INTRODUCTION

The Talladega College Faculty Handbook is made available to all faculty, new and incoming, to provide information about the college. It is not all inclusive for it focuses on matters that are closely related to faculty in regards to teaching, research and service.

This document summarizes faculty policies and procedures and is intended to be used as a guide. Also included is a listing of ready reference information that will assist in locating campus people, places and services. Talladega College has made every effort to provide accurate and relevant information in this handbook. Please remain aware that the information is subject to change as existing policies, procedures and other information change.

Additional information is available on the college website (www.talladega.edu), in the college catalog, The Talladegan, the Staff Policies and Procedures Manual and the Student Handbook and Code of Conduct. Talladega College assumes no liability for errors or omissions and reserves the right to change existing policies and procedures without notice.

This handbook and the policies herein do not in any way constitute, and should not be construed as, a contract of employment between Talladega College and the faculty member, or a promise of future or indefinite employment.
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1.0 FEDERAL REGULATIONS COMPLIANCE

Talladega College is committed to full compliance of all federal regulations as set forth below:

1.1. Equal Employment Opportunity and Affirmative Action
Talladega College is committed to the principle of equal employment opportunity. It is the policy of the college to recruit, select, train, and promote the best qualified person for each job. It is also the college’s goal to administer any and all personnel actions, without regard to race, color, religion, creed, age, sex, national origin or ancestry, marital status, or status as a disabled individual with a disability, in accordance with applicable laws.

The college will not tolerate any unlawful discrimination and any such conduct is prohibited. All employees, regardless of position or title, will be subject to severe discipline, up to and including dismissal, should the college determine that an employee has engaged in unlawful discrimination or harassment.

1.2. The American with Disabilities Act (ADA)
Talladega College ensures equal opportunity in employment for all qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis and all employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual. The college is also committed to prohibiting discrimination against any qualified employee or applicant because he or she is related to or associated with a person with a disability.

Where a disabled individual makes known his or her disability, the college, by its managers, shall provide reasonable accommodations to the extent required by law, to enable such employee to perform the essential functions of his or her job and to enjoy the same benefits and privileges of employment as enjoyed by employees without disabilities.

1.3. Federal Educational Rights and Privacy Act (FERPA)
The Family and Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Pursuant to FERPA, Talladega College considers the following information as "directory information:" name, place of birth, current and permanent address, telephone listing, major and areas of specialization, current class schedule, number of hours enrolled in current semester, classification, marital status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and all previous education agencies and/or institutions attended. Talladega College will release this information unless the student designates otherwise.

A student’s right to FORBID disclosure of any of the "directory information" must be exercised between the first day of registration and the SECOND Friday of classes in any semester.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student" and all rights formerly given to parents under FERPA transfer to the student.

1.4. Title IX of the Education Amendment of 1972
“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”
1.5. **Title IV of the Civil Rights Act of 1964**
“No person in the United States, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1.6. **Age Discrimination Act of 1975, Section 303**
“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”
2.0. Mission Statement

Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.

2.1 Vision Statement

Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.

2.1.1 Core Values

Talladega College promotes its core values through:

STUDENTS FIRST: The main stakeholders are students.

ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.

INTEGRITY: Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.

DIVERSITY: Expose students to diversity inherent in the world in which we live.

EXCELLENCE: To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.

Adopted by the Board of Trustees
July 21, 2016
3.0. INSTITUTIONAL PROFILE

Talladega College is a private, four-year liberal arts institution founded under the auspices of the American Missionary Association in November 1867.

The current president is Dr. Billy C. Hawkins, who assumed the leadership role in January 2008.

Physical Address: 627 West Battle Street
Talladega, Alabama 35160-2317

Campus: 50 Acres, 35 Buildings

Website Address: www.talladega.edu

Classification: Level II – Baccalaureate

Calendar: Semester

Degrees Offered: Associate of Liberal Arts, Bachelor of Arts

Divisions/Majors

Business Administration (Business Administration)

Fine Arts and Humanities (English, English Language Arts, Fine Arts, History, Mass Media Studies, Music, Performance and Instrumental Music)

Natural Sciences and Mathematics (Biology, Chemistry, Computer Science, Computer Information Systems and Mathematics)

Social Sciences and Education (Criminal Justice, Psychology, Public Administration, Elementary/Special Education Collaborative, Secondary Education, Social Work, and Sociology)

Accreditation

Talladega College is accredited by the Southern Association of College and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Talladega College.

The college is also accredited by the Alabama State Department of Education and the Council on Social Work Education.

Council on Social Work Education (CSWE)
1701 Duke Street, Suite 200 Alexandria, VA 22314-3457
Phone: 703.683.8080 | Fax:703.683.8099
E: info@cswe.org
Talladega College was designated as a National Historic District by the United States Department of the Interior in an official ceremony on April 7, 1991.

3.1. Helpful Quick Tips

President  
Dr. Billy C. Hawkins, President  
219 Sumner Hall  
6212

Vice Presidents

Academic Affairs  
Dr. Lisa E. Long, Provost/VPAA  
217 Sumner Hall  
6216

Business Affairs  
Mr. Sama Mondeh/VP, Finance and Administration  
122 Sumner Hall  
6128

Institutional Adv.  
Mr. Walvid King, Interim Vice President  
208 Sumner Hall  
8832

Student Affairs  
Dr. Sharon Whitaker-Davis, Vice President  
103 Seymour Hall  
6231

Other Offices

Bookstore/Mailroom  
Mrs. Erikka Banks  
Callahan Union Bldg. 6284

Campus Safety  
Mr. Ronald Dye, Chief  
Campus Police Bldg. 6291  
West Battle St.

Facilities Management  
Mr. Geno McGrue, Director  
705 West Battle St.  
6324

Human Resources  
Mrs. Brenda Rhoden  
122 Sumner Hall  
6204

IT  
Mrs. LaRita Brewster  
B7 Sumner Hall  
6119

Library (Savery)  
Mrs. Caitlin Cox  
Savery Library  
6377

Please refer to the Campus Directory for all other campus offices. The directory is published and maintained by the Human Resources Office and is distributed electronically.
ID Cards
ID Cards are issued to faculty at no charge during the first two weeks of the semester. Directions to visit the ID booth on the first floor of Sumner Hall during the designated hours are normally sent via e-mail and announced during faculty meetings, giving the time and place for obtaining the cards.

Vehicle Registration and Parking
All motor vehicles brought on campus must be registered with the Campus Police during the first two weeks of school. The annual vehicle registration fee is $25.00 per vehicle. To register your vehicle and receive a parking decal, you will need to:

A. pay your $25.00 fee in the Business Office;

B. carry your receipt to Campus Police and fill out the Vehicle Registration Form. You must have a valid driver's license and proof of insurance; and

C. Campus Police will issue a parking decal.

Building Access and Keys
Facilities Management is responsible for providing information relating to the issuance of keys and building access.

E-Mail Accounts
The IT staff will create e-mail accounts for new faculty and staff. Please check with this office for directions.

Pay Periods
All employees are compensated the last work day at the end of each month, following the month in which compensation was earned. Faculty have the option to extend their nine month pay extended over twelve months. Contact the Human Resources Office to have your pay extended over twelve months. You must report to the Business Office to pick up and sign for your paycheck each pay period.
The history of Talladega College began on November 20, 1865 when two former slaves, William Savery and Thomas Tarrant, both of Talladega, met in convention with a group of new freedmen in Mobile, Alabama. From this meeting came the commitment:

“… We regard the education of our children and youths as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country.”

With this as their pledge, Savery and Tarrant, aided by General Wager Swayne of the Freedmen’s Bureau, began in earnest to provide a school for the children of former slaves of the community. Their leadership resulted in the construction of a one-room schoolhouse, using lumber salvaged from an abandoned carpenter’s shop. The school overflowed with pupils from its opening, and soon it was necessary to move into larger quarters.

Meanwhile, the nearby Baptist Academy was about to be sold under mortgage default. The academy had been built between 1852-53 with the help of slaves including Savery and Tarrant. An urgent plea for its purchase was sent to General Swayne who then persuaded the American Missionary Association to buy the building and 20 acres of land for $23,000. Out of gratitude to General Swayne, the newly acquired building was named Swayne School and was opened in November 1867 with an enrollment of 140 pupils. The first courses offered ranged from elementary to normal courses. On February 17, 1869, a Memorandum of Incorporation was filed by William Savery, B. F. Sawyer, Reverend Henry E. Brown, P. M. Beebe and S. S. Tyler to charter Talladega College by the Judge of Probate of Talladega County.

Thus, a building constructed with slave labor for white students became the home of Alabama’s first private Negro college dedicated to servicing the educational needs of blacks. In 1889, the Alabama State Legislature exempted properties of the college from taxation. Swayne Hall has remained in service to this day as the symbol and spirit of the beginning of the college.

Foster Hall, erected for girls and female teachers in 1869, was the first building added after the college was chartered. Stone Hall, a dormitory for boys and male teachers, was built the following year. Many academic, residential, and other service buildings have been added over the years to accommodate the growing needs of the college.

The college’s outstanding record for maintaining exemplary science and mathematics programs, and its stellar record in producing outstanding alumni who have earned doctorate degrees in these programs have earned Talladega College the distinction of being listed in a number of publications dedicated to such honors. The college also holds the distinction of being one of a few institutions in the state of Alabama to own a human cadaver which is used in the natural sciences and mathematics division as an instructional tool in anatomy.

Since its founding seventeen presidents and ten interim/acting presidents have served Talladega College. The term of service of each of the administrators is in the following chart.
<table>
<thead>
<tr>
<th>President</th>
<th>Term</th>
<th>Interim/Acting President</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reverend Henry E. Brown</td>
<td>1867-1870</td>
<td>Reverend G. Stanley Pope¹</td>
<td>1876-1877</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>Mr. Edward M. Lord²</td>
<td>1876-1879</td>
</tr>
<tr>
<td>Mr. Albert Safford Principal</td>
<td>1870-1876</td>
<td>Reverend George W. Andrews</td>
<td>1896-1904</td>
</tr>
<tr>
<td>Dr. Henry Swift DeForest</td>
<td>1879-1896</td>
<td>Reverend John M. P. Metcalf</td>
<td>1907-1908</td>
</tr>
<tr>
<td>Reverend Benjamin M. Nyce</td>
<td>1904-1907</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reverend John M. P. Metcalf</td>
<td>1908-1916</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Frederick A. Sumner</td>
<td>1916-1933</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Buell Gordon Gallagher</td>
<td>1933-1943</td>
<td>Dr. James T. Cater</td>
<td>1943-1945</td>
</tr>
<tr>
<td>Dr. Adam Beittel</td>
<td>1945-1952</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Arthur D. Gray</td>
<td>1952-1963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Herman H. Long</td>
<td>1964-1976</td>
<td>Dr. Aaron Brown</td>
<td>1976-1977</td>
</tr>
<tr>
<td>Dr. Marguerite Archie-Hudson</td>
<td>1998-2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Henry Ponder</td>
<td>2001-2004</td>
<td>Mr. James Thornton³</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Dr. Oscar L. Prater</td>
<td>2005-2007</td>
<td>Mr. Keith Jackson⁴</td>
<td></td>
</tr>
<tr>
<td>Dr. Billy C. Hawkins</td>
<td>2008-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Reverend G. Stanley Pope served as the financial agent
²Mr. Edward P. Lord served as the administrator of school work
³Mr. Thornton served as the administrator of school work
⁴Mr. Keith Jackson served as the financial agent

Source: Talladega College Historical Collections (Savery Library)
3.3. ORGANIZATIONAL STRUCTURE OF TALLADEGA COLLEGE

3.3.1. The Board of Trustees

The self-perpetuating corporate powers of Talladega College are vested in the Board of Trustees. The Board has the ultimate responsibility for governance and of insuring that the programs of the college “serve the public good.”

3.3.1.1. Officers of the Talladega College Board of Trustees

Mr. Isaiah Hugley,* Chairman
Columbus, Georgia

Mrs. Tracey Morant Adams,* Vice Chairman
Birmingham, Alabama

Ms. Zenda Bowie, Secretary
Hampton, Georgia

3.3.1.2. Members

Mr. James Gregory Austin*
Charlotte, North Carolina

Ms. Shirley A. Brown
St. Louis, Missouri

Dr. Eugene L. Cain
President, TC National Alumni Association

Mr. James O. Cole,* Esq.
Fort Lauderdale, Florida

Mr. Arnold L. Greene
Grand Prairie, Texas

Dr. Billy C. Hawkins, President
Talladega, Alabama

Dr. James A. Hill
Chicago, Illinois

Mr. Jimmy E. Kelly, III*
Rochester, New York

Mrs. Valerie D. Lewis (McGee)
Pleasanton, CA

Mr. Marc A. Love*
3.4. Definition and Organization of the Administration

The administrative structure of Talladega College consists of the Board of Trustees, the President, and such other administrative officers normal for undergraduate college operations. Changes may be made in titles and reporting responsibilities as the needs of the college change.

3.4.1. The President

The President is the chief administrator of the college who also holds the rank of college professor in his/her discipline. As the official campus agent of the Board of Trustees, the President is responsible for the entire operation of the college, is a member of the Board of Trustees and an ex-officio member of all board committees.

3.4.2. The President’s Cabinet

Members of the cabinet are the chief administrative officers: the Provost/Vice President of Academic Affairs, Vice President of Student Affairs, Vice President of Administration and Finance, and the Vice President of Institutional Advancement.

3.4.3. The Provost/Vice President of Academic Affairs

This person is the chief academic officer of the college, holds the rank of professor in his/her discipline and is directly responsible to the president. The primary responsibilities are the integrity of the Talladega College curriculum and the quality of college activities and processes which support the academic program.

3.4.4. The Vice President of Student Affairs

This person reports to the president and is responsible for coordinating all activities related to student affairs to include implementing policies and guidelines that enhance the enrichment of student life and morale.
3.4.5. The Senior Vice President of Administration and Finance

This person reports to the president and serves as the college’s financial agent responsible for the collection and disbursement of college funds in accordance with allocations approved by the board of trustees.

3.4.6. The Vice President of Institutional Advancement

This person reports to the president and is responsible for the administrative supervision of alumni affairs relations and public relations. He/she directs all fundraising activities including the United Negro College Fund local drive, annual fund, alumni giving, major gifts (corporate and foundation), planned giving and special projects.

The full college administrative organizational structure is illustrated in the following Organizational Chart

3.4.7 The Division Deans

The four academic divisions of the college: Business Administration; Humanities and Fine Arts; Natural Sciences and Mathematics; and, Social Sciences and Education are each chaired by a division dean who reports to the Provost and Vice President for Academic Affairs.

Specific duties include:
- a. coordinating the general program of the division;
- b. serving as advisors to the Provost and Vice President of Academic Affairs;
- c. presiding at divisional meetings;
- d. serving on the following standing committees of the faculty; Curriculum Studies, Academic Review, and Library.
- e. coordinating the academic schedules of the department and programs within the division;
- f. coordinating the budget development and budget monitoring among the departments and programs within the division.

3.4.8 The Department Chairs, Area Coordinators and Program Directors

The Department Chairs, Area Coordinators and Program Directors are immediately responsible for the academic programs of the college. Each reports to the dean of the division and the Provost and Vice President for Academic Affairs.

