Embry-Riddle Aeronautical University

Compliance Certification Report
Introduction

Embry-Riddle Aeronautical University (ERAU) was first accredited by SACSCOC in 1968, shortly after moving from the Miami area to Daytona Beach at the invitation of the citizens and business community of the city. Over the years the university has matured to become accredited as a Level V Doctoral-Granting institution. This Compliance Certification embodies the university’s continued commitment to fully exemplifying the quality that regional accreditation through the Southern Association of Colleges and Schools, Commission on Colleges represents.

We welcome you, the off-site team, to experience and learn more about Embry-Riddle and its unique position as the world's leader in aviation and aerospace education. Our passion, and the passion of our students, staff, administration, trustees and alumni, is to learn more about the science, practice, and business of the world of aviation and aerospace and pass that knowledge on to the future generations.

We welcome you to help us improve ourselves as we continually strive for excellence in all of our studies, and we will listen eagerly to discover your insights as you guide us toward that goal. We believe your analysis of this report will provide us with valuable information to move the institution ever closer toward that desired academic excellence.

Please let us know if there is any way in which we can assist you in your review or provide a more productive environment in which to accomplish your tasks at hand. We certainly appreciate the hours of voluntary work that each member of the off-site team contributes to this review, and we truly look forward to your response. We also sincerely appreciate the tremendous work of the Commission and its staff toward enhancing the quality of education within its member institutions.
SECTION 1 THE PRINCIPLE OF INTEGRITY

1.1 The institution operates with integrity in all matters. (Integrity)

**Narrative**

Embry Riddle Aeronautical University submits this documentation with all information provided to the best of our ability, describing the conception, creation, development, and implementation of the policies, procedures and activities of the university.
SECTION 2  CORE REQUIREMENTS

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

Narrative

Embry-Riddle Aeronautical Institute was first chartered in the State of Florida in 1959, located in Dade County [1] for the “establishing, maintenance and continuation of a school providing instruction in all phases of aeronautical education training.” The institute moved to Daytona Beach in 1965 and was first accredited by the Southern Association of Colleges and Schools, Commission on Colleges in 1968 [2]. In a re-incorporation action in 1970, Embry-Riddle changed its name to Embry-Riddle Aeronautical University [3], with the objectives of the university being “to provide competent educational programs at the university level... and carry on a non-profit educational institution offering programs for a sound engineering, technical, aeronautical, astronomical and general education...and to confer appropriate Baccalaureate, Masters, Doctors and Associate degrees and diplomas or other certificates of accomplishment or merit, both regular and honorary.”

The institution is currently authorized to grant degrees in the fields and courses of study offered as evidenced by the updated Articles of Incorporation issued by the State of Florida in 2006 [4]. In Article II, the “Statement of Purpose” provides that it is the purpose of Embry-Riddle Aeronautical University to provide a comprehensive education to prepare graduates for productive careers and responsible citizenship to support the needs of aviation, aerospace, engineering, and related fields. The Articles of Incorporation are authorized under Florida Statutes—Title 36: Business Organizations, Chapter 607: Corporations.

Embry-Riddle is authorized to operate in each location in which it does business. Embry-Riddle Worldwide administers its teaching locations through five regions: Eastern (U.S.), Central (U.S.), Western (U.S.), European (Europe, Middle East), and Asia (Singapore). The linked table illustrates the location and the document that authorizes degree offerings in that state or country [5]. The table is organized by location—beginning with the main campus in Daytona Beach—and illustrates the administrative oversight for each location in the column labelled, "Location of Administrative Oversight."

The following documents illustrate the authorizations in foreign countries:

- U.S. military bases in Germany that operate under a:
  - Tri-Services Agreement [8]
  - CENTCOM Agreement [9] (These are different authorizations, although they look very similar.)
- Singapore
  - Singapore Aviation Academy [10]
  - SIM University (UNISIM) [11]

Examples of the various state authorization documents are provided for the following states:

- Florida—The state issues an annual "Exemption" letter for higher education institutions [12]
- Arizona—Issues certificates, as for Embry-Riddle, Prescott Campus [13]
- California (Oakland [14])—Every location requires an "Exemption" letter [15], but this process is temporarily suspended [16] under that state's budget constraints
- Georgia—Issues certificates, as for Savannah [17], but requires no authorization for degrees offered within a business [18]
- Texas—Issues Certificates of Authorization, as in Amarillo [19] and Houston [20]

Embry-Riddle campus administrative offices annually review all state and foreign authorizations to offer degrees in order to assure that the certificates, letters of exemption, contracts, and agreements are current. The four regional offices reporting to the Worldwide campus headquarters work primarily with the Worldwide headquarters offices of Business and Finance and Institutional Effectiveness in the oversight and coordination of the numerous state and foreign authorizations. States and foreign entities require renewals of authorization according to individual renewal cycles and/or supplemental requirements.

Evidence

Articles- Final_Spr 2006
webmemlist
Reincorporation Articles_1970
Articles- Final_Spr 2006
ERAU All Lctns DgrGrntng Athrty
Embry-Riddle - Deutchland Articles of Incorporation
ERAU Berlin Senate Authorizing Letter
W912CM-08-D-0012
The Contract - ACES -- DABN01-03-D-0012 (ERAU)
ERAU-CAAS MOU
UniSIM-ERAU MOU
Florida Dept of Education 2011 Status Letter
Arizona Cert
California Applic Verification of Exempt 20110208
KMBT20020110523121326
State sunset_letter
Savannah Certificate
MMES at Gulfstream
TX Amarillo Cert of Authorization
TX Houston Cert of Authorization
2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment or personal or familial financial interest in the institution. (Governing Board)

Narrative

Embry-Riddle Aeronautical University is organized as a not-for-profit corporation under the laws of the State of Florida, and is governed by its Board of Trustees. The composition of the Board, and its powers, duties, and responsibilities are controlled by the by-laws of Embry-Riddle Aeronautical University, Inc., as amended 2006, which are included here. Section 2.1 of the by-laws states that "The Board of Trustees shall consist of not less than fifteen (15) members," thus exceeding the Commission's requirement of at least five (5) members.

The Board of Trustees exercises policymaking and fiduciary responsibilities, as evidenced here in excerpts from previous Board of Trustees meeting minutes that detail various discussions of the Finance, International Affairs, Academic, and Audit committees [2]. The minutes detail the review of major university initiatives, evidencing Board control of the university and focus on policy issues and overall mission. Additional specific examples of Board governance and directives in financial, policy and other university matters are highlighted in blue italics within the Board of Trustees General Session minutes of March 30-31, 2007 [3] and of November 16-17, 2007 [4].

As illustrated in SACS Template 2.2, Governing Board (Information on Board Members) [5], the current composition of the Board of Trustees consists of fifteen (15) active Trustees and five (5) Emeriti Trustees from a variety of locations and professional backgrounds. The current chair of the Board of Trustees is Jim Henderson. Mr. Henderson does not have any contractual, employment, personal or familial financial interest in the institution.

Conflicts of interest arising within the Board of Trustees are addressed in the university by-laws and University Policy APPM 1.3.1 of the Administrative Policies and Procedures Manual [6], as explained in detail at Comprehensive Standard 3.2.3, Board Conflict of Interest.

Evidence

BOT Bylaws Spr 2006_Final
SACS 2.2 Footnote 2 BOT Minutes June
SACS AtchmntT GenSession30-31Mar '07 (Print 9 Color)
SACS AtchmntU GenSession16-17Nov '07 (Print 9 Color) (2)
2_2 Governing Board List
APPM 1-3-1 Conflict of Interest Policy
2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

Narrative

Last amended in 2006, Article VII of Embry-Riddle Aeronautical University, Inc., By-Laws [1] lists the responsibilities of the president and states that “[t]he President shall be the chief executive officer of the University and the chief adviser to and executive agent of the Board of Trustees.”

