignments and respond to questions in a timely manner. The instructor has detailed these guidelines in the course.
☒Yes (please describe)
☐No (please list why)

7. When teaching the course, the faculty member will be available to support and communicate with the students and oversee student projects and evaluation.
☒Yes (please describe)
☐No (please list why)

Reporting

- Assessment Tool
- Course Evaluation
- Course Syllabus


UTD the university of texas at dallas : sacs project
Assessment Tool
SACS Project
Compliance Review
Assessment
Credentialing
doxLibrary
Tools
QEP
logout (mpa05
Assessment Home
Assessment Tool 6
Assessment Navigator
Report Navigator: Academic Assessment Reports (mpa051000)
welcome
core course
academic & instructional
operations & support
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2005-2006
2006-2007
2007-2008
report role:
My SACS Review Reports (51)
| Report Title | Mission | Objectives | Measures | Findings | Actions | Analysis | Repo
1 | 2007-2008 : B.A. in Criminology | approved | approved | approved | approved | approved | approved | approv
2 | 2007-2008 : B.A. in Economics | approved | approved | approved
3 | 2007-2008 : B.A. in Political Science | approved | approved | approved | started

UTD THE UNIVERSITY OF TEXAS AT DALLAS

Popular Links

Course Evaluations
Evaluations for all classes at UTD are given at the end of the semester. Students rate their professors and provide helpful feedback. These evaluations are a valuable resource both for students and faculty members.

Course Evaluations

Taking a class this semester? Find out how other students rated the class and professor.

AH 3300 MATH 1301
CHEM 1311 MATH 1302
FREN 2312 PHYS 1102
GOVT 2301 PHYS 1302
GOVT 2302 RHET 1101
HIST 1301 RHET 1302
HIST 1302 SPAN 1312
LIT 3301 SPAN 2312

SEARCH BY
Course Number

Locate a class by the course prefix and number.

Submit

Adler
Ammann Williams
Anderson Wilson
Arnold Yang
Barnes Young
Baron Zhang
Bateman Zhou
Berg Ziegler

SEARCH BY
Professor's Last Name

Enter the last name of the professor to search for:

Submit

Have some thoughts about this improved version of the UT Dallas Course Evaluations? Send us an email with your comments.

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Popular Links

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Southern Association of Colleges and Schools (SACS)