Responsibilities include:
- a. academic advising of students majoring in the department (with the assistance of other members of the department);
- b. leading departmental discussions of faculty assignment to classes;
- c. leading departmental discussions of curriculum changes;
- d. leading departmental discussions of syllabi and department/program plans;
- e. supervising senior projects (with the assistance of other member of the department)
f. supervising student activities related to the work of the department/program/area;
g. reporting departmental decisions to the division for action;
h. making recommendations on the performance of faculty in their departments or programs and assisting in recruiting replacements; i. managing the budget of the department

4.0. SUBSTANTIVE CHANGE POLICY
TALLADEGA COLLEGE SUBSTANTIVE CHANGE POLICY

Standard 14.2 of the Compliance Certification document suggests Talladega College must submit a notification of substantive change to SACSCOC prior to implementation of the change. This policy establishes a procedure to assist in recognizing what constitutes a substantive change, as well as a procedure to approve the change and notify SACSCOC in a timely manner.

Talladega College Policy Statement on Substantive Change Notification

All substantive changes will be reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on a timely basis consistent with the Commission’s policy on substantive changes.

Definition of Substantive Change

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution, as defined in SACSCOC substantive change policy. Under federal regulations, substantive change includes:

• Any change in the established mission or objectives of the institution
• Any change in legal status, form of control, or ownership of the institution
• The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
• The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
• A change from clock hours to credit hours
• A substantial increase in the number of clock or credit hours awarded for successful completion of a program
• The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
• The establishment of a branch campus
• Closing a program, off-campus site, branch campus or institution
• Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
• Acquiring another institution or a program or location of another institution
• Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
• Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs

Substantive Change Notification Responsibilities

Talladega College’s accreditation liaison is responsible for coordinating the College’s substantive change notification actions. The College’s liaison will present an overview of the Commission on Colleges’ substantive change policy to the President's Cabinet at the beginning of each academic year and inform the Cabinet of important updates as necessary.

In addition, the SACSCOC liaison will consult with the President of the College and the President's Cabinet concerning strategic initiatives that may be classified as substantive changes according to SACSCOC policy. It is the responsibility of the members of the President's Cabinet to inform the College’s liaison of any initiatives that could potentially be classified as substantive changes and to present the initiatives to the Cabinet at least eight months prior to implementation. Some initiatives may require earlier notice.
Procedures for Reporting Substantive Changes

1. In consultation with the College's SACSCOC liaison and the President's Cabinet, initiatives presented to the Cabinet will be reviewed based on SACSCOC substantive change policy.

2. The College's SACSCOC liaison will prepare a timeline for each approved initiative that has been identified as a substantive change, including when the College will submit the initiative to its governing board; when SACSCOC must be notified; and when any supporting documentation must be submitted to both agencies.

3. The President of the College will notify the Commission on Colleges of a substantive change in the form of a letter to the President of the Commission on Colleges summarizing the proposed change, providing the intended implementation date, and listing the complete physical address if the change involves the initiation of an off-campus site or branch campus.

4. The College's SACSCOC liaison will work with the President's Cabinet in preparing any documentation required by SACSCOC on a timely basis.

5. There are three procedures for addressing the different types of substantive changes included in this document:

   • Procedure One for the Review of Substantive Changes Requiring Notification and Approval Prior to Implementation
   • Procedure Two for the Review of Substantive Changes Requiring Only Notification Prior to Implementation (some changes also require submission of additional documents). □
   • Procedure Three for Closing a Program, Site, Branch Campus or Institution.

Procedures for the following types of changes are included in a separate document, “Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status,” located on the SACSCOC website include:

   • initiating mergers or consolidations
   • acquiring any program or site from another institution
   • adding as a permanent location any site where the institution is conducting a teach-out for students of another institution that is closing
   • changes in governance, ownership, means of control or legal status

Procedures for approval of direct assessment competency-based education programs are in a separate document, “Direct Assessment Competency-Based Educational Programs.”

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.
Talladega College Substantive Change Worksheet

Under federal regulations, substantive change includes the actions cited in Table 1 below. However, this list is not exhaustive. **Directions Table 1:** Mark (X) beside the appropriate change, then complete Table 2 if necessary.

**Table 1: Substantive Change Checklist**

<table>
<thead>
<tr>
<th>Mark (X)</th>
<th>Substantive Changes /SACSCOC Procedure: (1) Prior notification and approval; (2) Prior notification; (3) Closing site, campus, or institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Any change in the established mission or objectives of the institution (1 – Prospectus required)</td>
</tr>
<tr>
<td>2.</td>
<td>Any change in legal status, form of control, or ownership of the institution (1 – Prospectus required)</td>
</tr>
<tr>
<td>3.</td>
<td>The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated (1 – Prospectus required)</td>
</tr>
<tr>
<td>4.</td>
<td>The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation (1 – Application for Level Change required)</td>
</tr>
<tr>
<td>5.</td>
<td>A change from clock hours to credit hours (1-Prospectus required)</td>
</tr>
<tr>
<td>6.</td>
<td>A substantial increase in the number of clock or credit hours awarded for successful completion of a program (1 – Prospectus required)</td>
</tr>
<tr>
<td>7.</td>
<td>The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program (1 – Prospectus required)</td>
</tr>
<tr>
<td>8.</td>
<td>The establishment of a branch campus (1 – Prospectus required)</td>
</tr>
<tr>
<td>9.</td>
<td>Closing a program, off-campus site, branch campus or institution (3)</td>
</tr>
<tr>
<td>10.</td>
<td>Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution (2)</td>
</tr>
<tr>
<td>11.</td>
<td>Acquiring another institution or a program or location of another institution (1 – Prospectus required)</td>
</tr>
<tr>
<td>12.</td>
<td>Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution (1-Prospectus required)</td>
</tr>
<tr>
<td>13.</td>
<td>Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs (1-Prospectus required)</td>
</tr>
<tr>
<td>14.</td>
<td>Other initiative that may qualify as a substantive change</td>
</tr>
</tbody>
</table>

**Directions Table 2:** As indicated in table 1, most substantive changes require the completion of a SACSCOC prospectus. If the substantive change identified in Table 1 requires a prospectus, complete Table 2 below. The completed Table 2 will provide an initial outline for the prospectus.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Cover Sheet** | - Includes name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus  
- List degrees that the institution is authorized to grant. As a subset of each degree, list majors available (Photocopy from catalog is acceptable).  
- List certificate, diploma, and degree programs which are related to the proposed program(s)  
- List institutional strengths that facilitate the offering of the proposed program(s) |
| **1. Abstract (limit to one page or less)** | Describe the proposed change; list the initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); instructional delivery methods and, if the change involves the initiation of an off campus site, its complete physical address. |
| **2. Determination of Need for the Change/Relationship to Mission/Planning and Approvals for Change** | Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change. |
| **3. Assessment of Need and Program Planning / Approval** | Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution’s ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program. |
| **4. Faculty** | Provide a complete roster (using the Faculty Roster (Faculty Roster Instructions)) of those faculty employed to teach in the program(s), including a description of those faculty members’ academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe the impact of the new initiative on faculty workload.  
For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research. |
| **5. Library and learning resources** | Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, |
| 6. Student Support Services | **Describe specific programs, services, and activities which will support students enrolled in the new program and/or at a new off-campus site and/or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.** |
| 7. Physical resources | **Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.** |
| 8. Financial support | **Provide a business plan that includes all of the following:**  
  o a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus)  
  o projected revenues and expenditures and cash flow  
  o the amount of resources going to institutions or organizations for contractual or support services  
  o the operational, management, and physical resources available for the change.  

**Provide contingency plans in case required resources do not materialize.**  
**The institution must disclose if it is currently on reimbursement for Title IV funding.**  

**For institutions currently on sanction with the Board of Trustees for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).**

describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortia or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).
9. **Evaluation and assessment**

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. **Appendices**

Appendices may include items such as copies of library and other cooperative or contractual agreements, the actual Faculty Roster document, course descriptions, and other items of documentation to support the narrative.

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### 5.0. THE FACULTY

#### 5.1. Definition of Faculty

The term “faculty” is defined by Talladega College as regular, full-time personnel whose principal assignments include instruction, public service, and research and who hold academic rank as professor, associate professor, assistant professor, or instructor. A regular, full-time faculty is limited to those persons whose appointments are for the full academic or fiscal year. The full faculty has basic responsibility for teaching, curriculum design, and academic policy. Adjunct faculty is defined as personnel who are appointed on a part-time basis to serve the college’s short-term needs.

#### 5.2. Definition of Academic Rank

Persons appointed as professor, associate professor, assistant professor, or instructor are ranked faculty. Persons appointed as adjunct faculty, visiting professor, or lecturer are unranked faculty.

#### 5.3. Academic Organizational Structure

Faculty members are assigned according to their academic disciplines and teaching experiences among the eighteen programs in four divisions. The four divisions and their programs are:

- **Division of Business and Administration**
  - Business Administration

- **Division of Humanities and Fine Arts**
  - English
  - English Language Arts
  - Fine Arts
  - History
  - Mass Media Studies
Division of Natural Sciences and Mathematics
Biology
Chemistry
Computer Information Systems
Computer Science Mathematics

Division of Social Sciences and Education
Criminal Justice
Education, Secondary and Elementary/Special Education Collaborative
Psychology
Public Administration
Social Work
Sociology

Each of the four divisions is headed by a dean and each program is headed by a department chairperson. The full academic affairs organizational structure is illustrated in the below Academic Affairs Organizational Chart.
5.4. Faculty Membership
Membership on the faculty of Talladega College shall consist of all persons holding academic rank of professor, associate professor, assistant professor, instructor, lecturer, visiting professor, head librarian, academic department and division chairpersons, academic dean, the president and other persons previously members of the faculty who are assigned to other positions at the college.

A. Faculty Meetings – Meetings are held monthly. Meeting dates are posted by the provost’s office. Other meetings may be called if an agenda warrants, or if one fourth of the faculty members petition the provost for a meeting. A quorum shall consist of sixty percent of the total number of voting faculty. All faculty members are required to attend all meetings. Faculty are assembled in meetings for the purpose of:

1. enacting any regulations governing the conduct of the academic program at the college;
2. reviewing and acting upon decisions made by the various committees;
3. establishing requirements for admission and for awarding degrees; and
4. serving as the center of dialog between faculty and officers of the administration.

B. Voting Rights – All members of the faculty will have the privilege to vote on faculty issues except those members at the administrative level who may later have to vote...
Administrators who are also part of the teaching faculty may vote on issues that will not be reviewed later by the administration.

C. Parliamentary Authority – Faculty meetings shall be conducted according to parliamentary procedures as outlined in the most recent edition of Robert's Rules of Order.

5.5. Recruitment and Appointment of Faculty

5.5.1. Certification of a Vacancy
A vacancy on the faculty is determined by the program’s department chairperson, reported to the division dean and approved by the Provost/Vice President of Academic Affairs and the President.

5.5.1.1 Faculty Search
The department head, in consultation with the division dean and the Provost/Vice President of Academic Affairs, will establish criteria for the vacant position and send to the Human Resources to conduct a search for a qualified candidate.

5.5.1.2. Screening and Interviewing
The Human Resources Manager will receive the application packages and screen them for completeness. The complete application packages are then forwarded to the department chair where transcripts will be evaluated to determine if applicants are properly credentialed by completing the Credentials Evaluation Summary Form (Appendix C) which has to have the signatures of the department and division chairs and the Provost/Vice President for Academic Affairs. The credentials of all candidates are screened using the credentials guidelines provided by The Southern Association of College and Schools Commission on Colleges (SACSCOC) which are located in Appendix H. For applicants who meet all requirements of the position, the department chair proceeds with recommending the top three candidates to the Provost/Vice President of Academic Affairs who facilitates the scheduling of interviews or delegates the responsibility to the department or division chair. All candidates invited to campus will be interviewed by an interviewing committee. Interviews may be scheduled with the committee members individually or as a group. The Provost/Vice President of Academic Affairs will forward the name and credentials of the leading candidate to the President with a recommendation of appointment.

5.5.1.3 Appointment of Faculty
In accordance with the rules and regulations approved by the Board of Trustees, the President makes appointments to the faculty.

5.5.1.4 Minimum Requirement for Appointment by Rank

   A. Instructor – Master’s degree and competency in teaching discipline

   B. Assistant Professor – Master’s degree or earned doctorate in the teaching discipline
      1. Professional status
successful teaching experience at the college level;
b. recognition or recommendation as a person of professional promise; and,
c. record of professional activity (publications, exhibits, concerts, etc.).

C. Associate Professor – Earned doctorate
   1. Professional status
      a. four years of successful teaching experience at the college level;
      b. record of professional activity (publications, exhibits, concerts, etc.);
      c. recognition by colleagues of professional contribution as demonstrated in service on faculty or administratively appointed committees, student's services such as advising students, presentation of professional papers or publications; and,
      d. promise of academic leadership.

D. Professor – Earned doctorate/terminal degree
   1. Professional status
      a. six years of successful teaching experience at the college level;
      b. membership and active participation in one or more professional societies;
      c. recognition of continued academic growth;
      d. participating in the work of scholarly organizations; and
      e. publications.

E. Unranked Faculty
   Persons appointed to the position of unranked faculty: adjunct, visiting professor or visiting lecturer shall possess qualifications equal to those stated in A through D above.

5.6. **Criteria for the Evaluation of Faculty** (See Appendix J.)
All members of the faculty are evaluated during the spring semester of each year by their department chairpersons. Department chairpersons are evaluated by their division deans and division deans by the Provost/Vice President of Academic Affairs. The criteria for evaluation are:

   A. Teaching Effectiveness;
   B. Knowledge of Field;
   C. Scholarly Activity;
   D. Academic Advising;
   E. Overall Contribution to Department; and
   F. Overall Contribution to the College.

5.7. **Faculty Duties and Responsibilities**
Faculty members are responsible for, but not limited to:

   A. Teaching – This is the major responsibility of all Talladega College faculty. This emphasis goes beyond the classroom experiences to include activities involved in
search, practical experiences, and college sponsored extra-curricular activities.

B. Participating in the work of committees and faculty meetings – Faculty are members of departments and divisions and are required to attend scheduled and called meetings of divisions and departments; attend and participate in department and division activities such as seminars and project defenses; serve on department and division committees; and assume other duties as assigned by the president, provost, division dean and/or department chairperson.

C. Involvement in the total college setting by attending ceremonial and other special events such as lectures and special performances of students, colleagues, and visitors. A faculty member is required to attend convocations, commencement and other ceremonial occasions. Participation in full academic regalia is required for the Founders Day Program, Alpha Chi Honors Society Induction Ceremony, Honors Convocation, and Commencement.

D. Maintaining competency in one’s professional area.

E. Following registration each academic period, faculty access class rolls through the Jenzabar Records System. These may be printed as excel spreadsheets. Faculty are responsible to check official rosters in Jenzabar for the first few weeks of class and note changes. Any student not listed on the printout should be reported to the Office of the Registrar immediately. Each faculty member is responsible for verifying that students are properly enrolled.

F. Class attendance should be notated in Jenzabar at the conclusion of each class. Early Alert forms must be completed and submitted to the Student Success Center after three (3) unexcused absences.

G. All faculty members are expected to keep accurate records of their students’ grades. These grades should be kept for a minimum of five (5) years. If an instructor leaves Talladega College, these records are to be given to the dean of the division. The instructor should retain examinations for at least one (1) year. At the end of each course, part-time faculty should leave the record of attendance and grades with the department chair or the division dean.