Evidence

BOT Bylaws Spr 2006_Final
2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

Narrative

The Embry-Riddle mission statement is appropriate for an institution of higher education in that it addresses teaching, learning, research, and service in the context of a post-secondary community of learners. The mission is specific to the institution in that Embry-Riddle was established as an aeronautical learning institution shortly after the dawn of aviation, and the mission reflects the distinctiveness of that heritage in aviation and its ever-evolving related fields:

At Embry-Riddle, our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world.

Our technologically enriched, student-centered environment emphasizes learning through collaboration and teamwork, concern for ethical and responsible behavior, cultivation of analytical and management abilities, and a focus on the development of integrity and the professional skills needed for participation in a global community. We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement and knowledge discovery, in an interpersonal environment that supports the unique needs of each individual. Embry-Riddle Aeronautical University is the world’s leader in aviation and aerospace education.

The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associates, baccalaureates, masters and doctoral degrees.

The mission statement is published in the following places:
- Daytona Beach campus Catalog [1]
- Prescott campus Catalog [2]
- Worldwide campus Catalog [3]
- On the university’s Web site [4]

Evidence

Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
ERAU-MISSION-STATEMENT-Home
2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Narrative

Embry-Riddle is committed to continually improving its culture of planning and evaluation. Consequently, the university’s systematic and ongoing planning and evaluation processes and systems are integrated throughout all aspects of the institution in a systematic way, supported by robust data-driven support systems. Attention to outcomes, assessment of those outcomes, and usage of assessment results to ensure that the university is progressing toward its stated mission permeate all aspects of the institution. The evaluation processes focus on accomplishing the university mission [1] by addressing student-learning outcomes and program outcomes in both academic and administrative units. The planning processes, on the other hand, focus on implementing the university strategic plan [2] by addressing the university goals (located on page 16 of the plan) and tracking measurable performance outcomes related to each goal.

The University Institutional Effectiveness Committee (UIEC) [3] provides extensive guidance into the processes and direction of institutional effectiveness across the three campuses of the university. The UIEC is comprised of an administrative and academic representative from each campus, plus the directors and coordinators of the Office of Institutional Effectiveness. The committee serves as an advisory group to the Office of Institutional Effectiveness.

Evaluation Processes

Program Assessment Processes
(See also Comprehensive Standard 3.3.1 for additional details on the assessment of both administrative and academic program and learning outcomes, including evidence that results of assessments were used to make improvements to the administrative functions and to academic programs.)

The university implemented the current assessment processes in policy and practice over ten years ago, integrating both academic and administrative units from all sectors of the university into that process as appropriate. (Archives of the continual processes are available upon request.)

For assessment of academic programs, University Policy AP-08 [4] applies:
The university requires an annual academic assessment process in which degree-program faculty identify expected learning and performance outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every program is afforded a mechanism by which to make a request for financial resources through the university budgeting process to facilitate needed improvements.

For assessment of administrative units, Policy APPM 4.3 [5] applies:
The university requires an annual research-based assessment process in which administrative offices and academic and student support departments identify expected outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every unit is afforded a mechanism by which to request university financial resources to facilitate needed improvements.

The university’s assessment system employs the “five column method” for both academic and administrative assessments. Each year the assessment units of the university do the following:

1. Review the appropriateness of their statement of purpose relative to the university’s mission
2. Update the outcomes for their unit and identify the outcomes they will assess in the present cycle
3. Describe their approach to the assessment of these selected outcomes, identifying targets, roles and timelines
4. Report the finding of their assessments at the end of the annual cycle
5. Identify improvements to their program that were a product of the evaluation of the assessment results

The university uses the Blackboard Outcomes assessment module [6] to track both academic and administrative assessment processes across the university (for typical assessment layout, see Ph.D. in Engineering Physics [7] and Ph.D. in Aviation [8]).

When a department discovers through its assessments that it needs additional financial resources to implement improvements, the department submits a “Mission Critical Budget Request” (MCBR) [9] to the Office of Institutional Effectiveness. The Office of Institutional Effectiveness then reviews the request, prioritizes it in consultation with the vice president for Academics and Research and the executive vice president/chief academic officers, then forwards the request to the president’s Cabinet for consideration in preparation of the annual budget.

The university supports the assessment process through the Office of Institutional Effectiveness (with three full-time employees) and the Office of Institutional Research (with nine full-time employees), including the university assessment coordinator who has an operational budget of over $20,000. The university also annually provides over $25,000 to fund an
assessments mini-grant program for improvements in assessment processes across the university. Finally, the university encourages and supports departments across the university in their use of Industry Advisory Boards [10] to give an added external dimension and perspective to the assessment of student learning.

**Academic Program Review**

In addition to the annual assessment of student-learning outcomes, each academic program completes a Program Review every seven years. The Program Review is a comprehensive examination of the program’s curriculum, its relevance, and its performance in comparison to other programs, both internal and external to the institution. Steps in the program review process are:

1. The Office of Institutional Effectiveness provides the faculty with information for the review (typical sample of Program Review template provided to the faculty, B.S. in Aeronautical Science [11]).
2. The program faculty review the data and make their initial report.
3. A Program Review Committee (PRC) of peers makes recommendations based on the faculty report.
4. The faculty respond to the PRC recommendations (sample of typical completed report: B.S. in Business Administration [12]).
5. The chief academic officers (CAOs) review the completed report with the PRC recommendations and faculty responses and prepare a formal Memorandum of Understanding, or MOU (typical MOU: B.S. in Safety Science [13]) between the administration and the program faculty outlining the improvement actions to be taken.

There is a regular schedule of review of all programs, exemplified by the following table:

<table>
<thead>
<tr>
<th>Programs That Have Undergone Program Review 2009—2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DB-Daytona Beach Campus</strong></td>
</tr>
<tr>
<td>'09-'10</td>
</tr>
<tr>
<td>DB - B.S. Aerospace Engineering</td>
</tr>
<tr>
<td>DB - B.S. Human Factors</td>
</tr>
<tr>
<td>DB - B.S. Safety Science</td>
</tr>
<tr>
<td>PC - B.S. Aeronautical Science</td>
</tr>
<tr>
<td>PC - B.S. Computer Engineering</td>
</tr>
<tr>
<td>PC - B.S. Global Securities and Intelligence Studies</td>
</tr>
<tr>
<td>WW - Master of Aeronautical Science</td>
</tr>
<tr>
<td>WW - M.S. Technology Management</td>
</tr>
</tbody>
</table>

Embry-Riddle has required a Program Review process for years, but this improved system was implemented in Fall 2009.

**Planning Processes**

Like the assessment processes, the university has institutionalized the university planning processes in policy and practice for over ten years, integrating both academic and administrative units as appropriate from all sectors of the university.

For planning processes in both academic and administrative units, University Policy APPM 4.3 [14] applies:

The Embry-Riddle Plan: The university’s plan is a focused statement of the Mission, Vision, Values, Ideals, and Goals of the institution. It is reviewed by the University Executive Committee (UEC) each fall and updated as appropriate. The plan provides a process by which any unit within the university can prepare a business plan to be considered by the President’s Cabinet. When accepted by the Cabinet, the business plan is funded in the annual budget, and expected outcomes are added to the unit’s annual assessment plan for continuing evaluation of its effectiveness.