Academic Senate

Syllabi Templates

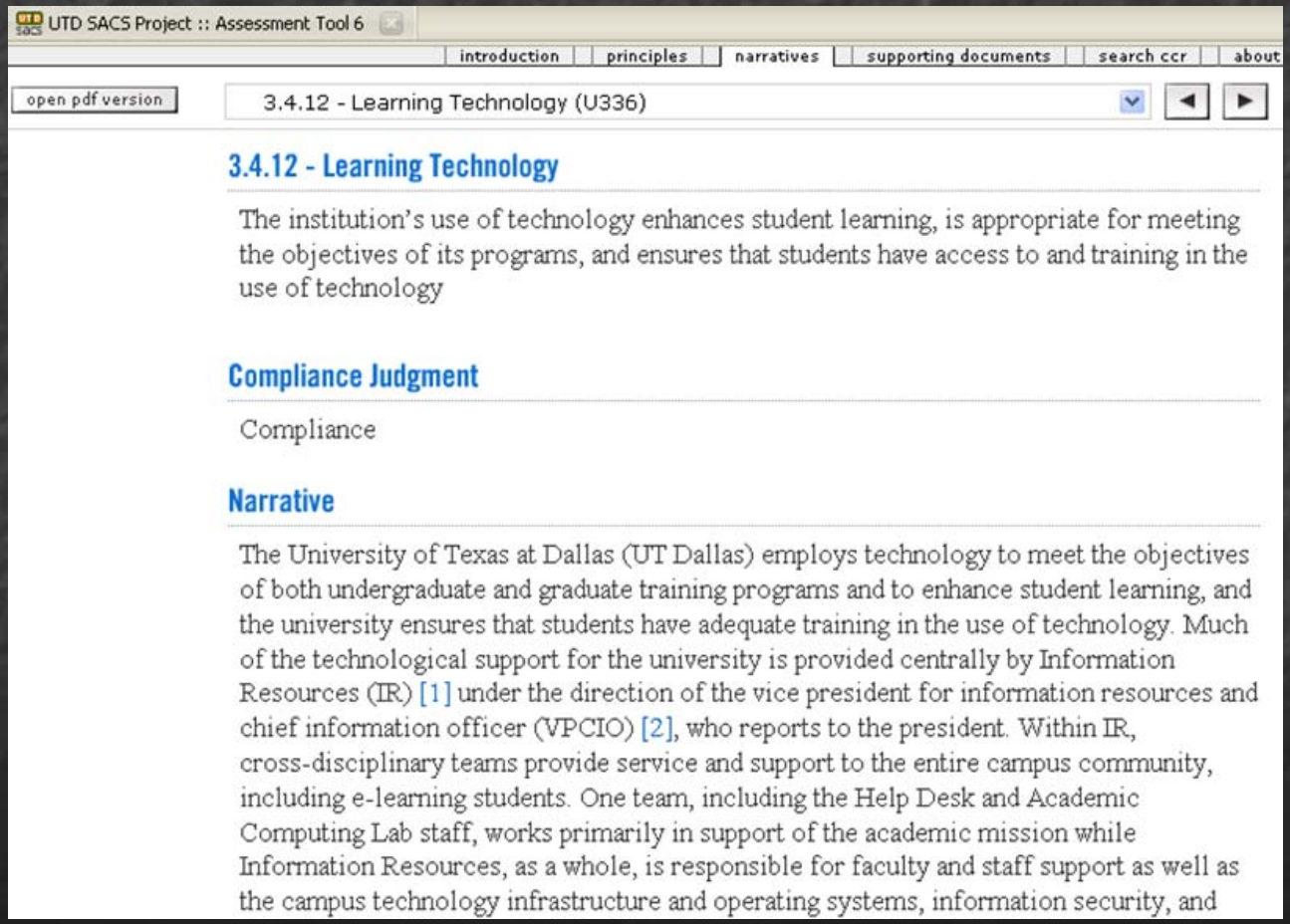
UTD is in the process of preparing for reaffirmation of our accreditation from Southern Association of Colleges and Schools (SACS). The process has greatly changed since our previous visit. In the new process, each university must conduct a self-study/audit based on 73 principles. These principles are available on the web (http://www.sacscoc.org/handbooks.asp).

In April 2006, the Committee on Educational Policy and the Faculty Senate approved a template for UTD's syllabi. The template has been reproduced in five different formats: an rtf format for those who do not use Microsoft products, an Excel file, a Word table format, a Word form document, and an open Word document. You are free to choose the provided format that works best for you.

Syllabus Template RTF document
Syllabus Template Word Table
Syllabus Template Word document
Syllabus Template Word Form document
Syllabus Template Excel document
Syllabus Template Distance Learning Word document

Reporting: Technology Used

- Compliance Certificate Report



Reporting: Currency of Materials, Programs, & Courses; Support Services for Faculty

- PGP Form

2. How will the instructor assess student achievement in the course? By what means? Please provide grading guidelines and types of assessment.
☒Yes (please describe) two proctored exams plus graded discussions and journal
☐No (please list why)

3. Will the instructor use the assessment described in question 2 to make necessary revisions to the course at regular intervals?
☒Yes (please describe)
☐No (please list why)

5. The institution provides the faculty with support services specifically related to teaching online.
☒Yes (please describe)
☐No (please list why)

8. Has the institution demonstrated a commitment to ongoing support, both financial and technical, to continue the course for a sufficient amount of time for students to complete the course or program where the course is associated?
☒Yes (please describe)
☐No (please list why)

Reporting: Policies on IP

- UT System regulation
- Handbook of Operating Procedures
- Distance learning website

Reporting: Admission and Recruitment

- DL website – Prospective Students
- Principles of Good Practice Form

4. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course. This would include, if appropriate, prerequisite technical and/or content background.
☒Yes (please describe)
☐No (please list why)

Challenges

- Politics
- Decentralization of schools/programs
- Lack of resources

Lessons Learned

- Have backing of administration
- Attain buy-in
- Start EARLY!

Recommendations

- Regular communication with the stakeholders
- Use findings for improvement and communicate it to the university's community
- WIFM