H. Other responsibilities as defined by the Dean and/or the Provost/Vice President of Academic Affairs.

5.7.1. Professional Conduct
Talladega College faculty must be bound by the college’s ethical rules of conduct. Each faculty member employed should:

A. continually seek to improve scholarly competence;
B. exercise critical self-discipline and judgment in using and transmitting knowledge;
C. practice intellectual honesty;
D. encourage free pursuit and learning in students;
E. respect the opinion of others;
F. demonstrate the highest scholarly standards to students;
G. respect students as individuals;
H. evaluate students and colleagues on the basis of merit and maintain records of such evaluations;
I. respect confidentiality in teacher-student advising relationships;
J. protect academic freedom of students and colleagues;
K. secure prior approval from appropriate administrative officer for planned absences or rescheduling needs;
L. provide due notice of intentions and decisions when such will have an effect upon the college; and
M. foster honest academic conduct.

5.7.2. Faculty Availability
The emphasis on the role of the faculty member as a teacher requires an understanding that fulltime faculty will be available to students and colleagues for consultation. Further, activities and meetings in which faculty may be asked to participate may occur outside of the usual business hours, especially evenings. The college respects the valuable time of faculty and their private interests, but all faculty members will be expected to share responsibilities such as supervising student organizations and social and cultural events so that the supervision assignments can be shared equally. Full-time faculty serve as role models for students and, as such, are expected to demonstrate support and interest in campus intellectual, cultural, religious social and athletic events through a reasonable amount of participation and attendance.

5.7.3. Student Advising
The college recognizes the importance of effective and systematic academic advising to students’ achievement of their educational goals. Upon enrolling, students declare a major and are then assigned to the appropriate academic advisor. Faculty advisors provide the guidance necessary for completion of the desired course of study. Advisors will also work with students on programs which exceed the minimum requirements in order to insure adequate preparation for graduate study, professional competence and satisfactory academic accomplishment. All faculty members are expected to participate in the academic advising of students.

Department heads are to advise students majoring in their respective departments. Where the number of student’s warrant, a second or third person in a department is also assigned to advise majors. Faculty development sessions on procedures and techniques of advising students as well as an academic advising procedures manual are provided for faculty by the Provost/Vice President of Academic Affairs’ office.

5.7.4. Standing Committees of the Faculty
Each faculty member elected to serve on a faculty committee shall perform such duties as described under each committee’s function.

1. Faculty Executive Committee and Officers
The administrative responsibility of the faculty organization shall be vested in the Faculty Executive Committee (FEC) comprised of the Provost/Vice President of Academic Affairs, secretary, parliamentarian, faculty representative to the Board of Trustees, and chairpersons of all standing committees. The FEC will advise the Provost/Vice President for Academic Affairs concerning matters of the faculty and will nominate members for faculty committees as needed.
A. Duties of the Officers

1. The Provost/Vice President of Academic Affairs serves as chair;
2. Secretary
   a. records the minutes of faculty meetings and serves as custodian of its records;
   b. receives and files copies of the official faculty roster, the official list of the FEC, and the proceedings of each meeting of the faculty and all committee reports;
   c. keeps an updated permanent file of all official documents of the faculty; and
   d. keeps a permanent file of all publications of the faculty and the FEC.

3. Parliamentarian insures that *Robert’s Rules of Order* and any other special rules that the faculty may adopt will be observed during FEC and faculty meetings.

2. Admissions
   A policy committee, its function is to determine the guidelines for the admission of students to Talladega College. Membership on this committee is comprised of:

   Director of Admissions
   Director of Alumni Affairs
   Director of Public Relations
   Director of Financial Aid
   Registrar
   Vice President of Student Affairs
   Provost/Vice President of Academic Affairs
   Professor of Education
   Student Representative

3. Academic Review
   Reviews student performance at the end of each term and makes recommendations for academic probation or dismissal to the provost and president for final action.

4. Ceremonial Occasions
   Plans for major convocations and other special events including commencement. The committee is composed of administrators, faculty, staff, and student representatives. The President appoints the chairperson and other members of the committee.

5. Curriculum Study
   Reviews all proposed changes in the academic program for the purpose of ensuring that academic integrity is maintained. The committee submits proposals for curriculum change to the faculty for consideration, recommendation and possible adoption upon approval by the Provost/Vice President for Academic Affairs, President and Board of Trustees.
6. **Library**

   Functions in an advisory capacity, and may make recommendations pertaining to library policy and procedure. The committee also serves as a liaison between the faculty and library staff and considers allocation of funds to the various departments. The committee is comprised of:

   - Provost/Vice President of Academic Affairs, Chairperson
   - Chairpersons of academic divisions
   - Student Representative from each academic division

7. **Awards and Scholarships**

   Composed of members appointed by the Provost/Vice President of Academic Affairs, this committee identifies available awards and scholarships in consultation with the Offices of Financial Aid and Administration and Finance. When a donor does not designate a method for selecting a recipient, the faculty decides the recipient by vote based upon the prescribed criteria.

8. **Faculty Affairs**

   Considers matters pertaining to the welfare of the faculty, develops and recommends policies on faculty welfare to the faculty and appropriate administrative officers, prepares the annual slate of nominees to fill committee vacancies, and acts as a grievance committee which addresses problems concerning faculty integrity and academic freedom.

9. **Promotions and Tenure**

   Makes recommendations to the Provost/Vice President for Academic Affairs with regard to promotion and tenure matters.

10. **Faculty Handbook**

    Maintains a log of changes affecting policy currently included in the handbook and ensures the changes are included in future revisions.

11. **Distance Learning and Technology**

    Chaired by the Provost/Vice President of Academic Affairs, this committee has a membership of five faculty members who are appointed by the Provost/Vice President for Academic Affairs. Coordinating testing across the college is the function of this committee.

12. **Assessment**

    Chaired by the Provost/Vice President of Academic Affairs, this committee has a membership of five faculty members who are appointed by the Provost/Vice President for Academic Affairs. Coordinating testing across the college is the function of this committee.

13. **Arts Festival-Lecture Recital Committee**

    The function of this committee is to plan activities that provide cultural enrichment for the campus community. The Dean of Humanities and Fine Arts chairs the committee and also
lects a variety of faculty from across the disciplines to serve as members.

5.7.5. Faculty Workload
The workload of all faculty members includes, but is not limited to, teaching, serving on academic committees, and advising students. Faculty members are also expected to participate in meaningful community outreach activities that are related to their academic disciplines.

5.7.6. Academic Workload
A. Academic Teaching Load – The normal academic teaching load is fifteen credit hours per semester which includes no more than four preparations. Teaching regular classes and laboratory classes are included in the fifteen credit hours. Two hours of laboratory including individualized instruction and internships are considered equivalent to one hour of lecture work.

B. Academic Administrative Load - The teaching workload of division deans and department chairpersons is adjusted to allow for administrative responsibilities. Division deans teach nine hours each semester. Department chairpersons are expected to teach nine hours each semester. (see 3.4.7 & 3.4.8)

C. Office Hours - All faculty members are required to maintain a schedule of eight (8) office hours per week. On the first day of class, faculty are required to post on their office doors a schedule of the hours when they will be available to students.

5.7.7. Released Time
Released time may be granted to faculty members for specific funded research and other special assignments. The Provost/Vice President of Academic Affairs recommends the adjusted workload of the faculty member involved.

5.7.8. Meeting Classes
Each faculty member is responsible for meeting his/her classes at the scheduled times. When it is necessary to be absent from class, the faculty member should notify their immediate supervisor by phone. Upon returning to campus, within 24 hours, the official absence request form should be completed bearing the signatures of the department chair and the division dean and submitted to the Provost/Vice President of Academic Affairs for approval. If the absence is due to attendance at a professional meeting, the official absence request form should be submitted to the Provost/Vice President of Academic Affairs prior to the absence. If the absence is due to illness, notifying the department chairs and division deans is sufficient. In all cases, the faculty member is responsible for making arrangements to cover his/her classes during the absence.

5.7.9. Textbooks
Faculty members should order textbooks well in advance of the beginning date for classes each semester. Approximate registration figures for courses scheduled may be obtained from the registrar’s office after the preregistration period. The choice of textbooks should be consistent with department goals and objectives and expected student learning outcomes. All textbook
ders are placed through the bookstore unless directed otherwise by the Provost/Vice President of Academic Affairs.

The college does not supply desk copies but will request a desk copy at the time a textbook order is placed provided the instructor requests a desk copy on the requisition. Textbook publishers do not always grant desk copy requests.

5.7.10. Course Syllabi
Each faculty member is required to submit an electronic copy of a course syllabus for each course taught at the beginning of each semester to the Provost/Vice President of Academic Affairs, and the division deans, and department chairpersons. A course outline must be submitted to the department chairperson. Courses that are repeated without change of content do not need to have an additional syllabus filed. When a syllabus is changed, it must be submitted to the Provost/Vice President of Academic Affairs and the department chairperson. Each course syllabus must follow the format of the Course Syllabus Form found in Appendix E.

5.7.11. Grading
A semester grade may be “A”, “B”, “C”, “D”, “F”, or “I”.

A. Grade “A” indicates work of exceptional merit.

B. Grade “B” indicates above average work.

C. Grade “C” indicates average work.

D. Grade “D” indicates poor but passing.

E. Grade “F” indicates unsatisfactory work.

<table>
<thead>
<tr>
<th>Grading Legend</th>
<th>Determining Grade Point Average</th>
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<tbody>
<tr>
<td>A - 90 - 100</td>
<td>A - counts 4 points</td>
</tr>
<tr>
<td>B - 80 – 89</td>
<td>B - counts 3 points</td>
</tr>
<tr>
<td>C - 70 – 79</td>
<td>C - counts 2 points</td>
</tr>
<tr>
<td>D - 60 – 69</td>
<td>D - counts 1 point</td>
</tr>
<tr>
<td>F - 59 and below</td>
<td>F - counts 0 points</td>
</tr>
</tbody>
</table>

For work that has not been completed, a grade of “I” may be given. “W”, “WP”, and “WF” are also used. A grade of “W” (withdraw) is assigned as the final grade if the student withdraws within a reasonable time. Thereafter, a grade of “WF” (withdrawal failure) or “WP” (withdrawal pass), whichever is appropriate, will be assigned for each course.

Make Up of “I” Grades
Students may receive an “I” (Incomplete) grade when there is a minimum amount of course assignments to be completed (an exam, paper, etc.). This work must be finished by the end of the next semester that the student is enrolled (see “I Grade Policy”, Appendix A.).
“F” Grades, “D” Grades in the Major
Students who earn an “F” in any course or “D” in any major course, may have the grade deleted from the grade point average once the applicable course has been repeated and passed. Grades of “D” and “F” will continue to count in the student's cumulative grade point average until better grades are earned. At that time only, the grade point average will be updated to reflect the better grade(s). Both grades, however, will appear on the transcript. This policy is designed so that a course can be repeated only if a student receives a grade of “F” or “D”. **Core courses must be passed with a “C” or better.**

Course Withdrawal with Notation of “W”
A student who wishes to withdraw from a course after the “Drop and Add” period must obtain the appropriate form from the Registrar's Office. He or she must complete the form, obtain the necessary signatures, pay any fees incurred, and return the form to the Registrar's Office. A grade of W (withdraw) is assigned as the final grade if the student withdraws within the designated period. Thereafter, a grade of “WF” (withdrawal failure) or “WP”, whichever is appropriate, will be assigned for each course. **Withdrawal is not permitted the week before or the week of the final examination period.**

5.7.12. Transfer Credit
Transfer credits are awarded on a case-by-case basis following a transcript evaluation from the transferring institution by the College Registrar. Division deans and department heads evaluate transfer credits that are accepted by a student’s major. For credit to be awarded, transcripts must come from an accredited institution. For courses to transfer, they must be equivalent to the Talladega College course with a grade of “C” or higher. Courses graded on a pass/fail basis are not accepted. (For the complete Transfer of Credit Policy, see the College Catalog.)

5.7.12.1. Mid-Semester Grades
The due dates for mid-semester grades are posted for each semester on the Academic Calendar and are required to be in the Registrar’s Office on that date.

Faculty members must also submit a list of all students in each class whose grades at that time are D and/or F. The Director of the Student Success Center will then notify the students and their parents or guardians that these students are not performing satisfactorily in the classes indicated.

5.7.12.2. Final Examinations
Final examinations must be given according to the official final examination schedule. No faculty member is authorized to vary from the schedule without prior approval from the Provost/Vice President of Academic Affairs.

5.7.12.3. Procedures for Reporting Grades
Each professor should assign grades to all students on the class roster and submit electronically. Professors should make every effort to submit grades correctly and promptly. No grades should be submitted with the intention of possibly erasing or changing the grade at a later date. In any case where the student has not completed the work, and work is still to be accepted, the grade of “I” should be submitted. This grade of “I” automatically becomes an “F” at the end of the next semester in which the course is taught, if not previously changed by the instructor. Any grade that has been entered incorrectly by the teacher should be corrected.
immediately and submitted to the Registrar’s Office in writing.

Provisions will be made for new faculty members to receive training for reporting grades through the IT Department by the Provost/Vice President of Academic Affairs. Each semester, a refresher session will be provided for all faculty.

A. Change of Grade Policy

An instructor’s evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation should consult, first, with the instructor of record to determine if an error was made in computing or recording the grade or if other circumstances warrant a change. A grade of “I” should be changed to the permanent grade by completing and submitting a grade change form to the Registrar’s Office. Except in unusual circumstances, no grade may be changed except after 12 class days when the next term begins except “I” grades.

Appeal of a final grade for a course

If a student believes the final grade for a course is incorrect, the student must first try to resolve the matter with the instructor of the course. A student must contact the instructor as soon as possible and schedule a conference after the disputed grade is issued. This should be done no later than twelve (12) class days after the next term begins. If the concerns remain unresolved after the conference with the instructor, the student must inform the instructor in writing within three business days of the conference that he/she is dissatisfied with the results of the conference. The student may, then, appeal the instructor’s decision to the appropriate Department Chair. If the instructor in question is also the Department Chair, the student should direct the appeal to the Division Dean. If the instructor in question is also the Division Dean, then the student should direct the appeal to the Provost/VP of Academic Affairs. The student’s appeal to the Department Chair or Division Dean or Provost/VP of Academic Affairs must be formally submitted in writing, clearly stating and documenting the evidence for unfair, arbitrary, or unwarranted treatment and must be submitted within three business days of the student's written notification to the instructor that the issue remains unresolved. The instructor may at this time submit a formal written response to the student's appeal to the Department Chair/Division Dean/Provost/VP Academic Affairs, and the student must also receive a copy of this response. The Department Chair/Division Dean/VP Academic Affairs shall confer jointly with both the student and the instructor within five business days of receiving the written appeal. All relevant written documentation from both the student and the instructor must be submitted to the Department Chair/Division Dean/VP Academic Affairs in advance of this meeting.

If the instructor is no longer with Talladega College, the student must contact the Department Chair to begin the appeal process. If the instructor in question is the Department Chair, the student must contact the Dean of the division. If it is the Dean, the student should contact the Provost/Vice President for
academic Affairs. The Provost/Vice President for Academic Affairs would refer the case to the committee for a review.

If the student's concern is still unresolved after the conference with the Department Chair/Division Dean/VP Academic Affairs, and instructor, or if the instructor, disagrees with the decision of the Department Chair/Division Dean/VP Academic Affairs, the Department Chair/Division Dean shall submit his/her appeal to a Committee on Academic Standards for review within five business days. All relevant written documentation previously submitted to the Department Chair/Division Dean/VP Academic Affairs must be provided to the committee. Within ten business days, the committee must review the case via a face-to-face meeting and issue its final recommendation.