Each fall, the Office of Strategic Planning updates the progress on business plans [15]. The planning process requires that academic and administrative departments submit business plans [16] (open multiple worksheets in Excel file) related to the goals and objectives identified in the University Plan [17]. Each business plan submitted must identify at least one metric of success, a timeline for implementation over five years, the resources required to accomplish the plan, and the expected outcomes, which may include student-learning outcomes, if it is from an academic unit (see link 15).
The University Executive Committee (UEC) is comprised of the three campus EVP/CAOs, plus other participants invited by the vice president for Research and Academics, who is chair of the UEC. This committee adjusts the University Plan, reviews the funded plan updates and proposals, and prioritizes the proposals before submitting them to the entire president's Cabinet for discussion to be included in the annual budget.

Each year the president's Cabinet selects business plans (BPs) to fund as new initiatives in the following year's budget. Because the BPs identify budget requirements for five years, the progress on initiatives can be spread and tracked over five years [18]. Progress on funded business plans is tracked and reported to the president's Cabinet through the Business Intelligence System [19], which provides links to all approved and proposed business plans [20] and business plan summaries (typical sample summary: [21]).

The university supports the planning process through the Office of Institutional Effectiveness with three full-time employees, and the Office of Strategic Planning with three full-time employees. The university also encourages and supports departments across the university in their use of Industrial Advisory Boards to give an added external dimension and perspective to their systematic planning.

This file provides a graphic explanation of the link between budgeting and the institutional effectiveness processes [22].

**Evidence**

Mission Vision and Goals Jan11
Mission Vision and Goals Jan11
UIEC
AP-08 final
APPM 4-3
Blackboard Outcomes Academic Portal
DB_PhD Engineering Physics
DB_PhD in Aviation
MCRB Template
AP-25 Draft IABs
Pgm Rvw ’10’11 for Acred Pgrms Jan 18 rev 2-10-11
PR’10’11 Fac Rspns for Bus Adm-DB
PR’09’10 MOU BS SS DB
Spring 2011 Planning Update rev 3-9-11
Business Plan 1-1-1 02-07-2011with Actuals (3)
University Mission Vision and Goals Jan11
e20v Spreadsheet 03-15-2011
Dashboard University Tab
ERTU Eagle 2020 Business Plans
Plan_1_6_1 Computational Math
StrategicPlanningUpdate
2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)

Narrative

Embry-Riddle is the world's largest independent aeronautical university, boasting a student body of 34,000 who come from all 50 states and 98 nations. The university offers more than 30 degree programs at the associate, bachelor, master, and doctoral levels and provides flexible educational services to thousands of working adults through its Worldwide Campus, which has more than 150 centers in the United States, Europe, Canada, the Middle East, and Asia. Embry-Riddle provides general information about its history of operations in its Daytona Beach [1], Prescott [2] and Worldwide [3] campus catalogs.

As of the Fall 2010 semester, Embry-Riddle's unduplicated, annual headcount of enrollment for all campuses was 34,532 students, which breaks down as follows:

- Daytona Beach and Prescott campuses (combined): 6,150 undergraduate and 644 graduate students
- Worldwide campus: 20,046 undergraduate and 7,215 graduate students.

Updated enrollment figures [4]—including residential campus students by program and distribution of Worldwide students among U.S. centers, European centers and the online division, as well as student demographic information [5]—are maintained on the university's Web site.

Embry-Riddle was founded in the spring of 1926. In 1968, Embry-Riddle was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, bachelor, and master levels, and in 1970, the university changed its name from "Institute" to "University." Also in 1970, the university established its Extended Campus (now called the Worldwide Campus), which began opening centers at U.S. military aviation bases to serve the educational needs of active-duty military personnel. In 1978, Embry-Riddle opened a Western campus in Prescott, Arizona.

Evidence

Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Enrollment, ERAU-News, Embry-Riddle Aeronautical University
Student Demographics, ERAU-News, Embry-Riddle Aeronautical University
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

Narrative

Embry-Riddle Aeronautical University (ERAU) offers one or more degree programs following the standard conventions of a minimum of 60 semester credit hours at the associate's level, 120 semester credit hours at the bachelor's level \[1\], 30 semester credits at the master's level, and 90 credits (above baccalaureate degree) at the doctoral level. While some programs may exceed the minimum number of credits to fulfill degree requirements, no degree programs are comprised of less than the minimum standard:

At the **Daytona Beach campus**, ERAU offers:

- One undergraduate program leading to an Associate in Science degree
- Twenty-one undergraduate programs leading to a Bachelor of Science degree
- Eight programs leading to a master's degree
- One program leading to the Ph.D. in Engineering Physics degree; one (shared) program leading to the Ph.D. in Aviation degree

Degree program descriptions, listing the minimum hours required for graduation in each program, are listed in the university undergraduate/graduate catalog [2].

At the **Prescott campus**, ERAU offers:

- Thirteen undergraduate programs leading to a Bachelor of Science degree
- One program leading to a master's degree
- One (shared) program leading to a Ph.D. in Aviation degree

Degree program descriptions, listing the minimum hours required for graduation in each program, are listed in the university undergraduate/graduate catalog [3].

At the **Worldwide campus**, ERAU offers:

- Four undergraduate programs leading to an Associate in Science degree
- Five undergraduate programs leading to a Bachelor of Science degree
- Eight programs leading to a master's degree: six of which are Master of Science programs, one a Master of Business Administration in Aviation program (MBAA), and one a Master of Aeronautical Science program
- One (shared) program leading to a Ph.D. in Aviation degree

Future plans include the launch of the Master of System Engineering by the Worldwide campus in the Fall of 2011, which will raise the total master's programs offered by the campus to nine. Degree program descriptions, listing the minimum hours required for graduation in each program, are listed in the university undergraduate/graduate catalog [4].

The university uses the semester hour as the unit of credit at all locations. The university converts transferred quarter hours to semester credit hours, as detailed in Standard 3.4.4, Acceptance of Academic Credit. Schedules of classes (undergraduate [5], graduate [6], doctoral [7]) will include a minimum of 700 minutes of classroom instruction time for each semester hour of credit for lecture-oriented courses. As a general rule, laboratories associated with these courses will incorporate the equivalent of three laboratory hours weekly for each credit hour. Registration periods and scheduled holidays will not be counted as scheduled class or laboratory time. The university utilizes an online delivery method for coursework, as detailed in Standard 3.4.6, Practices for Awarding Credit.

For courses in aviation maintenance and flight, the FAA specifies certain minimum contact-hour requirements beyond what is required for academic credit in courses. Classes and laboratories are scheduled to ensure that the non-academic minimums required for training and licensure are satisfied.

Evidence

- APU-01-final-new
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- APU-06-final
- APM-02-final
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

**Narrative**

Embry-Riddle degree programs embody a coherent course of study by demonstrating an appropriate sequencing of courses (and not a mere accumulation of credits) that progressively challenges the students as they advance through their respective programs. The university requires that students demonstrate advancement in their fields of study by integrating their acquired knowledge and developing their critical skills. Our degree programs are described in the Daytona Beach [1], Prescott [2], and Worldwide [3] catalogs and are compatible with our stated mission to "...teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world [4]."

Campus chief academic officers are responsible for ensuring that the degree programs assigned to their campus are aligned with the purpose and philosophy of the university and provide the appropriate professional specialization, career orientation, and general education requirements [5]. The campus chief academic officers are responsible for ensuring that the courses offered are adequately defined [6] and meet the academic standards and content requirements [7] of the degree programs of which they are a part and provide a coherent course of study.