The student must receive written notice of the time and date that the committee will meet and must be informed that he/she has the opportunity to appear at this meeting and to speak on his/her own behalf. The instructor must also be informed of this meeting, and may also opt to appear before the review committee. If both the instructor and the student opt to meet with the committee, the committee must ensure that the instructor and the student appear separately. No "new" evidence/documentation (beyond what was previously submitted to the Department Chair/Division Dean/VP Academic Affairs) is to be submitted to the committee by either the student or the instructor. The committee may either recommend the grade remains unchanged from the instructor's decision or recommend the grade be changed to a value the committee deems appropriate for this case. The student must not be penalized for submitting an appeal and thus the recommended grade should not be lower than the original grade contested.

The committee's recommendation then must be issued to the Provost/VP of Academic Affairs, the Department Chair/Division Dean, the instructor, and the student in writing along with an explanation of the rationale for the recommendation. It is the responsibility of the Provost/VP of Academic Affairs to see that the recommendation is carried out. If a semester/term ends without the process reaching a final resolution, the process should continue at the beginning of the next semester at the point that was reached at the conclusion of the previous semester. In this case, the grade assigned for the course will be recorded as "NG" (no grade) on the student's official transcript, without prejudice, until the case is resolved.

A Committee on Academic Standards will be created to deal with grade appeals and plagiarism. The committee, selected by faculty, will consist of four faculty member (one from each division), two students who have at least reached junior status, and one staff person.

5.7.12.4. Cheating and Plagiarism
Cheating and Plagiarism are not condoned at Talladega College. All cases are handled initially by the faculty member involved. Referral to the Judiciary Committee may be necessary in some cases.
5.8. Graduation Requirements

Graduation requirements are detailed in the college catalog. It is important that all faculty understand both general and major requirements in order that students are accurately advised.

5.9. Academic Review Committee Regulations

5.9.1. Academic Probation

A student may be dropped by vote of the Academic Review Committee of the faculty when it is determined that the student is not performing at the expected level of Talladega College’s academic requirements. All freshmen and transfer students will be allowed to remain enrolled for the first two semesters, regardless of academic standing, unless admitted on probation for one semester. However, new students may be placed on probation after one semester. The following guidelines will be used to determine the academic status of the student:

A. Students with a cumulative grade point average below 2.0 will be placed on academic probation.
B. Students with a cumulative grade point average below 2.0 who have been previously placed on probation may be allowed to remain on probation.

A student on probation is expected to bring his/her grade point average up to 2.0 within one semester. However, an additional semester may be allowed. If the grade point average is not up to 2.0 in two semesters, the committee may continue probation or consider suspension.

5.9.2. Academic Suspension

Students judged by the Academic Review Committee as not making sufficient academic progress will be suspended. Any student who has been suspended is ineligible to attend Talladega College for the following semester. The student may appeal the suspension decision.

5.9.3. Readmission after Termination

Students who have been terminated from the college for academic reasons and who wish to apply for readmission must submit readmission forms to the Admissions Office. The Academic Review Committee and the Office of Academic Affairs must evaluate the readmission forms first, prior to submitting them to the Admissions Office. Consideration for readmission may be based on one or more of the following:

A. Credit from an accredited college or university (3 – 6 hours with grade(s) of “C” or higher). The transcript is sent directly to the Registrar’s Office and forwarded to the Office of Academic Affairs;
B. Service in the Armed Forces;
C. Full-time work experience (at least six months on the job with an exceptionally good work record). A letter from the supervisor verifying this work must be sent directly to the Office of Academic Affairs.
D. Certification by a professional that the student has overcome or adjusted to a
physical, mental, or emotional disturbance that may have contributed to his/her unsatisfactory past academic performance.

5.10. Attendance Policy
Talladega College students are required to attend all of their classes and are responsible for all assigned course material. Students are allowed one unexcused absence per semester hour in each course each semester. Students who exceed the unexcused absence allowance can have their grade in the course reduced by one letter grade unless the excessive absences are excused.

Upon request by a student and with the concurrence of his/her teacher in a specific course, a student of exceptional ability and superior record (interpreted as an “A” grade only) may be allowed to exceed the absence allowance and be given independent study commensurate with his/her ability. Such an arrangement should be written and contractual between student and teacher with copies filed with the dean of the department in which the department is located, and the Vice President of Academic Affairs. The regular procedure for independent study must be followed as outlined in Appendix D in the *Faculty Handbook*.

Excuses for absences beyond the allowance will be at the discretion of the faculty member involved in consultation with the Vice President of Academic Affairs. The excuses will be entertained only in cases of extenuating circumstances. The teacher is not obligated to provide make-up work for unique classroom experiences such as discussions in which students are expected to participate in presentations by outside speakers and audio-visual presentations.

In summary, an absence allowance is to allow for emergencies and should be used sparingly for such purposes. Granting of excuses beyond the allowance as mentioned in the paragraph above will depend upon circumstances involved and will be left to the judgment of the faculty member involved in consultation with the Vice President of Academic Affairs.

**Consequences for unexcused absences**

Students with at least three (3) unexcused absences in any course will be referred to the Retention Coordinator. If unexcused absences persist after the referral to the Retention Coordinator, action may be recommended by the Retention Committee.

*This policy does not refer to internships, field experiences, or clinical observations. Please refer to the policy in the particular department for your major for specific details.*

5.11. Professional Growth and Development
The college encourages professional growth and development by making faculty aware of opportunities for advanced study and by allocating funds, when available, for that purpose. When funds are available, the college also assists faculty in attending professional meetings. Research and publishing are encouraged and the college assists faculty in identifying funding resources.

5.11.1. Advanced Study
Faculty seeking a terminal degree may apply for faculty development funds to the Provost/Vice
resident of Academic Affairs through their department and division chairpersons. Application procedures and other details are provided by the provost’s office. Faculty seeking non-degree program assistance must follow the same procedure.

5.11.2. Participation in Professional Activities
Faculty may apply to the Provost/Vice President of Academic Affairs for travel funds to attend one professional meeting a year. Full expenses may be covered, providing funds are available, if the faculty member is a program participant. Because of limited funds, priority is given to senior faculty and applicants recommended by the department and division chairpersons.

5.11.3. Research and Publication
The college does not provide funds for research and publication except where funds are available through specific grants which provide for this activity. Travel, released time, equipment, secretarial assistance, etc., may be examples of line items that may be covered. College facilities are made available as long as usage does not interfere with the normal academic program. While Talladega College is primarily a teaching institution, research is encouraged. Leaves of absences are also encouraged for faculty wishing to devote time to research and writing.

5.11.3.1. Grant Writing Incentive
Talladega College supports the development of external grant proposals that will have a positive and broad impact on the programs of the college. Faculty and staff are encouraged to explore opportunities in proposal writing and are eligible for reward considerations if proposals are successfully funded. The reward considerations must be cleared and approved by the Vice President of Academic Affairs and the Vice President of Administration and Finance.

5.11.4. Community Service
Faculty members are encouraged to participate in community outreach activities that are mutually beneficial to both the campus community and the local community.

5.11.5. Political Activity
A faculty member is free to participate in political activities as an individual citizen, but he/she must know that the public may judge the institution by one’s utterances. Holding a political office is encouraged as long as academic responsibilities are not neglected.

5.12. Faculty Rights and Privileges

5.12.1. Academic Freedom
Indispensable to the life, health, and survival of a free democratic society are freedom of thought, speech and the quest for truth. Talladega College is committed to such an ideal therefore pledges its support of academic freedom. The true spirit of academic freedom requires research, criticism, and retention of ideas whether controversial or not in an atmosphere of confidence and assumption of responsibilities. It is essential to the achievement of these ends that the college faculty is guaranteed academic freedom by the governing board of the college.
Talladega College's aim of providing well rounded leaders who think independently, and are committed, to intellectual growth makes it difficult to achieve unless the teacher has the freedom to discuss with his/her students, subject matter and any other material that contribute to their continuing growth.

The faculty member is entitled to full freedom in research and in the publication of results, subject to adequate performance of his/her other academic duties. Research or other professional activities that interfere with these duties should be based upon a mutual understanding with the authorities of the college.

Academic freedom shall not be used to serve as a shield for those who fall short in the discharge of their academic duties, either through neglect or incompetence, and who break the rules of the college or the law of the land. Appointment to a college position and retention after appointment; therefore, require professional competence, diligence in the performance of duties, and loyalty to the ideals and aims of the college.

5.12.2. Intellectual Property Policy

Purpose
To balance the interests of all constituents at Talladega College, the Board of Trustees promulgate these rules on intellectual property with the purpose to (1) provide certainty in research pursuits and technology-based relationships with third parties; and (2) encourage the timely and efficient protection and management of intellectual property.

Individuals Subject to this Policy
This intellectual property policy applies (a) to all persons employed by Talladega College including, but not limited to, full and part-time faculty and staff and visiting faculty members and researchers, and (b) to anyone using the facilities or resources of the College. All individuals subject to this policy must assign their rights in intellectual property to the Board of Trustees under this policy.

Types of Intellectual Property
Intellectual Property applies to all types of intellectual property, including, but not limited to, any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, research data, works of authorship, and computer software.

The Board of Trustees will not assert its interest in the copyright of scholarly or educational materials, artworks, musical compositions, and literary works related to the author's academic or professional field, regardless of the medium of expression. This applies to works authored by students, professionals, faculty, and non-faculty researchers. The Board of Trustees encourages these creators to manage their copyrights in accordance with established guidelines in the academic community concerning management and marketing of scholarly or educational materials.

Role of Creator
Any person subject to this policy, who creates intellectual property, may give reasonable input on commercialization of inventions; provided however, that the president of the College, or his
r her designee(s), in his or her sole discretion, will make final decisions, including whether and how to develop and commercialize an invention.

5.12.3. Conflict of Interest
It is important to Talladega College that all employees observe high ethical standards and treat both our customers and fellow employees fairly. Employees must not allow personal or financial relationships with others or those people seeking business with Talladega College to interfere with the best interests of the college.

Giving or accepting gifts from persons with whom Talladega College conducts or may conduct business is unacceptable and is contrary to college policy. To protect you and Talladega College, every employee must understand the serious implications of accepting “gifts” from any individual or firm who supplies or wishes to supply materials or services to Talladega College. If a “gift” is offered to you, contact the Human Resources Manager for approval. Failure to do so could result in termination of your employment with the Talladega College.

For purposes of this policy, the definition of a gift does not include anything of nominal value. While it is difficult to define “nominal” by means of a specific dollar amount, a common sense determination should dictate what would be considered lavish, extravagant, or frequent. By its own terms, a “nominal” amount is modest, small or moderate. Additionally, the aggregate value of all gifts given during previous twelve (12) months should also be of nominal value.

5.12.3.1. Faculty Outside Employment
Outside employment during a faculty member’s regular work schedule is strongly discouraged and must not conflict with his/her responsibilities to the college. A request to approve outside employment must be made and approved by the Provost/Vice President of Academic Affairs before the outside employment commences by completing the Concurrent Employment for FullTime Faculty form (Appendix I – This form may also be found on the college website). Failure to obtain prior approval may result in disciplinary action.

5.13. Promotions and Tenure
A. Schedule for Faculty Promotion and Tenure
A schedule of faculty members due for consideration for promotion or tenure will be maintained in the Office of the Provost/Vice President of Academic Affairs. Eligible faculty members and the Promotions and Tenure Committee will be notified by the Provost/Vice President of Academic Affairs twelve months in advance of the date on which such action will commence.

B. Faculty Committee on Promotion and Tenure
The Faculty Committee on Promotion and Tenure is composed of eight members, five tenured and three non-tenured, elected by the faculty for a term of three years.

1. A quorum of six members is required to convene a meeting. In the event an elected member cannot serve, the faculty must elect a replacement. The committee will decide approval or disapproval of an application by simple majority.
2. The committee shall meet at least once every semester. It shall elect its own chairperson, vice chairperson and secretary.

3. Committee members having a conflict of interest regarding an application will excuse themselves from that particular decision.

4. The committee is obligated to provide the applicant a written notice of its recommendation within three days of the decision.

C. Promotion in Rank Procedures

1. Nominations for promotion in rank are normally made by the department chair and/or division chair who forward them to the Provost/Vice President of Academic Affairs. An individual faculty member may also initiate the action. Both department head and division dean must consider all nominations and all available student, peer, and departmental evaluations.

2. The division dean forwards all nominations to the Provost/Vice President of Academic Affairs, who then forwards them without comment to the Committee on Promotions and Tenure.

3. Guided by established criteria, the committee will send its recommendations, together with supporting materials, to the Provost/Vice President of Academic Affairs, who will make his/her recommendations and forward them to the President.

D. Procedure for Advancement to Tenure

1. The steps as outlined in “Promotion in Rank Procedures” are the same as for advancement to tenure.

E. Eligibility for Tenure

1. For an initial full-time appointment to the faculty, a probationary period at the college should not exceed seven years. When a faculty member has had prior experience of three or more years as a teacher at another institution of higher education, the new appointment is for a probationary period of not more than four years, even though this may extend the applicant’s total probationary period beyond seven years.

2. First appointments in whatever academic rank are normally for a definite period of time with no exception of a continuance of the relationship beyond the period of the contract.

3. Appointments may be renewed upon proper recommendation, either for an additional period or for permanent tenure.

4. Tenure may be granted only to persons holding rank of associate professor or
5. Tenure granted is a statement of expectation by the Board of Trustees that the employment of the faculty member is permanent and is expected to remain until retirement. A tenured faculty member is subject to termination of appointment, however, for any of the following reasons:

a. elimination of the position as a result of academic reorganization or financial exigency;
b. misconduct that reflects adversely on the college;
c. physically or mentally incapacitated; and

d. failure to discharge responsibilities in a manner consistent with the standards of the college.

In the event of termination of appointment, a tenured faculty member shall have the right to reasonable notice of such termination, a statement of the causes for the action, an opportunity to respond in writing. In addition, any tenured faculty member whose appointment has been terminated shall appeal through the following procedure:

A. The faculty member will request in writing that the President call an ad hoc committee which must meet within a week after receipt of the request.

B. The ad hoc committee will consist of the following members:

   a. The Provost/Vice President of Academic Affairs
   b. The dean of the tenured faculty member's division
   c. The chairperson of the tenured faculty member's department
   d. The chairperson of the Committee on Promotions and Tenure
   e. The member of the faculty chosen by the faculty member

If any of these individuals hold two or more of these offices, this individual may represent only one office on this ad hoc committee. Vacancies may be filled by the President from other divisions.

C. The tenured faculty member, along with an advisor of the faculty member's choice may present the case to the ad hoc committee.

D. After due consideration of the case and within a week, the ad hoc committee shall make a recommendation to the President in writing.

The action of this committee with respect to the appeal shall be final. Tenure does not prevent the periodic review and evaluation of the work of the faculty member.

Faculty members in divisions which have already reached a seventy percent quota of tenured members and who become eligible for consideration for tenure may continue as employees of the college with a two to five-year contract which may be renewed, provided...
ormal evaluations of their work are satisfactory. Such persons will be considered for tenure as soon as a vacancy in the tenured ranks of their division becomes available. If there is more than one person eligible for a tenured position, the faculty member with the longest period of service at Talladega College will be given first consideration.

The Committee on Promotions and Tenure will provide a six –month notice to the candidate for tenure so that adequate time for preparation of documentation of qualifications can be prepared.

6. If the person under consideration is not given tenure, he/ she will be given notice that the next year will be the final year of employment at Talladega College.