Faculty are responsible for the content, quality, and effectiveness of the curriculum. The administration and educational leadership are responsible for prioritizing and providing educational resources to implement the curriculum, while university staff provides appropriate and adequate support services. The high degree of interrelatedness between these responsibilities requires proper coordination to ensure that courses are properly sequenced, of increasing complexity, and appropriately interrelated [8].

The administrative guidelines needed to ensure an effective process for curriculum development are prescribed in the academic policies of the university regarding substantive changes and business plans for new programs [9].

**Evidence**

Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
ERAU-MISSION-STATEMENT-Home
AP-02-final
AP-06-final
AP-07-final
AP-08 final
AP-04-final
2.7.3 The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)

Narrative

As per academic policy [1], each undergraduate degree program offered by Embry-Riddle Aeronautical University (ERAU) requires the successful completion of a general education component at the collegiate level that is a substantial component of each undergraduate degree, ensures breadth of knowledge, and is based on a coherent rationale portions of which are excerpted below and can be found in the introductory paragraphs regarding general education in all ERAU academic catalogs (see Daytona Beach [2], Prescott [3], and Worldwide [4]):

Recognizing its general and special missions in education, Embry-Riddle embraces a General Education Program. Comprising nearly one-third of every degree program, this course of study ensures that students possess the attributes expected of all university graduates. Encouraging intellectual self-reliance and ability, the General Education Program enables students, regardless of their degree program, to acquire a broad range of knowledge.

By completing the General Education Program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts and humanities, the social sciences, the natural sciences, and mathematics. The program also helps students recognize interrelationships among the disciplines. All students participate in a laboratory experience.

The general education component for degree completion in any associate degree constitutes a minimum of 18 semester hours and a minimum of 36 semester hours for baccalaureate programs. The general education courses offered at ERAU do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. Instead, these credit hours are drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. More specifically, each degree program's outline of course requirements includes a listing of the general education requirements. These are located in the campus catalogs for the Daytona Beach [5], Prescott [6], and Worldwide [7] campuses. The university's general education committee is comprised of representatives from each campus. These representatives are appointed by the chief academic officers from the three campuses and the general education committee meets regularly to review and update the university's rigorous general education requirements. Moreover, each campus has a process in place to review any new degree or program proposed as well as any changes to existing programs or degrees. This process includes review from each campus' Faculty Senate with ultimate approval for these curriculum changes overseen by the chief academic officer for Daytona Beach, Prescott, and Worldwide. These processes ensure that the curriculum for every degree and program meets or exceeds ERAU's general education requirements [8] (under #5 Curriculum, first bullet).

Evidence

APU-01-final-new
Daytona Beach 2011-2012 Catalog
Prescott 2011-2012 Catalog
Worldwide 2011-2012 Catalog
Daytona Beach 2011-2012 Catalog
Prescott 2011-2012 Catalog
Worldwide 2011-2012 Catalog
AP-04-final
The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (Course work for Degrees)

**Narrative**

Embry-Riddle Aeronautical University provides instruction for all coursework required for at least one degree program at each level for which it awards degrees. For all degree programs offered at the associate's, bachelor's, master's, and doctoral levels, the university publishes degree requirements and areas of study in print and electronic versions of the Undergraduate/Graduate catalogs for Daytona Beach [1], Prescott [2], and Worldwide [3] campuses. The university also publishes doctoral program descriptions in other university publications, including brochures (Ph.D. in Aviation [4]), and on the Web (Ph.D. in Engineering Physics [5]).

Embry-Riddle maintains two collaborative academic agreements that are detailed in Standard 3.6.3, Institutional Credits for a Degree:

1. One with Nova Southeastern University (NSU) that awards the Master of Science in Space Education [6]
2. The other with the University of Central Florida (UCF) that incorporates a graduate certificate program from ERAU into a Professional Science Master's Degree in Modeling and Simulation at UCF [7]

Both institutions are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). All academic policies and procedures are applied to collaborative program students as they are to any other ERAU student.

Embry-Riddle controls all aspects of its educational programs as detailed in University Policy AP-01, Academic Quality Control and Documentation System [8].

**Evidence**

Daytona Beach 2010-2011 Catalog  
Prescott 2010-2011 Catalog  
Worldwide 2010-2011 Catalog  
Aviation Ph.D Degree Requirements  
Engineering Physics Ph.D. Degree Requirements  
ERAU-NSU MSSE degree  
ERAU-UCF Grad Certificate PSM degree  
AP-01-final
2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Faculty)

Narrative

Embry-Riddle Aeronautical University, composed of the Daytona Beach campus, the Prescott campus, and the Worldwide campus, employs an adequate number of full-time faculty members to support its mission and ensure the quality and integrity of its academic programs. This narrative will illustrate the following:

- Although the three campuses are distinct in their roles within the institution (as defined below in "Supporting the Mission of the Institution"), the faculty at each contributes significantly to the singular, focused mission of Embry-Riddle: “…to teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world[1]”
- There are an adequate number of full-time faculty at each campus to provide sufficient oversight of its academic programs (see Comprehensive Standard 3.4.11, Program Coordination, for faculty assigned to each program on each campus)

Embry-Riddle is globally minded in its mission to provide educational opportunities. As indicated in its mission, there is an inherent expectation that its graduates will eventually serve in leadership positions in the aviation and aerospace industries around the world. The faculty and instructors of the institution are committed to providing a quality educational experience wherever they teach. Attached are spreadsheets comparing full-time and part-time faculty credits taught in Fall 2010 and Spring 2011 (Excel format [2]; PDF format—Fall 2010 [3] and Spring 2011 [4])

For the purpose of the aforementioned spreadsheets, please note the following definitions:

Embry-Riddle contracts with faculty on all three campuses in the following manner:
- Tenure Contract (FT) [5]
- Tenure-Track Contract (FT) [6]
- Non-Tenure-Track Contract (FT) [7]
- Term Contract (Visiting professor with a set term of full-time employment) [8]
- Adjunct (part-time) faculty (Adjunct faculty, which includes administrators and staff who teach, sign an Employ Status Form [9])

The spreadsheets in links 2-4 above, which illustrate full-time compared to part-time faculty credits taught, were produced using the following computer codes and definitions to pull the data from Colleague databases:

<table>
<thead>
<tr>
<th>Full-Time Faculty—All Included</th>
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<tr>
<td><strong>F</strong></td>
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<td><strong>FR</strong></td>
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<td><strong>FV</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inactive Faculty—Not Included</th>
</tr>
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<tbody>
<tr>
<td><strong>I</strong></td>
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<td><strong>IP</strong></td>
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<td><strong>IS</strong></td>
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</tbody>
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<table>
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<tr>
<th>(Part-time) Adjunct Faculty—All Included</th>
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<td><strong>P</strong></td>
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</table>

Supporting the Mission of the Institution

Given the global scope of its mission and the wide variety of student types that it serves (traditional residential students and non-traditional adult learners), Embry-Riddle Aeronautical University provides a distinctive set of expectations and functions for its faculty according to the different roles that it has defined for its three campuses:

- Faculty of the Daytona Beach campus (DB), working with highly competent staff, provide traditional students with a quality residential campus experience [10] that offers a broad array of undergraduate and graduate programs [11] designed to hone students’ higher-level thinking skills and research-related competencies. The Daytona Beach faculty, who are recognized leading educators in the fields of aviation and engineering physics, provide the predominance of instruction for the university’s two Ph.D. programs so that students have the maximum opportunity to interact with leading scholars and researchers in these fields.
• Faculty of the Prescott campus (PC) provide traditional students with a quality residential campus experience [12] that offers an array of basic programs preparing them for graduate studies and/or a leadership career in industry. Prescott campus faculty provide students with a more interactive, personalized relationship, creating a campus-wide learning community with a focus on undergraduate learning opportunities [13]. Prescott campus students, however, can participate in graduate study through the M.S. in Safety Science program.

• Faculty of the Worldwide campus (WW) provide outreach and access to the Embry-Riddle experience and educational opportunities for a distributed population of non-traditional adult learners, most of whom are active-duty military personnel. With a focus toward access, Worldwide campus faculty teach primarily non-traditional students in the pursuit of associate and bachelor’s degrees [14], undergraduate certificate programs [15], master’s degrees [16], and graduate certificate programs [17]. Worldwide faculty even provide access to the university’s Ph.D. in Aviation through the campus’ online modality [18]. Just over 120 full-time faculty [19] (see under “Worldwide”—left column) and academically qualified administrators (see Comprehensive Standard 3.2.8, Qualified… Academic Officers) provide robust oversight for these academic programs (see Comprehensive Standard 3.4.11, Program Coordination), working with an extensive organization of staff that administers over 150 off-campus sites in the United States, Europe, Singapore, and the Middle East. The Worldwide faculty strategically utilize various pedagogical modalities [20] (see under “Five Ways to Learn”) to maximize the effectiveness of their outreach potential, including synchronous and asynchronous online capabilities and an elaborate video conferencing system. Full-time faculty in the Worldwide organization can maximize their efficient use of time through these important technological innovations by interacting with students who may be suddenly re-deployed miles from where they start a class. Relocated Worldwide students are generally able to continue and complete a course in an efficient manner and usually can continue their virtual interactive communications with faculty and classmates using these systems.

Through these innovative efforts, faculty and administrators at Worldwide have kept tuition costs lower than at the residential campuses ($290 per credit hour, versus $936 per credit hour at the residential campuses). They successfully provide access to place-bound students across the U.S. [21] and internationally [22], as evidenced by comparing enrollments in Fall 2009 at Daytona Beach (4558), Prescott (1577), and Worldwide (16,175). Also by using online technologies to present fully online, hybrid courses and entire programs, the Worldwide Campus Online is attracting students faster than the more traditional Worldwide classroom settings at either Worldwide or the residential campuses [23].

To further illustrate how full-time faculty in the Worldwide campus support the mission of the university, they fully participate in promotion and tenure opportunities just like residential campus faculty [24], as indicated in the Faculty Handbook, Part IV [25] , and they fully participate in shared governance (see Comprehensive Standard 3.7.5, Faculty Role in Shared Governance).

The number of full-time faculty is sufficient on each campus and collectively to accomplish the mission of the university with each campus contributing to that mission in a distinctive role: Daytona Beach, emphasizing scholarship; Prescott, faculty/student mentoring; and Worldwide, outreach and access.

Ensuring the Quality of Academic Programs

The number of full-time faculty at Embry-Riddle is adequate to assure the quality of its academic programs by facilitating the development, sustenance, evaluation and improvement of each campus’ academic programs. Faculty are primarily responsible for these functions on all three campuses (see Comprehensive Standard 3.4.10, Responsibility for Curriculum, for a detailed discussion of this), and Worldwide faculty are no less so. The faculty senates on the three campuses function in part to monitor curricular changes through the AP-04 process (See CS 3.4.10 for a detailed explanation of this process.) Worldwide faculty, through their fully active faculty senate meet face-to-face for a week, twice a year (see May 2011 Agenda [26] and senate meeting minutes for May 2011 [27], February 2011 [28], May 2010 [29]) to approve new programs and any changes to programs [30] and generally collaborate to assure program quality.

Full-time faculty at all campuses are responsible for annual program assessment and for Program Review every seven years (see Core Requirement 2.5 for a detailed discussion of these processes). Worldwide program coordinators [31] carry the responsibility for this, and have proven effective in completing their responsibilities in the assessment of programs [32], and in the Program Review process (see Program Review MOUs for B.S. in Aviation Business Administration [33]; A.S./B.S. in Professional Aeronautics [34]); and Master in Business Administration Aviation [35]). For a more detailed discussion and summaries of the faculty’s role in assessment and the Program Review process at Daytona Beach, Prescott, and Worldwide campuses, see Comprehensive Standard 3.3.1.1, Institutional Effectiveness... of Education Programs.

Not only has Worldwide full-time faculty fully participated in the ERAU assessment process, but several have also been actively engaged with the software engineers at BlackBoard to develop the BlackBoard Outcomes assessment module. Outcomes is a sophisticated assessment tool that serves as a repository for assessment data and enables course-level curriculum mapping for academic assessment.

And finally, full-time faculty on all three campuses are responsible for special program accreditations on their particular campus, an accomplishment that represents a significant investment of effort. As an aviation-focused institution, certain approvals by the Federal Aviation Administration (FAA) are also essential for the university to function, and are maintained by the full-time faculty on each campus. This external validation is another confirmation of Embry-Riddle faculty’s commitment to
quality in their respective academic programs on each campus. Please see the official accreditation statement for an identification of the programs externally accredited and approved by the FAA [36]. The Worldwide full-time faculty are working presently toward accreditation of their business programs [37], as are the Prescott full-time business faculty.

### Ensuring the Integrity of Academic Programs

To ensure the integrity of academic programs, full-time faculty on each campus 1) verify the content and scope of their programs and courses, 2) evaluate the instruction in the classroom, 3) conduct industry reviews to maintain programs’ currency, and 4) survey graduates’ opinions of their programs. Each of these processes is built into Embry-Riddle’s culture of evaluation, either through the official institutional effectiveness processes [38] or through historical practice, such as the extensive use of industrial advisory boards [39].

1. Full-time faculty on each campus, serving as program coordinators (see CS 3.4.11), not only assure the program’s quality, but also the content integrity of each program that they oversee. Program coordinators take inventory of full-time faculty members’ scholarly activity in the Program Review process to assure that they maintain currency with their discipline and bring that new knowledge into the curriculum [40]. Faculty program coordinators (and assigned course monitors) also insure that the Master Course Outlines are used for their courses to assure the content integrity of individual courses across all three campuses. Also in the Program Review process, faculty validate the scope of each program as compared to peer external programs [41].

2. End-of-Course (EOC) evaluations are conducted to determine quality of instruction on every campus, in every section, every course, every semester [42]. Each of the over 150 Worldwide campus locations has an assigned director of Academics, a full-time faculty member who is responsible for evaluating the results of the EOC evaluations for every part-time instructor of courses for his/her campus location(s). For full-time Worldwide faculty, the department chair evaluates their EOC evaluations. On the residential campuses, the academic administration at the department-level evaluates EOC results.

3. Full-time faculty on every campus participate in industrial reviews [43]. Industry input is used extensively as a part of the evaluation culture of Embry-Riddle, and faculty’s participation in that review is vital to the success of university programs.

4. In order to maintain the integrity of their programs, full-time faculty work with Institutional Research (IR) to develop and conduct surveys of students and are responsible for evaluating the results particular to their program, which are listed on the IR Web site [44]. The faculty are essential to the integrity and improvement of programs because they use the results of IR surveys to make improvements in their programs on all three campuses.