F. Appeal of Committee Decision
   If a nominee for a promotion or tenure is dissatisfied with the decision of the committee, the nominee may appeal the decision through the following procedure:

1. The nominee will request in writing that the President call an ad hoc committee which must meet within a week after receipt of the request.

2. The President will name a committee which will consist of the following members:
   f. The Provost/Vice President of Academic Affairs
   g. The dean of the nominee’s division
   h. The chairperson of the nominee’s department
   i. The chairperson of the Committee on Promotions and Tenure
   j. The member of the faculty chosen by the nominee

   If any of these individuals hold two or more of these offices, this individual may represent only one office on this ad hoc committee. Vacancies may be filled by the President from other divisions.

3. The nominee, along with an advisor of the nominee’s choice may present the case to the ad hoc committee.

4. After due consideration of the case and within a week, the ad hoc committee shall make a recommendation to the President in writing.

G. Effective Date of Tenure
   The Board of Trustees will consider nominations for the advancement of tenure at its fall meeting. If the board votes to extend tenure to the faculty member, the effective date of tenure shall coincide with the first date of the next contract year.

Tenure Review Process

Policy Statement: This policy provides procedural guidelines for the Provost/ VP Academic Affairs, Division Deans, Department Chairs and faculty members who are
esponsible for engaging in the post-tenure review process.

**Reason for Policy:** To establish a clear procedure for post-tenure review. To ensure that all academic units within the college are using the same uniform procedure, and following the same timelines for post-tenure reviews.

**Purpose/Background:**

To maintain individual and institutional vitality, tenured faculty members need continuous faculty development. The College should provide opportunities for such faculty development and recognize the various stages of faculty careers. This is the rationale for a post-tenure review policy.

Post-tenure review does not affect tenure. Instead, it is intended to facilitate the ongoing professional development of faculty. In doing so, it strives to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers, while ensuring an equitable distribution of workload among faculty.

The goal of this new post-tenure review document is to more clearly outline a process to assist faculty members in continued development and excellence in their teaching, scholarship, and professional service.

Post-tenure review is designed to be a supportive process used to encourage faculty to continue their professional growth and thereby strengthen their contribution to Talladega College. It is an opportunity to enhance each faculty member’s professional development, improve department and division effectiveness, and contribute to overall academic quality. It allows the individual faculty member and the department/division to review and discuss the faculty member’s strengths, interests, and accomplishments and ensure that these are compatible with and contribute to the needs of our students and the faculty member’s department/division.

The purpose of post-tenure review at Talladega College is to do the following:

1. Acknowledge, encourage, and support professional development of tenured faculty.

2. Support the advancement of tenured faculty members’ professional development and provide constructive recommendations and support for improvements, if needed.

3. Affirm and/or adjust the work of the faculty member to advancing the priorities and supporting the needs and programs of the department/division.

**Frequency of Post-Tenure Review:**
Tenured faculty will be reviewed by the Division Dean on a five-year cycle and more frequently at the Dean's discretion. The Division Dean with the assistance of the Department Chairs has primary responsibility for implementing and administering the evaluation process. Faculty members submitting materials for promotion to Full Professor will be scheduled for review in five years from the date of promotion.

**Process for Formal Post-Tenure Review:**

1. By September 1, each Division Dean shall determine the list of tenured faculty members in the Division who are eligible during the coming academic year for post-tenure review.

2. By September 15, the Division Dean shall forward to the appropriate Department Chairs a list of the faculty members in his or her department who are eligible for review. In departments without chairs, this responsibility remains with the Division Dean.

3. By December 1, each faculty member eligible for post-tenure review shall be notified that he/she needs to prepare review materials. At that time the faculty member shall examine the college’s current academic plan as well as their department’s academic priorities or plan. Candidates will also be provided with a copy of the current post-tenure review procedure and the date of the review.

4. Faculty members who are on leave during a year in which they are identified as being eligible for a post-tenure review shall have the review deferred until their return from leave or, at the discretion of the Department Chair/Division Dean, upon request of the faculty member, may have the post-tenure review in the year prior to the leave.

5. The post-tenure review shall take place in a meeting between the faculty member and the Division Dean (and when appropriate, the Division Dean will consult with the Department Chair).

The faculty member scheduled for review shall provide the Department Chair/Division Dean with a current curriculum vitae; an introductory essay regarding progress on previous goals for teaching, scholarship, service and professional development; a summary of teaching evaluations; and an outline of a five-year plan setting forth the faculty members’ new goals for teaching, scholarship, service and professional development. This will be submitted no later than February 1.

7. By June 1, the faculty member and Department Chair/Division Dean shall review the faculty member’s current and planned teaching, scholarship, service and professional goals and accomplishments, and examine their relationship to current departmental/division goals and priorities.
8. The Department Chair/Division Dean shall prepare a memorandum summarizing the review. The Department Chair/Division Dean shall provide the faculty member with a copy of the summary memorandum, and after 20 days, forward the summary memorandum to the Provost/VP of Academic Affairs, along with the faculty member’s response, if any has been received, both of which will be placed in the faculty member’s personnel file.

Notification of Unsatisfactory Performance:

The Division Dean shall notify a faculty member whose performance is deemed unsatisfactory as defined by the Faculty Handbook. This notice shall specify precisely the reasons for the Division Dean’s decision. If a faculty member receives two successive unsatisfactory reviews, the Division Dean shall notify the Post-Tenure Review Committee. This committee shall meet with the faculty member to develop a professional development plan. This plan will cover no more than one (1) year.

In addition, any tenured faculty member who disagrees with the decision of the committee shall appeal through the following procedure:

E. The faculty member will request in writing that the President call an ad hoc committee which must meet within a week after receipt of the request.

F. The ad hoc committee will consist of the following members:

k. The Provost/Vice President of Academic Affairs
l. The dean of the tenured faculty member’s division
m. The chairperson of the tenured faculty member’s department
n. The chairperson of the Committee on Promotions and Tenure
o. The member of the faculty chosen by the faculty member

If any of these individuals hold two or more of these offices, this individual may represent only one office on this ad hoc committee. Vacancies may be filled by the President from other divisions.

G. The tenured faculty member, along with an advisor of the faculty member’s choice may present the case to the ad hoc committee.

H. After due consideration of the case and within a week, the ad hoc committee shall make a recommendation to the President in writing.


Non-Reappointment

Notice of non-reappointment, without cause, should be given in writing in accordance with the following standards:
a. For non-tenured faculty employed for one academic year or less, notice of non-renewal or termination of employment, without cause, must be given by March 1 of the current period of appointment.

b. For non-tenured faculty employed more than one academic year, notice of nonrenewal or termination of employment, without cause, must be given by December 31 of the current period of appointment.

c. Employment for tenured and non-tenured faculty can be terminated at the discretion of the college due to financial exigency of the college or for breach of employment by the faculty. Reasons for breach of employment include but are not limited to:

- Professional incompetence or dishonesty
- Repeated failure to fulfill professional duties or responsibilities
- Moral turpitude (Defined as a corrupt, degenerate or depraved act or practice)
- Insubordination (Defined as disrespectful behavior or language toward a supervisor or person in authority and/or unwillingness to carry out a directive from a supervisor or person in authority)
- Excessive unexcused absences from the work site (Defined as three work days)
- Felony violations of the law
- Sexual Misconduct

d. Tenured faculty must be given reasons for termination of employment and are entitled to due process according to the grievance procedure outlined in the Faculty Handbook and Procedures Manual.

e. Non-tenured faculty are not entitled to a reason for termination without cause nor are they entitled to due process according to the grievance procedure outlined in the Faculty Handbook and Procedures Manual.

5.14.3. Resignation
A faculty member who elects to resign an appointment at the end of an academic year is obligated to give notice in writing at the earliest possible opportunity but not later than May 15; or, thirty days after receiving notification of the terms of an appointment for the coming year, whichever date is the later. Except by agreement with the college, a faculty member should not leave a position during an academic year for which this person holds an appointment.

5.14.4. Termination
Reasons for terminating a faculty member with or without tenure whose appointment has not expired include:

A. Professional incompetence or dishonesty.

B. Substantial, manifest, or repeated failure to fulfill professional duties or responsibilities.
C. Personal behavior, including felony violations of the law, which prevent the faculty
member from satisfactorily fulfilling professional duties and responsibilities.

From time to time unusual circumstances arise which render a faculty member unable to fulfill
the duties and responsibilities as outlined under the terms of employment. Given such a
situation, the college reserves the right to consider, and if necessary, take steps to insure that
the duties and responsibilities of that faculty member are adequately covered.

5.14.4.1 Prolonged Mental or Physical Illness
A faculty member who suffers from prolonged mental or physical illness, and who is unable to
fulfill the duties and responsibilities of an appointment will receive sick leave benefits as outlined
4.15.2.2. If, within a reasonable period of time (to be determined) there is not a change in the
faculty member’s condition to allow that person to resume the responsibilities of the
appointment, the college will be forced to initiate procedures for replacement.

5.14.4.2 Financial Exigency
The termination of an appointment before the end of a specified term may occur under special
circumstances. An imminent financial crisis which threatens the survival of the college which
cannot be alleviated by less drastic means is a case where termination may occur. As particular
reductions are considered, rights under academic tenure should be protected when possible. In
all cases of termination because of financial exigency, the faculty member has a right to a full
hearing before a committee. At that hearing, the administration will be required to indicate the
existence and extent of the condition. The vacated appointment of the faculty member will
not be filled within a period of three years. If the appointment becomes available,
thereleased faculty member must be offered reinstatement and must receive a reasonable
time in which to accept or decline.

5.14.5. Appeals Process
When the question of a faculty member’s fitness arises, an appropriate administrative officer
(usually the Provost/Vice President of Academic Affairs or the President) shall discuss the
matter with the faculty member to effect adjustment, if possible.

If no adjustment is forthcoming, the Faculty Affairs Committee will be notified, in confidence, by
the administration. The Faculty Affairs Committee will begin the process with a written
communication to the faculty member, informing him/her in detail of the charges being brought
against him/her. The communication will explain the formal dismissal proceedings and extend
an invitation to the faculty member to prepare a defense. The communication will also state the
faculty member’s right to a hearing. By written reply, the faculty member will indicate the desire
for such a hearing, which will then be held to determine whether the faculty member should be
removed from his/her position on the stated grounds. The hearing committee, which will be
elected by the faculty, will then conduct the hearing at a specified time and place. In setting the
date of the hearing, sufficient time should be allowed the faculty member to prepare a defense.

Upon concluding the process, the committee will forward its recommendations to the President.
The hearing committee should proceed by considering the statement of ground for dismissal
already formulated, and the faculty member’s response written before the time of the hearing.
During the hearing, both the faculty member and the college have the right to have counsel
present. The President should transmit to the Board of Trustees the full report of the hearing
committee’s recommendations along with the President’s actions.

5.14.6. College Property Accountability
In the event of dismissal or other forms of severance, the faculty member is required to return all college property in his/her possession to the appropriate officers of the college. The college reserves the right to withhold payment of the final paycheck pending satisfactory accounting of all property and other matters.

5.15. Leave and Fringe Benefits Policies

5.15.1. Leave with Pay
Under the following circumstances, Talladega College may grant leave with pay:

A. Sickness
B. Bereavement
C. Jury Duty
D. Military Leave
E. Personal Business
F. Attendance at Professional or Scholarly Meetings
G. Maternity

5.15.2. Sick Leave

5.15.2.1. Annual /Sick Leave
Only faculty members who are twelve month employees accrue annual leave and sick leave.

5.15.2.2 The Family and Medical Leave Act
Talladega College will comply with the provisions of the Family and Medical Leave Act (FMLA). Employees will be granted a leave of absence under certain circumstances. The leave must be no more than twelve (12) weeks per twelve (12) continuous months and fall into one of the categories below:

1. Sick Leave of Absence – Employees who are unable to work because of a serious health condition or disability, may be granted a sick leave of absence. This type of leave covers disabilities caused by pregnancy, childbirth or other related medical conditions. The college requires certification of an employee’s need for sick leave, both before the leave begins and on a periodic basis thereafter, by the employee’s health care provider.

2. Parental Leave of Absence – Female employees, when not disabled by pregnancy or childbirth, and male employees may be granted a parental leave of absence to care for a child upon birth or placement for adoption or foster care.

3. Family Care Leave of Absence – Employees may be granted a family care leave of absence for the purpose of caring for a child, spouse, or parent who has a serious health condition. The college requires certification of the family member’s serious health condition, both before the leave begins and on a periodic basis, by the family
Full-time employees and part-time employees who work at least 1,250 hours per year are eligible for FMLA leave if they have completed (1) year of service. When possible, requests for leave of absence should be submitted in writing to the Human Resources Manager at least thirty (30) days prior to the commencement of the leave period or as soon as practicable. The final decision concerning any request for FMLA will be approved by the appropriate management official. All employees on approved leave are expected to report any changes in status in his/her intention to return to work to his/her supervisor or to the Human Resources Manager.

Any employee on leave under this policy may not perform work for any other employer during this period.

5.15.2.3. Compensation and Replacement of Work Lost During Sick Leave
As professional employees, it is expected that classes and other responsibilities missed will be made up to the students or colleagues affected by the sickness. No modification of compensation takes place when short-term illnesses or disabilities occur and the work lost is made up or handled by colleagues. However, when it is determined that the leave for illness or disability will be long enough that a replacement may be necessary, the college will negotiate the duration of the paid absence giving consideration to medical need, the requirements of the education program and the individual circumstances.

5.15.2.4. Professional Status During Illness
No loss of professional status, right to full time affiliation or no subsequent period of required temporary reduction of workload will occur based upon absence for illness.

5.15.3 Bereavement Leave
Absences in case of death of a faculty member’s immediate family (spouse, children, mother, father, brothers, sisters, grandparents and grandchildren) must be negotiated and approved by the faculty member’s department chairperson, division chairperson, and the Provost/Vice President of Academic Affairs using the form provided for recording absences that are available in the provost’s office. Under normal circumstances, Talladega College grants three (3) days paid leave upon the death of an immediate family member for the purpose of attending the funeral or making other arrangements. Acceptable ways of covering missed classes will be covered in the negotiated absence request.

5.15.4. Jury Duty
Talladega College believes that jury duty is an important civic responsibility and grants time off for service on federal, state or local juries. Any employee summoned for jury duty should report it to his or her department supervisor at once. The employee will receive his/her regular earnings during the time for which he/she serves as a juror during normal working hours. Any mileage or per diem allowance an employee receives in connection with jury service shall be the sole property of the employee and shall not be offset against any pay adjustment. If the employee is dismissed from jury duty early, he/she is expected to report to work immediately. Upon release from jury duty, the employee should provide notice of this release to the department manager as soon as practicable. Absences caused by a call to jury duty will be honored by the college and must be documented using the form provided for registering absences available from the Provost/Vice President of Academic Affairs. Signatures of the
department and division chairs and the Provost/Vice President of Academic Affairs must be obtained by the faculty member anticipating jury duty.

5.15.5. Witness Duty
Talladega College encourages employees to appear in court for witness duty when subpoenaed to do so. If regular full-time employees have been subpoenaed or otherwise requested to testify as witnesses in a proceeding which was not brought by the employee and to which the employee is not a party, they shall be granted leave with pay for the entire period of witness duty.

The subpoena or summons should be shown to the employee’s supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee’s absence. The employee is expected to report for work whenever the court schedule permits.

5.15.6. Voting
Talladega College encourages all employees to vote. Employees are urged to vote before and after working hours. However, if this cannot be arranged, the immediate supervisor may approve time off as paid personal leave, if available, or as time off without pay.

5.15.7. Military or Special Service Leave
Military leave is granted by Talladega College in accordance with applicable federal and state laws. Employees who are members of the Reserves or National Guard may take an unpaid leave of absence for field or coast defense or other leave for military duty. Employees who enter active military service in the Armed Forces or who are ordered for an initial period of active duty for training in the Reserves or National Guard are also entitled to leave on an unpaid basis.

5.15.8. Attendance at Professional Meetings and Meetings of Scholarly Societies
Faculty members are encouraged to participate in professional and scholarly meetings appropriate to their disciplines. Leave time to attend these activities must be negotiated with the division and department chairs and the Provost/Vice President of Academic Affairs. The college will pay all or part of the expenses of faculty members appearing on programs of recognized professional or scholarly societies providing funds are available.

5.15.9. Maternity Leave
Absences for maternity leave will be handled in the same manner as paid absences for sick leave.

5.15.10. Personal Business Leave
Short-term absences required because of personal emergencies must be approved by the faculty member’s department and division chairs and the Provost/Vice President of Academic Affairs using the form provided for recording faculty absences. This form is available in the office of the Provost/Vice President of Academic Affairs.

5.16. Long Term Leave, With or Without Pay
Leave for one term or longer, the summer term not included, is available upon application for purposes of continued professional growth, advanced study, research, writing and travel. In appropriate circumstances, leaves for projects of direct benefit to instruction and for public
r private service outside of the college may be granted. Leave may also be granted for illness, recovery of health and maternity.

Persons nearing retirement may be eligible for leave with pay if it is clear that the leave will achieve its purposes for the individual and the college.

For a non-tenured faculty member on scholarly leave for one year or less, the period of leave should count as part of the probationary period as if it were prior service at another institution. Exceptions to this policy should be mutually agreed to in writing prior to the leave by the faculty member and the department and division chairpersons, and the Provost/Vice President of Academic Affairs.

5.16.1. Procedure for Applying for Leave
A faculty member should apply for leave at a reasonable time in advance and through established procedures so that the college can readily prepare to cover for his/her work during the period of the leave. The college does not encourage request being made in the middle of the academic year. In evaluating an application for leave, the applicant must provide evidence that the leave will produce academically or socially useful results. A leave may involve specialized scholarly activity or provide a broad cultural experience. The college administrators may require the applicant to submit advanced plans that are likely to assure productive outcomes.

5.16.2. Length of Leave
Whatever the source of funding, leaves of absence ordinarily should not exceed one year in length. Exceptions to this rule may be made in cases involving health, public service, governmental appointments or other special circumstances.

5.16.3. Frequency of Leave
Leave should not be considered as deferred compensation to which a faculty member is entitled no matter what other opportunities are available for professional development. Consideration will be given to reasonable frequency at certain intervals since the college believes they are important to the continued growth of the faculty member and the effectiveness of the institution.

5.16.4. Institutional Support for Leave
Talladega College does not automatically assume any responsibility related to financial obligations for a faculty member on leave for professional development.

If a faculty member on leave without pay takes a temporary but full-time appointment at another institution or organization, it is reasonable to expect the appointing institution or organization to assume the costs.

5.16.5. Obligation to Return to the College
A faculty member is obligated to return to Talladega College following a leave of absence when the circumstances of granting the leave indicate that this is the equitable action, as is often the case when leave with pay is granted unless other arrangements are mutually agreed upon. The precise terms of the leave of absence must be in writing and given to the faculty member prior to
e commencement of the leave. Even when there is no obligation to return, the faculty member who resigns while on leave should give notice according to accepted standards.

6.0. Fringe Benefits

6.1 Tuition Waiver Policy Statement
For each employee with a minimum of three (3) years employment with Talladega College, the college will remit one (1) full tuition for each employee family and, if more than one (1) eligible person is involved, one-half tuition up to a ceiling of three (3) persons. Only immediate family members are eligible to participate in this program (i.e., husband, wife, son or daughter).

If financial aid is received after posting of the tuition waiver, the tuition waiver will be reduced by the amount of the student financial aid.

6.2. Other Fringe Benefits
Information on all other benefits for faculty members may be obtained from the Human Resources Manager (Ext. 6204).
APPENDICES

Appendix A

“I” GRADE POLICY
A grade of “I” (Incomplete) may be assigned to a student who, because of extenuating circumstances (health problems, a death in the family or other circumstances beyond the student’s control), has not taken the final examination and/or completed the work for the course and only if the student is passing the course. The student, in consultation with the instructor, must have the grade resolved before the end of the subsequent semester.

Grade changes resolving “I” grades must be received by the Office of the Registrar on or before the date indicated for Grades Due for that semester on the Academic Calendar. If the grade is not removed within the specified time, the grade automatically becomes an “F.”

Approved 11/1/2013
Talladega College Board of Trustees

Appendix B

ADVANCED PLACEMENT/COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) POLICY
Advanced Placement Program (APP)

Talladega College offers credit for advanced placement in select areas where the students’ scores range on a scale from 3 to 5 on the exam. The legend for the full 1 to 5 scale is: 5 = extremely well qualified; 4 = well qualified; 3 = qualified; 2 = possibly qualified and 1 = no recommendation. The final exam shows how well the content of the course has been mastered. Students who have taken advanced placement courses in high school and performed within the range of 3 to 5 must request the College Board to send an official score report to the Office of Admissions for review in order to be considered for advanced placement.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students who wish to take College Level Exam Program (CLEP) exams are high school graduates or those who have completed the requirements for the General Education Development (GED). Talladega College awards credit for the College Board’s CLEP. Students who wish to be considered for CLEP credit must have CLEP send an official score report to Talladega College.

Guidelines which govern the General Exams follow:

1. The college’s General Education requirements in specified courses may be met through credits earned through CLEP General Exams. (See chart below for courses and credits)

2. Six semester hours may be earned for the English exam for the General Education requirements in Composition 101 and 102. Students with a satisfactory exam score must take the written composition portion of the exam which will be administered through the English Department before the full requirements are met.

3. The maximum 6 semester hour credits may be earned for each of the following CLEP General Exams: Natural Sciences, Social Sciences, Humanities and Mathematics.

4. A passing grade on any of the above exams will be a raw score at or above the 50th percentile. No letter grade is awarded. If a passing score is earned, the Office of the Registrar will enter the credit earned on the transcript for a Talladega College course that is equivalent to the CLEP course. The grade is not calculated in the GPA.

5. CLEP credit will be considered for students only if they have not taken a college level course previously in the area of the CLEP exam.

6. CLEP credit must be determined prior to the beginning of the senior year.
### CLEP Subject Exams Chart

<table>
<thead>
<tr>
<th>CLEP EXAMS</th>
<th>MINIMUM SCORE</th>
<th>TC CREDITS AWARDED</th>
<th>EQUIVALENT TC COURSES</th>
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<tbody>
<tr>
<td><strong>Composition and Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>6</td>
<td>ENG 330-331 American Literature I and II</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>3</td>
<td>ENG 201 Practice in Writing</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>6</td>
<td>ENG 101-102 Composition I and II</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>6</td>
<td>ENG 307-308 Survey of English Literature I and II</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>6</td>
<td>HUM 101-102 Humanities I and II</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language I</td>
<td>50</td>
<td>3</td>
<td>FRE 101 Elementary French</td>
</tr>
<tr>
<td>French Language II</td>
<td>62</td>
<td>3</td>
<td>FRE 102 Elementary French</td>
</tr>
<tr>
<td>German Language I</td>
<td>50</td>
<td>3</td>
<td>GER 101 Elementary German</td>
</tr>
<tr>
<td>German Language II</td>
<td>60</td>
<td>3</td>
<td>GER 102 Elementary German</td>
</tr>
<tr>
<td>Spanish Language I</td>
<td>50</td>
<td>3</td>
<td>SPA 101 Elementary Spanish</td>
</tr>
<tr>
<td>Spanish Language II</td>
<td>63</td>
<td>3</td>
<td>SPA 102 Elementary Spanish</td>
</tr>
<tr>
<td><strong>History and Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>3</td>
<td>HIS 233 United States History Survey I</td>
</tr>
<tr>
<td>History of the United States II: 1865 to the Present</td>
<td>50</td>
<td>3</td>
<td>HIS234 United States History Survey II</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>3</td>
<td>FED/PSY 321 Human Growth and Development</td>
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<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>3</td>
<td>FED/PSY 241 Educational Psychology</td>
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<tr>
<td>Introductory Psychology</td>
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<td>3</td>
<td>PSY 100 General Psychology</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>SOC 100 Introduction to General Sociology</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Units</td>
<td>Equivalent TC Courses</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 202 Principles of Macroeconomics</td>
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<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 201 Principles of Microeconomics</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>3</td>
<td>HIS221 World History Survey I</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to the Present</td>
<td>50</td>
<td>3</td>
<td>HIS 222 World History Survey II</td>
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</table>

### Science and Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Units</th>
<th>Equivalent TC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>50</td>
<td>3</td>
<td>NS101 Biological Science</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>6</td>
<td>MTH 205 – 206 Calculus I &amp; II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>6</td>
<td>CHE 101-102 General Chemistry</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CLEP EXAMS</th>
<th>Minimum Score</th>
<th>TC Credits Awarded</th>
<th>Equivalent TC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Mathematics (cont’d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>3</td>
<td>MTH 103 College Algebra</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>6</td>
<td>MTH 101-102 Introduction to Mathematics</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>3</td>
<td>NS102 Physical Science</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50</td>
<td>3</td>
<td>MTH 105 Pre-calculus</td>
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</table>

### Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Units</th>
<th>Equivalent TC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>6</td>
<td>ACC 211-212 Principles of Accounting</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>3</td>
<td>CS 150 Introduction to Computer Science</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>BUS 313 Business Law</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
<td>MGT 220 Principles of Management</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>3</td>
<td>MKT 301 Principles of Marketing</td>
</tr>
</tbody>
</table>

**CLEP General Exams Chart**

<table>
<thead>
<tr>
<th>CLEC General Exams</th>
<th>Minimum Score</th>
<th>TC Credits Awarded</th>
<th>Talladega College courses to be exchanged from CLEC Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>50</td>
<td>6</td>
<td>Composition 101-102</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>6</td>
<td>Humanities 101-102</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>6</td>
<td>Mathematics 101-102</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>6</td>
<td>Natural Sciences 101-102</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>50</td>
<td>6</td>
<td>Psychology 100; Sociology 100; Sociology 210; History 233, 234, 235, 236; Political Science 201, 202; Economics 201, 202</td>
</tr>
</tbody>
</table>

Approved 11/1/2913 Talladega
College Board of Trustees
Appendix C

Senior Exit Exam Policy

Effective with the 2014-2015 academic year, all graduating seniors are required by Talladega College to take an exit exam in their major area. The purpose of the exam is to measure student academic achievement and to assess the student learning outcomes of the program. In addition, each program uses the test results to evaluate its curriculum, to suggest curriculum changes, and to measure the progress of our students.

Faculty members in each of the major areas are responsible for selecting a national test appropriate to the major or for constructing a test that will satisfy the requirements of the major. In all cases, the student is informed before the end of the junior year of the test requirement.

It is important that the student does well; however, the student does not have to obtain a certain score on the test in order to graduate. The results are used, in part, to assess the effectiveness of the college’s educational programs as required by the regional accrediting agency. The student will receive the results of the test which will allow the student to assess his/her own level of achievement. If a national test is used, the feedback will also help in preparing for the Graduate Record Examination or other graduate school admissions tests.

Approved 11/1/2013
Talladega College Board of Trustees
Appendix D

INDEPENDENT STUDY POLICY

Talladega College does have Independent Study courses in its curriculum and the pursuit of these studies are controlled by the Provost/VP of Academic Affairs. The following guidelines apply:

1. the student is a senior and the course is offered in alternate years which would prevent the student from graduating;

2. the course is listed in the college catalog.

3. the faculty person who teaches the course agrees to the responsibility of closely monitoring the progress of the student’s reading assignments, tests and other activities required in the course;

4. the faculty person provides a course syllabus and other course information at the beginning of the term which also includes a faculty/student face-to-face orientation to the course;

5. the course is administered by a full-time faculty person only;

6. approval is given in writing and signed by the course instructor, the department chair,
division dean and final approval by the Provost/Vice President of Academic Affairs; and

7. the student pays the normal course fee.

Approved 11/1/2013
Talladega College Board of Trustees

Appendix E

DISTANCE EDUCATION POLICY

Distance Education
Talladega College has a fully developed distance education program where currently enrolled students are awarded a degree, certificate or diploma in a specific course of study. Distance education initiatives are provided in select on line courses that may be taught as live distance learning courses or as hybrid courses using the Jenzabar Systems delivery platform. The determining factor for offering an online course rests with the needs within a department as determined by the chairperson with the approval of the division dean and the Provost/Vice President of Academic Affairs. Full-time faculty members are expected to teach 75% of their regular teaching load in the traditional classroom setting. Other classes may be taught in live distance learning courses or as hybrid courses. The final determination for a faculty member’s workload includes his/her assignment in the traditional classroom setting and the distance learning courses. Policies and Procedures
The delivery of distance education to students enrolled at Talladega College must be done so within the guidelines set forth by the college’s policies and procedures which are outlined in the Talladega College Distance Education Policies and Procedures Manual.
Appendix F

Talladega College ADJUNCT AND FULL-TIME FACULTY OVERLOAD PAYMENT POLICIES

Course Enrollment Policy
Department Chairs and Deans should ensure that appropriate enrollment limits are set for each class and that all necessary prerequisites are set on the schedule form. A course with less than 10 students should be monitored and dropped from the schedule before the last day to add a course, unless justified by the character of the major. In general, a General Education course with less than 10 students and a major course with less than 5 students should be dropped. Only Deans may give permission to override the course size limit in their major course offerings, after a discussion with the Provost/Vice President for Academic Affairs. For General Education courses, overriding the course limit should be considered ONLY for seniors who provide a letter from their advisor indicating that they need the course for May completion. Approval is given in writing and signed by the course instructor and department chair, and final approval by the Provost/Vice President for Academic Affairs.

Adjunct Policy
Prior to making a decision about whether to hire an adjunct, please adhere to the following prioritized guidelines and process in the order presented below:
1. Assign students to courses that are still open for enrollment, first
2. Increase class size according to the number of seats in the course
3. Collapse two small sections of the same course into one section to ensure maximum course enrollment
4. Assign the additional courses to credentialed full-time faculty with less than 10 Students in a General Education Course and with less than 5 in a major course
   a. Courses with less than the minimum in a major course should be taught as an independent study without pay to the instructor or dropped
5. Submit PAF request, along with resume and transcript to Chair, Dean and the Office of Academic Affairs as soon as possible.
   a. Adjuncts cannot teach more than 9 credit hours per semester
   b. Assign overload to existing faculty after eliminating or exhausting adjuncts

**Independent Study Policy**

A major course with less than 5 students should be dropped from the schedule, unless a full-time faculty member chooses to teach the course without pay or at a reduced rate. This type of behavior is expected for classes with graduating seniors to enhance graduation rates, or as a commitment to the degree program to maintain course offerings in a systemic fashion. In the summer time, we will pay faculty the reduced rate to meet the needs of students.

**Release Time**

**Faculty with release time because of a grant, are required to take it.** The release time funds will be used to assist with the payment of adjunct pay. If a faculty chooses to teach an overload while on release time, he/she will not be paid, unless replacement faculty cannot be found in a timely manner.