### Evidence

- ERAU-MISSION-STATEMENT-Home
- 2 8 FT_PT Faculty Credits Fall’10 Spg’11
- 2 8 FT_PT Faculty Credits Fall’10
- 2 8 FT_PT Faculty Credits Spg’11
- Tenured Appointment
- Faculty Contract (Tenure Track)
- Faculty Contract (Non-tenure Track)
- Faculty Contract (Term)
- Employee Status Form
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- FacultyCountsCollegeRank
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
Embry-Riddle Aeronautical University

Ww Locations Map - USA
WW_Int'l
Enr Growth Rts_2007-2011
FacultyCountsCollegeRank
Faculty Handbook PART IV WW
May 2011 Final Agenda-1
2011-5-Ww faculty-senate-minutes
2011-2-17-Ww faculty-senate-minutes
2010-05-04- Ww faculty-senate-minutes
AP-04-final
3.4.11 Acdmc Pgm Crdntn template Revised (Ww)
WW_completion_audit_090311
Pgm Rvw ‘10’11 for BSABA - Ww CAO Response
Pg Rvw ‘10’11 for ASBS PA Ww COA Response
Pgm Rvw ‘10’11 for MBAAviation-WW CAO Response
Daytona Beach 2010-2011 Catalog
ACBSP _ Gateway
APPM 4-3 Planning and Assessment Policy
AP-25 Draft IABs
Pgm Rvw ‘10’11 for MBAAviation-WW CAO Response
Pgm Rvw ‘10’11 for MBAAviation-WW CAO Response
Worldwide EOC Response Rates
ERAU University surveys homepage
MCOs by Course Designations
COM 122 (final)
PSY 310 (final)
2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

Narrative

Embry-Riddle Aeronautical University provides adequate library collections, services, and facilities to students, faculty, and staff in support of the university’s commitment to excellence in teaching, learning, and research.


Collections

Daytona Beach and Worldwide Campuses

The Hunt Library collections include:

- 116,227 volumes
- 971 current subscriptions
- 315,044 microform units
- 5,615 audio-visual materials
- 26,017 print documents (FAA, NTSB, NASA, etc.)
- 643 library-owned electronic books [7]
- 82 Web-accessible and ten in-house electronic databases, and ten collections of streaming videos [8]

Additionally, students, faculty, and staff have library-facilitated access to thousands of electronic books and reports specific to the specialized needs of the ERAU community [9].

The Hunt Library adds approximately 2,400 books and 190 media titles to the collection each year [10]. Among the collection are many specialized aviation industry resources, such as:

- The Aircraft Technical Publishers electronic (NavigatorV) and microfiche aviation regulatory maintenance libraries
- Conklin & de Decker business aviation databases, including the Aircraft Cost Evaluator and the Aircraft Comparator
- Aircraft maintenance, operating, flight, and pilot handbooks and manuals

Prescott Campus

The Hazy Library collections include:

- 38,975 books
- 166 current serials subscriptions
- 88,149 technical reports
- 2,619 DVDs [11]
- 83 electronic databases [12] that provide access to more than 49,114 journal titles and 79,540 e-books. Sixty-nine databases are licensed jointly with the Hunt Library; seven are licensed by the Hazy Library to support courses offered only on the Prescott campus; and seven are available through the Yavapai Library Network, a consortium of 42 multi-type libraries with borrowing and lending agreements within Yavapai County, Arizona.

Special Collections

Daytona Beach Campus

The first floor of the Hunt Library is home to a historical aviation collection that includes the following:

- Books, papers, and industry newsletters from the Manufacturers’ Aircraft Association (MAA)
- A continuous run of Aviation Week and Space Technology dating from 1916 to the present
- A complete set of Jane’s All the World’s Aircraft dating from 1909 to the present
- A 1928 signed copy of 20 HRS. 40 MINS.: Our Flight in the Friendship, by Amelia Earhart

Prescott Campus

The Luanne Lea Special Collections Room on the first floor of the Hazy Library houses the special collections. The Collection
Management Policy [13] includes complete descriptions of:

- Aviation and Aerospace History Collection, which documents the rich history of aviation.
- University Archives, which chronicles the history, development, and activities of Embry-Riddle Aeronautical University, especially those of the Prescott campus.
- Flight manuals that provide information on the operations of various aircraft [14].

Aviation Safety and Security Archives (ASASA) is a repository for unique or rare, primary materials relating to aviation safety and security. The ASASA home page [15] provides greater detail about the mission and scope of the archive and how to search for and use the documents. Many are available online through the ASASA Digital Library [16].

**Worldwide Campus**

The Riddle Aviation Collection (RAC) [17] is a set of aviation and aerospace resources that includes supplemental course materials, general reference works, conference proceedings, and regulatory information related to the aviation industry. ERAU students, faculty, and staff have access to the RAC at Worldwide campuses and at some teaching sites.

**Acquisition of Collections**

**Daytona Beach and Worldwide Campuses**

The Hunt Library has a standing Collection Development Committee that formally reviews requests for information resources. This committee selects materials for the library collections with respect to the curriculum, patron needs, library and university goals, materials' availability, and budgetary resources. The university community provides the committee with input both formally [18] and informally. The Collection Development Policy [19] sets out collection parameters. The library’s liaison program taps into the faculty's subject expertise [20].

The Collection Development Committee provides an analysis of the collection for each new degree program, substantive changes to a program, and accreditation requests. The committee collaborates with the program initiators to assess current resources and identify new ones to support the program or accreditation request. Librarians examine the library’s collections and compare the findings to established collection tools, such as Magazines for Libraries, Resources for College Libraries, and other sources covering the specialty of the proposed program. The committee also examines the collections of peer institution libraries and notes additional resources. The committee's report to the initiators establishes whether the library is prepared comprehensively, adequately, minimally, or not at all for the program in question.

**Prescott Campus**

The Hazy Library Collection Management Policy defines the principles by which the library selects, acquires, evaluates, and preserves collections of resources and materials [21]. Library liaisons to each degree program consult with faculty on the selection of information resources [22].

The library encourages the active participation of students, faculty, and staff in recommending titles for inclusion in the collection. A Library Advisory Committee, comprised of faculty representatives from each college, student representatives, and library staff, provides campus involvement in collection evaluation [23]. In addition, students, faculty, and staff can also use the online request form for collection recommendations [24].

Each year the Collection Management Committee prepares an Information Management and Access Plan (IMAP) for each department to determine the adequacy of collections. Verified by faculty, this plan guides the collection selection and the management and support for degree programs. The IMAP for the Aeronautical Science collection area is attached as an example [25].

In 2007–2008, in conjunction with the appropriate faculty and the Library Advisory Committee, the librarians conducted an extensive collection analysis prior to moving into the new Hazy Library to ensure that the book collection was relevant to the curriculum and was current [26]. They completed a similar project in 2009-2010 for the serials collection [27].

The Hazy Library conducts an annual Student Satisfaction Survey. The spring 2010 Student Survey indicated that 85.1 percent of respondents agreed or strongly agreed that "the onsite collections are sufficient to meet my course work needs and assignment completion [28]."

**Access to Library Collections**

All ERAU students, faculty, and staff can access electronic collections (other than those whose licenses prohibit remote access) at any time through EAGLEsearch, powered by the Summon Web-scale discovery tool. The EAGLEsearch box resides on the home pages of the Hunt Library (Daytona Beach [29]; Worldwide [30]), and the Hazy Library [31]. Patrons may also select relevant databases [32] or search the online catalog from the home pages.

**Daytona Beach Campus**

The Hunt Library uses the Voyager integrated library system to provide access to the online catalog, both within the library.
and remotely through the Web.

Centrally located on the Daytona Beach campus, the Hunt Library provides access to physical collections and services during designated hours that vary according to the academic calendar [33]. The library features:

- A seating capacity of 300
- 12 study rooms, four on each floor, to ERAU students, faculty, and staff [34]
- Four photocopiers for public use
- Microfilm and microfiche reader/printers [35]
- 36 lab-imaged and 15 Internet-only public computers that provide access to the catalog and databases
- CD-ROM databases that are accessible through stand-alone computers.

**Prescott Campus**

The Hazy Library uses the Sirsı/Dynix Symphony integrated library system to provide access to the online catalog, both within the library and remotely through the Web [36]. The catalog includes not only the Hazy Library holdings, but also over one million records in the shared catalog of the Yavapai Library Network participating libraries.

The Hazy Library contains 35,711 square feet on two levels, with seating capacity for 364. The library is open 102 hours per week, with adjusted hours during the summer and holidays [37] and features:

- The Information Commons on the second floor with 40 computers, four networked printers (three black and white and one color), four scanners, and a plotter. The Information Technology Department installs standard software on the computers.
- Laptops available for student checkout at the Multimedia Technology Center [38].
- A Research Instruction Room on the first floor with 40 computer workstations, a media-ready instructor’s station, and two networked printers (one black and white and one color). The library staff uses this room for information literacy instruction. When not occupied for instruction, the room serves as another open computing lab. The Information Technology Department installs standard software on the computers, as well as Synchroneyes software.
- Four large (12- to 24-person capacity) and eight small (three- to six-person capacity) study rooms and several individual study carrels.
- The Worthington Reading Room for silent study and reading.
- A microfilm/microfiche reader printer and televisions for viewing VHS tapes and DVDs.

**Worldwide Campus**

The Hunt Library ships books from its collection to students, faculty, and staff in the Worldwide programs at their request and at no expense to them [39]. Also at their request, the library scans and posts to a password-protected Web site any materials from the library’s print or microforms collections [40]. From July 2010 through June 2011, the document delivery area shipped 411 books and transmitted 1,476 articles or documents electronically [41].

**Library Services and Resources**

**Media Services: Daytona Beach Campus**

Located in the Hunt Library, Media Services [42] houses a collection of over 4,000 video and DVD titles and provides access to a diverse collection of streaming videos. Students may view videos and DVDs at viewing stations in the library, while faculty and staff may check items out of the building.

Media Services delivers equipment to other areas of the Daytona Beach campus for use in classrooms, as well as extracurricular clubs and organizations [43]. Media Services also offers video editing services for students doing curriculum-driven projects, particularly for speech classes [44].

**Media Services: Prescott Campus**

The Multimedia Technology Center in the Hazy Library provides equipment and software for student use in completing audio and visual presentations, including video capturing equipment, DVD burners and a photo editing system [45]. Many students, such as senior engineering design students, rely on this service when creating final presentations. Media personnel are available to assist with multimedia presentations. In 2009–2010, the multimedia editing room was available for use by students during library hours of operation, and the multimedia staff provided 16 hours in lab training [46].

**Media Services: Worldwide Campus**

Worldwide faculty and staff may borrow materials from the Hunt Library Media Services Collection, which the library will mail. Students may borrow media with the approval of a Worldwide campus representative [47]. The library provides access to additional media titles through licensed video streaming products, such as Films on Demand [48], as well as to open-access video streaming resources [49].

**Interlibrary Loan: Daytona Beach and Worldwide Campuses**

Interlibrary Loan is a service that provides students, faculty, and staff, at no cost to them, access to materials that are not available from the Hunt Library (Daytona Beach [50]; Worldwide [51]). In fiscal year 2010-2011, the Hunt Library loaned 2,209 items and for the same time period, borrowed 835, for a total of 3,044 transactions [52].
Interlibrary Loan: Prescott Campus
Interlibrary loan services provide reciprocal borrowing and lending privileges so that Embry-Riddle users can request items and have them delivered from other libraries. In 2010-2011, the Hazy Library loaned 4,643 items and borrowed 2,198 items, for a total of 6,841 interlibrary loan transactions [53].

Course Reserves: Daytona Beach and Worldwide Campuses
The Hunt Library maintains a print collection of course-related materials, such as supplemental readings and copies of textbooks for Daytona Beach classes at the circulation desk on the first floor. Students may check these out for in-house use for three-hour periods of time. In Fiscal Year 2010-2011, students checked out 24,650 three-hour print reserve items [54]. The library also offers an electronic reserve service to faculty at the Daytona Beach [55] and Worldwide campuses [56].

Course Reserves: Prescott Campus
The Course Reserves collection provides access to assigned readings for specific courses. Students can determine what materials the instructor has on reserve via the library catalog [57]. The course reserves collection is reviewed and updated at the beginning of each semester by the faculty and the Interlibrary Loan Specialist. In 2010-2011, students checked out 1,466 reserve items.

The library maintains electronic reserves in the BlackBoard course management system. Library staff is available to assist faculty with electronic reserve materials.

Reference Services
Reference librarians are available to assist students, faculty, and staff with any aspect of their research, which may include formulating a search strategy, identifying the best resources for a topic, or locating books, journal articles, documents, and other materials in the library's physical collection or through one of its many Web-based electronic databases and resources. Eleven librarians provide service to the Daytona Beach and Worldwide communities, all of whom have completed advanced study in librarianship and have undergone specialized training in aviation and aerospace information sources.

Daytona Beach Campus
Reference librarians at the Hunt Library offer the following assistance to patrons in-person [58] at the reference desk seven days a week during the academic year, as well as by telephone and email [59]:

- Locating specific information
- Formulating search strategies
- Identifying and searching databases
- Evaluating and citing sources
- Finding books and journals in the library collections and in electronic and Web-based resources

Prescott Campus
Professional librarians at the reference desk provide expert assistance to students, faculty, and staff to find specific information, formulate search strategies, identify and search databases, evaluate and cite sources and locate books and journals in the library collections and in electronic and Web-based resources. The Reference staff consists of two full-time librarians and one half-time librarian. The Electronic Services Librarian and the associate director for Collection Management also provide reference services.

The reference desk is open 61 hours per week, Monday through Friday, and on selected Sundays during the academic year. Librarians also answer reference inquiries via e-mail and telephone [60].

Worldwide Campus
Reference librarians at the Hunt Library offer the following assistance to patrons by telephone and email:

- Locating specific information
- Formulating search strategies
- Identifying and searching databases
- Evaluating and citing sources
- Finding books and journals in the library collections and in electronic and Web-based resources [61].

Librarians respond to requests as soon as possible and provide assistance within two business days. In Fiscal Year 2010-2011, the amount of time between the receipt of a request and the response averaged approximately 13.8 hours [62].

Library Instruction
Daytona Beach Campus
To ensure that library instruction sessions will be meaningful and productive for students, the Hunt Library’s user education program [63] focuses on course relevancy and point of need to determine if students will benefit from a formal classroom
instruction session or one-on-one research help at the Reference Desk. The point-of-need, course-relevancy approach allows for faculty and librarians to work together to determine specific goals and objectives so that the desired outcomes are fully met.

Each course has its own goals and objectives that reference librarians review annually. Faculty members may request course-specific library instruction classes [64]. In addition, reference librarians generally teach a library instruction component in a core set of classes including COM 122 (English Composition), COM 221 (Technical Report Writing), and AMS 118 (Air Maintenance Science—Aircraft Familiarization and Regulation). Librarians conduct an average of 120 instruction classes each academic year [65] and reach approximately 2,070 students.

In addition to formal library instruction classes, students have access to a variety of online instruction tools. These tools include a library tour video, general instructions on conducting research, and specific instructions for each database and for common assignments in some classes [66].

Prescott Campus
The Hazy Library and Learning Center provides instruction in the use of the library and other learning resources. Professional librarians incorporate the instruction program into a number of services, including classroom instruction for Introduction to the Library, orientations and tours, basic research sessions, subject-specific sessions, one-on-one consultations, open library workshops, and online tutorials.