**Overload Payment Policy**

Full-time faculty members are under contract to teach 15 hours each academic semester as a normal course load. (This is typically five (5) 3 credit hour courses). A full class in a normal course load constitutes at least ten (10) or more students. However, in determining the amount of overload pay that is owed to a faculty member, the college will ensure that the faculty member teaches a full contracted load with the maximum number of contracted credit hours and students before paying the faculty member additional monies. Department Chairs and Deans should evaluate and advise faculty members accordingly prior to approving requests for overload pay.

**Adjunct Pay Scale According to Credit Hours and Number of Students Taught**

**Overload Pay for four (4) credit hours**

<table>
<thead>
<tr>
<th>10 Students = $2,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>= 1,800</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>= 1,600</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>= 1,400</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>= 1,200</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>= 1,000</td>
</tr>
</tbody>
</table>
4 = 800
3 = 600
2 = 400
1 = 200

Overload Pay for three (3) credit hours

10 Students = $1,500
9 = 1,350
8 = 1,200
7 = 1,050
6 = 900
5 = 750
4 = 600
3 = 450
2 = 300
1 = 150

Office of Academic Affairs
October 2016

Appendix G

TALLADEGA COLLEGE Format for Course Syllabi

Instructor

Location

Office Hours

Title of course/Number

Course Description

Course Pre-requisite(s)

Textbook/Author/Edition

Course Objectives/Student Learning Outcomes
Course Content

Topics/Assignments/Exams Dates

Evaluation Criteria

Deadline to Drop a Course

“I” Grade Policy

ADA Statement

Final Exam Date/Time

Other Pertinent Information

Reference to standards required by state or professional organizations to be integrated in the content.

Appendix H

Office of Academic Affairs
TALLADEGA COLLEGE
Credentials Evaluation Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Rank:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Division:</td>
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Courses for which faculty member meets credentialing requirements

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<th>Courses for which faculty member meets credentialing requirements</th>
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Courses presently assigned

<table>
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<tr>
<th>Courses</th>
<th>Graduate Hours</th>
<th>Other</th>
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Licensure (list type and licensure number:

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<tr>
<th>Licensure (list type and licensure number:</th>
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</table>
## EDUCATION: List degree(s) in most recent order earned

<table>
<thead>
<tr>
<th>Year</th>
<th>Major Field</th>
<th>Minor Field</th>
<th>Degree</th>
<th>Institution</th>
<th>Graduate Hours</th>
<th>Transcript on File</th>
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<tbody>
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### Academic Transfer Courses

<table>
<thead>
<tr>
<th>Meets Criteria:</th>
<th>[ ] yes</th>
<th>[ ] no</th>
</tr>
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<tbody>
<tr>
<td>[ ] Doctorate in the teaching discipline</td>
<td>[ ] Doctorate in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Doctorate with a minimum of 18 graduate hours in the teaching discipline</td>
<td>[ ] Doctorate with a minimum of 18 graduate hours in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Master’s Degree in teaching discipline</td>
<td>[ ] Master’s Degree in teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Master’s Degree and 18 graduate hours in the teaching discipline</td>
<td>[ ] Master’s Degree and 18 graduate hours in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Meets SACS criteria through justification (Attach documentation)</td>
<td>[ ] Meets SACS criteria through justification (Attach documentation)</td>
<td></td>
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</table>

### General Education Courses

<table>
<thead>
<tr>
<th>Meets Criteria:</th>
<th>[ ] yes</th>
<th>[ ] no</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Doctorate in the teaching discipline</td>
<td>[ ] Doctorate in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Doctorate with a minimum of 18 graduate hours in the teaching discipline</td>
<td>[ ] Doctorate with a minimum of 18 graduate hours in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Master’s Degree in teaching discipline</td>
<td>[ ] Master’s Degree in teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Master’s Degree and 18 graduate hours in the teaching discipline</td>
<td>[ ] Master’s Degree and 18 graduate hours in the teaching discipline</td>
<td></td>
</tr>
<tr>
<td>[ ] Meets SACS criteria through justification (Attach documentation)</td>
<td>[ ] Meets SACS criteria through justification (Attach documentation)</td>
<td></td>
</tr>
</tbody>
</table>

## COMMENTS:


## JUSTIFICATION OF PROFESSOR’S QUALIFICATIONS

<table>
<thead>
<tr>
<th>Professor’s Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Discipline:</td>
<td>Course Assignments:</td>
</tr>
</tbody>
</table>
Justification of Qualifications: (Attach additional pages, if necessary, for justification and explanation or interpret how the qualifications relate to the course or courses that the professor is teaching. Also attach copies of documents referenced, such as letters from employers, licensures, certifications, awards or other documents of demonstrated competencies and achievements.)

RECOMMENDED FOR EMPLOYMENT: [ ] Yes [ ] No DATE:

PERSON COMPLETING THIS FORM: Date
Department Chair
Date
Division Chair
Date
Provost/Vice President of Academic Affairs

Appendix I

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
FACULTY CREDENTIALS

- Guidelines –

Comprehensive Standard 3.7.1 of the Principles of Accreditation reads as follows:
The institution employs competent faculty members qualified to accomplish the mission and goals of the
institutions. When determining acceptable qualifications of its faculty, an institution gives primary
consideration to the highest earned degree in the discipline. The institution also considers competence,
effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work
experiences in the field, professional licensure and certifications, honors and awards, continuous
documented excellence in teaching, or other demonstrated competencies and achievements that
contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible
for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the
following as credential guidelines:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in
   the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of
   18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate
   or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching
   discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree:
bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the
   teaching discipline.

d. Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or
   master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester
   hours in the teaching discipline).

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in
   the teaching discipline or a related discipline.

f. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the
   teaching discipline, direct supervision by a faculty member experienced in the teaching discipline,
   regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006

APPENDIX J

Talladega College Office of Academic Affairs Talladega, Alabama

Concurrent Employment Full-time faculty
Name____________________________
Department_______________________
Place of employment other than Talladega College
____________________________
Day / Time of work schedule ________________

Signatures:

_______________________________________________
Department Chair

_______________________________________________
Dean

_______________________________________________
Provost/VPAA

Spring 2011

APPENDIX K

Talladega College
FACULTY EVALUATION SUMMARY FORM

Rate the following seven items on a scale of 1 to 9 where 1 is the lowest and 9 is the highest.
1. **Teaching Effectiveness**
   (circle one)  
   | Ineffective | Effective | Very Effective |
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

The following items are to be considered:

- □ Demonstrates knowledge of subject
- □ Demonstrates enthusiasm for subject
- □ Communicates effectively in the classroom
- □ Encourages student participation
- □ Provides syllabus with clear objectives
- □ Utilizes MY Talladega in course management
- □ Utilizes learning outcomes data
- □ Evaluates in a fair and consistent manner
- □ Provides opportunity for experiential learning
- □ Integrates Christian faith with academic discipline
- □ Uses classroom technology effectively
- □ Garners positive student evaluations
- □ Other

2. **Knowledge of Field**
   (circle one)  
   | Inadequate | Adequate | Excellent |
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

The following items are to be considered:

- □ Holds terminal degree in field
- □ Attends professional meetings
- □ Writes for a peer-reviewed journal
- □ Authors a book
- □ Generates research for classroom use
- □ Attends discipline-specific conferences
- □ Uses technology effectively
- □ Earns continuing education hours
- □ Other

3. **Scholarly Activity**
   (circle one)  
   | Inadequate | Adequate | Excellent |
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

The following items are to be considered:

- □ Writes for a peer-reviewed journal
- □ Authors a book
- □ Publishes work in commercial media
- □ Generates research for classroom use
- □ Presents at professional meetings
- □ Integrates innovative technology in field
- □ Attends discipline-specific conferences
- □ Attends professional meetings
- □ Earns continuing education hours
- □ Other

4. **Academic Advising**
   (circle one)  
   | Ineffective | Effective | Very Effective |
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

The following items are to be considered:

- □ Keeps posted office hours
- □ Keeps abreast of catalog requirements
- □ Available to students when needed
- □ Garners positive student advisement Evaluations
- □ Attends Preview/Recruitment days
- □ Other
- □ Participates in advisement sessions
5. **Overall Contribution to Department**

<table>
<thead>
<tr>
<th></th>
<th>Very Little</th>
<th>Moderate</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>(circle one)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>The following items are to be considered:</th>
</tr>
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<tbody>
<tr>
<td>□ Submits grades/materials on time</td>
</tr>
<tr>
<td>□ Utilizes MY Talladega in course management</td>
</tr>
<tr>
<td>□ Provides syllabus with clear objectives</td>
</tr>
<tr>
<td>□ Keeps posted office hours</td>
</tr>
<tr>
<td>□ Develops new courses</td>
</tr>
<tr>
<td>□ Makes academic presentations</td>
</tr>
<tr>
<td>□ Organizes academic events for high school students/guests</td>
</tr>
</tbody>
</table>

6. **Overall Contribution to The College**

<table>
<thead>
<tr>
<th></th>
<th>Very Little</th>
<th>Moderate</th>
<th>Outstanding</th>
</tr>
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<tbody>
<tr>
<td>(circle one)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<thead>
<tr>
<th>The following items are to be considered:</th>
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<tbody>
<tr>
<td>□ Assists in student recruitment</td>
</tr>
<tr>
<td>□ Serves on college committees</td>
</tr>
<tr>
<td>□ Sponsors or attends college events</td>
</tr>
<tr>
<td>□ Addresses components of strategic plan</td>
</tr>
<tr>
<td>□ Represents the college off campus</td>
</tr>
<tr>
<td>□ Emphasizes concepts of responsibility, capitalism, and entrepreneurialism</td>
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</table>

7. **Overall Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
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<td>(circle one)</td>
<td>1</td>
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<td>3</td>
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<tr>
<th>The following items are to be considered:</th>
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<tbody>
<tr>
<td>Evaluator Comments (attach additional sheet(s) as needed):</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Evaluator (Dean or Designee)</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Signature of Faculty Member Evaluated</th>
<th>Date</th>
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*Note: The faculty member’s signature indicates that he/she has read the evaluation and discussed it with the evaluator. It does not imply that the faculty member is in agreement with the evaluation.*

*Office of Academic Affairs-March 2015*
APPENDIX L.

Curriculum Changes

A change in existing curriculum (adding, revising, or deleting a course; adding, revising, or deleting a minor; adding, revising or deleting a program) is initiated by the department faculty, approved by the dean, approved by the Curriculum Studies Committee, approved by the faculty, approved by the Academic Excellence Committee, and approved by the Board of Trustees. Requests for changes require a description of the proposed change, rationale for the change, and an indication as to whether the proposed change represents a SACSCOC substantive change. Please see the Curriculum Change Action Record for the appropriate form.
CURRICULUM CHANGE ACTION RECORD

A. Description

1. Course/Program/Action_______________________________________________________________

2. Proposer________________________________________________________________________

3. Type of Change Proposed

( ) New Program       ( ) New Course

( ) Substantive change in course or program (change in content, goals, objectives, scope credits, change in status from experimental to permanent)

( ) Minor change (editorial changes, corrections, numbering, not implying a significant change in content. For minor changes, complete only the item(s) that apply.

4. Catalogue description of proposed course or program or proposed prefix and number(s)
(Finalization of the number will be made by the Registrar and the Data Processing Center.)

5. Course       No. of hours per week _____       Program Attach course sequence or four-year curriculum pattern as appropriate
Laboratory hours per week _____
Prerequisite(s) _____________________________________________________________
Credits__________________________ Proposed Instructor(s)_________________________

6. Proposed date of first offering ________________________________________________

7. Anticipated enrollment__________________________________________________________

8. Planned pattern of offering: Fall ___________ Spring_____________ Alternate Years_____

9. Source of financial Support__________________________________________________________

10. Special Needs

Staff____________________________________________________________________________
Space____________________________________________________________________________
Equipment________________________________________________________________________
Library (Indicate if library resources are adequate to meet this proposal. Specify additional needs)

B. Bibliography
C. Development of the proposed Course/Program/Action

1. Department Action

Comments ____________________________________________________________________________

Recommendation:

Approved_________________________ Disapprove________________________ Date_____________

Signature of Department Head___________________________________________________________

2. Division Action

Comments ____________________________________________________________________________

Recommendation:

Approved_________________________ Disapprove________________________ Date_____________

Signature of Division Dean____________________________________________________________

3. Curriculum Study Committee Action

Comments ____________________________________________________________________________

Recommendation:

Approved_________________________ Disapprove________________________ Date_____________

Signature of Curriculum Study Chairperson_______________________________________________

4. Faculty Action

Comments ____________________________________________________________________________

Recommendation:

Approved_________________________ Disapprove________________________ Date_____________

Signature of Vice President for Academic Affairs__________________________________________

D. Attach rationale for the proposal and other supporting information.
Include: Need for the course/program/action
Identification of students to be served
Talladega College objectives served
Syllabus/syllabi
Course sequence, if applicable
Four-year curriculum, if applicable
APPENDIX N

Proposal for the Endowed Chair
Policy Statement

An endowed chair or professorship generates expendable distributions intended to support the salary, benefits or other activities of a designated faculty member at Talladega College. The purpose of this policy is to outline acceptable uses of endowed chair earnings and certain procedures to be followed by both the College and the designated faculty member in managing endowed chairs.

I. Background

Endowed chairs are established upon commitment of resources either from a donor or from College designated sources. Donor funded endowed chairs are ideally supported by written agreements, signed by the donor and the College, instructing the College to establish a chair endowment fund, and may include stipulations on the use of these funds. Any subsequent change to an endowment agreement requires approval by the donor (or donor’s heirs) and the College.

Each endowed chair or professorship contains the following:

1. One or more endowment funds containing the corpus of the gift, which is invested and controlled by the College.
   a. Each endowed chair has a primary corpus fund.
      i. For donor funded chairs, this corpus fund would include initial subsequent gifts from donor, and generally be permanently restricted.
      ii. Corpus funds are invested in the Talladega College Endowment Pool (TCEP) and generate expendable distributions based on investment profits.
      iii. If the expendable distribution is not spent then the earnings are reinvested back into the corpus.

The President, Provost, and the Endowed Chair will make decisions yearly regarding profits from the invested corpus. The corpus will not be available for use unless there is a change in the agreement with the donor’s approval or donor's heirs and the College.

II. General Expenditure Guidelines- Filled Chairs

As described above, expendable distributions to chair spending funds (i.e. endowment spending appropriations) are primarily used for the chair holder’s salary and associated benefits, and professional activities as well. Generally, professional activities funds may be used for purposes such as:

1. Research and teaching support materials (e.g. print materials, biological specimens, computer software, art supplies, etc.)
2. Travel expenses
3. Equipment supporting the chair holder and/or his/her research or field of study
4. Staff and/or student wages  
5. Office supplies, miscellaneous services and materials  
6. Journal subscriptions (The subscription must be an institutional subscription)  
7. Institutional memberships/certifications/dues/fees (Payment for non-transferable memberships, certifications, etc. are unallowable)  
8. Licenses/permits (non-personal)  
9. Communications cost (telephone, cell phone, postage)  
10. Testing, medical and/or diagnostic laboratory fees  
11. Incidental rental of space and/or equipment  
12. Repair and maintenance of building and/or equipment which directly support the endowed position  
13. Honoraria, fees for invited speakers and/or scholars-in-residence supporting scholarly interests of the chair holder.

Expendable distributions from endowment funds are recurring and are used to support the named chair or professorship as outlined above.

III. Criteria for Selection

A candidate recommended for an endowed chair shall meet fully the criteria stipulated by the donor and all three of the following criteria. Mastery of teaching at all levels, from introductory to advanced-level courses, and a sustained record of active engagement of students in the cutting edge issues of the discipline by involving students in scholarship and/or artistic activity. The successful candidate should be widely recognizes as a role model for teaching on campus.

The candidate should have a record of outstanding scholarship and/or artistic achievement throughout his/her career. In the case for scholarship, evidence for this shall consist of publication in the foremost journals, grants received, peer reviewed presentations at meetings, editorial service for journals or books, leadership positions held in national or international organizations of the professor’s discipline, and prizes and awards received in recognition of scholarship.

In the case for artistic achievement, evidence for this shall consist of performance or exhibition in national or international venues, critical acclaim by external reviewers of artistic performance or exhibition, leadership positions held in national or international organizations of the professor’s discipline, and prizes or other honors received in recognition of artistic achievement.

The candidate should have service at the very highest levels of the College, as exemplified by election to major faculty committees and to leadership positions on the committees; unusual meritorious service to the college in any capacity.

All deliberations of the Promotion and Tenure Committee shall remain strictly confidential both during the deliberations and after the recipient of the award shall be announced.

Appointment to an endowed position is separate from appointment to the faculty. It should be clearly understood that the decision to award tenure to the current or prospective holder of an endowed position affects only the regular faculty appointment; it does not imply a commitment for continuance in the endowed
Reporting
As a condition of continues appointment, all holders of endowed chair shall submit an annual report to the Provost’s Office. The report shall consist of two parts: 1) an accounting of how the endowment funds (if any) were used during the preceding fiscal year and 2) a report of activities/accomplishments in the preceding year. These guidelines will be reviewed to make the determination of how the funds will be used the coming year with the approval of the President and the Provost.
APPENDIX O

GRIEVANCE PROCEDURES

A grievance shall be regarded as a complaint or dispute of an employee or employees regarding the application or interpretation of personnel policies or procedures as they affect the work activity of an employee or employees. Any condition of employment accepted by an employee at the time of employment or subsequent thereto shall not be subject to complaint.

When an employee feels that he or she has a just grievance, he or she should present the grievance to his or her immediate supervisor in writing. The supervisor will respond to the employee within three working days. In drafting the response, the supervisor will confer with the senior administrator of the college office concerned to ensure that the response is a true representation of college policies. The college grievance procedure for faculty is outlined in chart format on the following page. Should the procedure fail to satisfy the employee, he or she may appeal directly to the senior administrator or to the President of the college. The President is the final authority on issues arising through the grievance process.

This grievance procedure is provided as an accommodation to employees. It shall not be construed to in any way grant to employees any right to administrative review or appeal of any matter addressed in a grievance.

PROPOSED FACULTY APPEAL PROCESS CHART

A faculty member should first discuss his or her concern with the department chair. If the concern is unresolved, then the faculty member appeals to the Dean of the respective area. Both steps should be taken prior to a discussion with the Vice President for Academic Affairs. Finally, if the concern is unresolved, the faculty member may request an appointment with the President to discuss the unresolved issue.

The faculty appeal process is outlined on the next page.
PROPOSED FACULTY APPEAL

FACULTY MEMBER WITH A CONCERN OR PROBLEM

Appeals to

DEPARTMENT CHAIR

If unresolved, appeals to

DEAN OF DIVISION

If unresolved, appeals to

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

If unresolved, appeals to

FACULTY AFFAIRS COMMITTEE

If unresolved, appeals to

PRESIDENT OF THE COLLEGE
Academic Freedom Policy

The freedoms of thought, speech and the quest for truth are indispensable to the life, health, and survival of a free democratic society. Talladega College is committed to such an ideal therefore pledges its support of academic freedom. The true spirit of academic freedom requires research, criticism, and retention of ideas whether controversial or not in an atmosphere of confidence and assumption of responsibilities. It is essential to the achievement of these ends that the college faculty is guaranteed academic freedom by the governing board of the college.

Talladega College’s aim of providing well rounded leaders who think independently, and are committed, to intellectual growth makes it difficult to achieve unless the teacher has the freedom to discuss with his/her students, subject matter and any other material that contribute to their continuing growth.

The faculty member is entitled to full freedom in research and in the publication of results, subject to adequate performance of his/her other academic duties. Research or other professional activities that interfere with these duties should be based upon a mutual understanding with the authorities of the college.

Academic freedom shall not be used to serve as a shield for those who fall short in the discharge of their academic duties, either through neglect or incompetence, and who break the rules of the college or the law of the land. Appointment to a college position and retention after appointment, therefore, require professional competence, diligence in the performance of duties, and loyalty to the ideals and aims of the college.
APPENDIX P

Credit Hour Equivalency Guidelines

Talladega College requires the documentation of credit hours and rigor of an Online or Hybrid course to be equal to that of our face-to-face offerings. The chart below outlines the amount of in-class time needed to be accounted for in online course work, depending on the length of the course and the credit hours of the course. Talladega College bases this definition of credit hours, using the Carnegie Unit system.

The total amount of student time on task for any Talladega College course (campus, online, blended, independent study, etc.) should total 50 hours per credit/contact hour. This breaks down to 150 hours total for a 3-credit course.

The in-class time is accounted for through work that is the type that would be done in a physical classroom during a meeting time.

We do not count assignments that would normally be completed outside of the classroom as in-class time, such as assignments reading assignments, papers, or other projects.

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Credit Hours</th>
<th>Total Hours Per Week</th>
<th>Total Hours Per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Weeks</td>
<td>3</td>
<td>37.5</td>
<td>150</td>
</tr>
<tr>
<td>5 Weeks</td>
<td>3</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>7 Weeks</td>
<td>5</td>
<td>35.7</td>
<td>250</td>
</tr>
<tr>
<td>11 Weeks</td>
<td>3</td>
<td>13.7</td>
<td>150</td>
</tr>
<tr>
<td>11 Weeks</td>
<td>6</td>
<td>27.2</td>
<td>300</td>
</tr>
<tr>
<td>8 Weeks</td>
<td>3</td>
<td>18.75</td>
<td>150</td>
</tr>
</tbody>
</table>
## Content Delivery Options

<table>
<thead>
<tr>
<th>Online Classroom Instructional Activities</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat rooms for class or group projects</td>
<td>1 hour chat = 1 hour instruction</td>
</tr>
<tr>
<td>Virtual Laboratory and Lab Reports</td>
<td>1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise 1 lab report post and review with response to classmates posts = $\frac{1}{2}$ hour instruction</td>
</tr>
</tbody>
</table>
| Participate in discussion board by creating original post and replying to classmates | Initial post – min. 150 words (requires reading course material and supporting work with information from a credible source) = $\frac{1}{2}$ hour instruction  
1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction |
| Guided Project                                                               | 1 hour of instruction per week for duration of project (based on practice for independent studies) |
| Field trips or tours (includes virtual tours)                                 | Instructor-led 1 hour tour = 1 hour instruction  
Student(s) without instructor: 1 hour tour and reflection paper = 1 hour instruction |
| Instructional CDs, PowerPoints, videos                                        | Student reviews and posts response to 1 unit of content = 1 hour instruction |
| Group Project                                                                | 1 hour of instruction per week for duration of project                |
| Lecture activity - video, written or audio                                   | Student reviews 1 lecture and submits answers to questions             |
| Reading material not assigned as homework in the syllabus                     | Reading assignment—complex, highly academic or technical prose, (e.g., advanced scientific textbook, difficult academic prose) Est. 5-10 minutes per page  
Reading assignment—less complex prose (e.g., narrative history, 1000-level textbook) Est. 3-4 minutes per page |
| Online quizzes                                                               | 1 hour test = 1 hour of instruction (cannot include final exam)       |
| Portfolio Preparation                                                        | Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise. |
APPENDIX Q

Faculty Representative to the Board of Trustees Policy

The Faculty Representative to the Board of Trustees is an ex-officio voting member of the Board of Trustees. The Faculty Representative is invited to participate with the trustees in deliberations at Board meetings to provide a broad educational perspective to the business for the Board. In addition, the work of the Academic Excellence Committee is most related to the work of the faculty. The Faculty Representative is required to participate in meetings of the Committee and the Board and to participate fully in its discussion.

Selection Criteria. The Faculty Representative must be employed as a full-time faculty member with the College for at least three years.

The Faculty Representative does not represent any particular organization, department, or division of the College, but presents his/her individual views as a professional and an educator. In making an appointment of Faculty Representative, the Board seeks an individual who has demonstrated great commitment to the advancement of the College, professional distinction in his/her field of study, and a broad and balanced view of educational issues important to the College.

Election and Appointment. Prior to May 1st of the third year of the serving term, the faculty shall select a Faculty Representative having College-wide responsibility. The selection of the Faculty Representative shall be by secret ballot and majority of those voting. The faculty shall elect their own representative in a manner that shall be further specified in the Faculty Handbook and By-Laws of Talladega College. The alternate shall be the runner up to the individual selected as the Faculty Representative. In cases of a tie for alternate, the Faculty will have an additional vote by secret ballot to select the alternate.

Terms. The Faculty Representative shall serve at the pleasure of the President of the College. The representative shall serve for a term of three years; provided, however, that no such representative shall serve as a member of the board after termination of employment. The Faculty Representative may serve a second consecutive term should the faculty vote to approve a second term.

Reelection. An elected representative who has served a full two or three-year term or major fraction thereof shall be eligible to serve a second consecutive two-year term or three-year term. Representatives shall not be eligible to serve again as the Faculty Representative until the expiration of one year from the end of their last preceding term. Representatives who have served only a minor fraction (one semester or 4 months) of one three-year term may serve for two additional consecutive three-year terms.

Vacancy. If a leave of absence or other reason will prevent a Faculty Representative from performing the duties of the office for a period of one academic semester or longer, the position will be declared vacant and the alternate will automatically become the Faculty Representative and will complete the term. In the event that both the Faculty Representative and the alternate are simultaneously unable to represent the campus for a period in excess of four months during
the academic year, both offices will be declared vacant and the unexpired terms will be filled by
a new election.

Removal for Cause. As noted in the Talladega College Bylaws, A majority of the Board of
Trustees then serving and present at a Regular Meeting, or at a Special Meeting called for the
purpose, shall have the right to remove from office any Trustee or Officer for cause as
determined by the Board. A Faculty Representative can also be removed for cause for reasons
as outlined in the Faculty Handbook as follows:
A. Professional incompetence or dishonesty.
B. Substantial, manifest, or repeated failure to fulfill professional duties or responsibilities.
C. Personal behavior, including felony violations of the law, which prevent the faculty
   member from satisfactorily fulfilling professional duties and responsibilities.

Office of Academic Affairs
October 2018
APPENDIX R

Office of the Registrar
INTERNAL COURSE SUBSTITUTION REQUEST FORM

Use this form only if you are requesting to substitute TC courses for other TC courses.

Please Print or Type.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Major:</td>
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<td>Telephone #:</td>
<td>Email:</td>
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This form outlines your request to substitute a TC course for an equivalent TC course. This request form must be approved by the signatories listed below.

<table>
<thead>
<tr>
<th>List Course Number and Title of TC Course Requirement</th>
<th># of Credit Hours</th>
<th>List Course Number and Title of TC Course Recommended to Substitute for the Course Requirement</th>
<th># of Credit Hours</th>
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Total # of Credit Hours: | Total # of Credit Hours:

**Required:** The advisor MUST attach the TC course description/s and any other supporting documentation. Is the required information attached? □ Yes

<table>
<thead>
<tr>
<th>Department Advisor’s Signature:</th>
<th>Date:</th>
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<td>Department Chair’s Signature:</td>
<td>Date:</td>
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<tr>
<td>Division Dean’s Signature:</td>
<td>Date:</td>
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<tr>
<td>Provost/V.P. Signature</td>
<td>Date:</td>
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### Office of the Registrar

**TRANSFER COURSE SUBSTITUTION REQUEST FORM**

Use this form only if you are requesting to transfer courses to TC from another institution/s. Use the Internal Course Substitution Request Form if you want to substitute TC courses for other TC courses.

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<th>Name:</th>
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This form outlines your acceptable transfer courses/credits from other institutions. This request form must be approved by the signatories listed below. Approved transfer credits will be reflected on your TC transcript after the first semester of matriculation. Please refer any questions to the Registrar’s Office.

<table>
<thead>
<tr>
<th>Institution the Course is being Transferred from</th>
<th>List Course # and Title of the Transfer Course</th>
<th>Grade Earned in the Transfer Course</th>
<th># of Credit Hours Earned in the Transfer Course</th>
<th>List TC Course # and Title of Course Equivalent</th>
<th># of Credit Hours TC Course Equivalent is Worth</th>
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</table>

Total # of Credit Hours:  

Department Advisor’s Signature: ________________________ Date: ________________

Department Chair’s Signature: ________________________ Date: ________________

Division Dean’s Signature: ________________________ Date: ________________

Provost/V.P. Signature: ________________________ Date: ________________
APPENDIX S

Academic Rigor and Guidelines on Course Levels

In alignment with Talladega College's mission to prepare students for the global community by providing academic excellence, we set high standards for student learning in our curriculum. Students participate in various activities to develop, challenge, and prepare them for success in their professions.

Talladega College sets the standard for students by equipping them through instructional and supportive methods and requiring student demonstration of achievement.

Talladega College defines a rigorous curriculum as one that is cognitively challenging and equips students through instructional supportive methods that are inclusive of diverse perspectives in order to provide students with appropriate knowledge as outlined by the college-wide and program learning objectives. Our rigor is maintained by the diversity of courses required by the liberal arts curriculum as well as the depth of study required by majors.

Rigor is characterized by content that is linked to a core disciplinary skill or concept and:

- Requires students to complete authentic work using discipline specific methods and applying the knowledge to perform complex problems.
- Requires the synthetization of prior knowledge and the development of in depth understanding and the ability to expertly communicate ideas and findings.

The program may demonstrate that it meets these standards through assessment reports, program reviews, and/or standards set by the discipline or external accrediting agencies. At the course level, evidence should include a combination of the following: learning outcomes, course assignments, exams, and/or descriptions of student activities. For both programs and courses, evidence to demonstrate rigor should be selected as appropriate to the discipline.

Departments will be responsible for ensuring the programs and courses meet the Talladega College standards for rigor.

The Provost/Vice President of Academic Affairs will have oversight of the policy.

The faculty of Talladega College established the following general, minimum criteria for course level designations:

**100 Level:** Courses with no prerequisites, survey courses or courses defining basic concepts and presenting the terminology of a discipline.

**200 Level:** Courses of intermediate college-level difficulty, courses with 100-level course(s) as prerequisite(s) or survey courses devoted to particular areas or fields within a discipline. Courses at this level require students to develop connections between concepts both within their field and between disciplines.
300 Level: Courses of advanced college-level difficulty taken by majors and upper-division students; these are often considered to be courses in the major.

Courses at this level expose students to specialized concepts and techniques central to the discipline.

400 Level: Advanced upper-division courses and/or seminars, tutorials and honors courses for majors and upper division students. Courses at this level require students to synthesize advanced knowledge and master skills in the discipline and/or guide students to independent production and engagement in the craft.

500 Level: Graduate level course. Courses at this level require students to synthesize advanced scholarly knowledge and master skills in the discipline at the graduate level with independent production and engagement in the craft or discipline.

600 Level: Graduate level course. Courses at this level require students to study, master, and synthesize advanced scholarly knowledge and theoretical concepts.