One goal of the program is that all students receive library instruction during their first year. The library staff conducts instruction sessions for:

- All sections of the COM122 classes (English Composition and Literature) each semester
- Orientation sessions for AS122 (Introduction to Careers in Aviation)
- UNIV101 (College Success)

Faculty request that librarians conduct research sessions to address a variety of specific research needs and to teach the use of subject-specific or curriculum-related databases and Web sites [67]. Graduate students receive a library orientation session as part of their orientation program.

Students may access online tutorials from the library home page [68]. Electronic research guides are created upon request for individual courses and are linked on the appropriate Blackboard course page. The library also provides access to research guides on general topics [69].

Worldwide Campus
The Hunt Library has developed an online library instruction course, called Library Basic Training [70] for Worldwide students that introduces them to the services available to distance learning students and offers instruction in conducting research in the library’s online catalog and databases. This self-paced course provides quizzes to enable students to test their skills.

The Hunt Library produces an online library guide [71] to assist Worldwide students with learning how to conduct research for their courses. Students also have access to a variety of online instruction tools, including a library tour video, general instructions on conducting research, and specific instructions for each database, [72] and for common assignments in some classes.

Agreements with Other Libraries

Daytona Beach Campus
Students, faculty, and staff at the Daytona Beach campus can check out books from a number of local academic libraries [73].

Prescott Campus
The Hazy Library is a member of the Yavapai Library Network (YLN), a consortium of 42 multi-type libraries with borrowing and lending agreements within Yavapai County, Arizona. The Management Committee and other committees meet quarterly to address policies and issues [74].

Worldwide Campus
ERAU has an agreement with Portland (OR) Community College to provide library services for Worldwide constituents in that area [75].

Evidence

Hunt Library DB Homepage
Hunt Library WW Homepage
Hazy Library Homepage
Hunt Library Mission
Hazy Library Mission
University Mission Vision and Goals Jan11
Hunt Library-Collections
Hunt Library Databases
Hunt Library Recommended Websites
Books_Media_Added
Hazy Statistical Summary thru June 2011
Hazy Library databases
Hazy Library Collection Management Policy
Hazy Library ASASA Finding Aids
Hazy Library ASASA Homepage
Hazy Library ASASA Digital Collection
WW-RAC
Hunt Library Collection Recommendations
Hunt Library Coll Dev Policy 2011
Hunt Library Liaisons
Hazy Library collection management policy
Hazy Library Liaisons
Hazy Library Advisory Committee
Hazy Library Request Form
Hazy Library IMAP for AS
Hazy Library - collection assessment project
Hazy Library serials assessment project
Hazy Library 2010 student survey
Hunt Library DB Homepage
Hunt Library WW Homepage
Hazy Library Homepage
Databases
Hunt Library Hours
Hunt Library Study Rooms
Hunt Library Equipment
Hazy Library Catalog
Hazy Library Hours
Hazy Library computers
WW - Borrowing Books
WW - Document Delivery
WW DocDelStats
Hunt Library Media Services
Hunt Library Media Services - Clubs
Hunt Library Video Editing
Hazy Library Media
Hazy Library Media Annual Service Statistics by year
WW Media Services
Hunt Library Films on Demand
Hunt Library Streaming Video on the Web
Hunt Library Interlibrary Loan
WW - ILL
DB_ILLStats2010-2011
Hazy ILL Statistics
DB Circulation Stats
The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)

Narrative

Embry-Riddle Aeronautical University (ERAU) provides a wide range of student support programs, services, and activities that are consistent with its mission to promote student learning and enhance the personal and professional development of its students. The mission statement [1] and the student philosophy statement [2] are found in the Daytona Beach Catalog, Prescott Catalog (mission [3]; student philosophy [4]), and Worldwide Catalog [5].

A number of departments throughout the university administer student support services at ERAU, with the majority falling under the offices of Student Affairs, as evidenced by the organizational charts for Daytona Beach [6], Prescott [7], and Worldwide [8] campuses. These departments, across all three campuses may include, but are not limited to:

- Dean of Students
- Campus Ministries
- Counseling
- Orientation and Parent Relations
- Health Services
- Housing and Residence Life
- Safety and Security
- Student Activities
- Intramurals and Recreational Sports
- Career Services
- First-Year Programs
- Academic Advising
- Diversity Initiatives
- Women’s Center
- Veteran’s Affairs

The university publicizes information about student support programs, services, and activities in the Daytona Beach Campus Catalog [9], Daytona Beach Campus Student Handbook [10], Prescott Campus Catalog [11], Prescott Campus Student Handbook [12], and Worldwide Campus Catalog [13]. In addition to the catalogs, the campus Web sites of Daytona Beach [14], Prescott [15], and Worldwide [16] outline the support programs, services, and activities that are offered to promote student learning and enhance the development of all students who participate. The Calendar of Events is another tool that provides any interested residential student with current information about student support programs and activities at the campuses of Daytona Beach [17] and Prescott [18].

Evidence

Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Student Affairs Org Chart for SACS
Prescott Org Chart in SACS
WORLDWIDE STUDENT SUPPORT ORG CHART
Daytona Beach 2010-2011 Catalog
DB Student Handbook
Prescott 2010-2011 Catalog
PR Student Handbook
Worldwide 2010-2011 Catalog
DB Student Life
Prescott Student Life
WW Support Services
Daytona Beach Campus Calendar
Prescott Campus Calendar
2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. (Financial Resources)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) has a strong financial base and has demonstrated the financial stability to support the mission of the institution and the scope of its programs and services.

ERAU provides the following financial statements and other reports:

1. **Audited financial statements** for the fiscal years ended June 30, 2008, 2009, and 2010 prepared by Ernst & Young LLP [1]. The auditors have given ERAU clean and unreserved opinions, and the financial reports indicate that ERAU's financial strength has increased over the timeframe, as its cash reserves and unrestricted net assets have increased to very strong levels. The cash balance at 6/30/10 was $97.4 million and net assets totaled $216.5 million.

2. The Fiscal Year 2010 **Management Letter** from the independent auditors, Ernst & Young LLP, reflects no material findings and provides additional assurance that controls over financial resources comply with accepted accounting standards [2]. The university administration reviews the management letter annually and updates its processes accordingly.

3. A **statement of financial position of unrestricted net assets**, exclusive of plant assets and plant debt, which represents the change in unrestricted net assets attributable to operations for the most recent year, is provided [3]. ERAU's unrestricted net assets increased by 38.9 percent from 2008, reaching $137 million by June 30, 2010, enabling the university to fully support its strategic objectives. This fact was emphasized by Fitch Ratings, New York, which reaffirmed Embry-Riddle bond rating at BBB+ with a Stable Outlook in January 2011. Fitch noted that "the university's available funds doubled over the past five years reaching $148.2 million at the end of fiscal 2010 [4]."

4. ERAU develops its **annual budget** [5] with a robust planning process [6]. To develop the operating plan and the budget, the university's chief financial officer and his team meet with all of the campuses over a four-month period to generate detailed enrollment assumptions by degree program, and the expense budgets required to meet the university's strategic objectives. The university leadership team and the president review and approve the proposed operating budgets, and the plan is then submitted to the Finance Committee of the Board of Trustees, which challenges the underlying assumptions and corroborates its conclusions. Next the committee presents the plan to the full **Board of Trustees**, which formally votes to **approve the operating plan** at its annual meeting [7].

5. The university uses the Composite Financial Index (CFI) to measure its financial strength. The CFI is complex, four-part tool developed by KPMG LLP (a U.S. audit, tax, and advisory services firm) for use in higher education. It is used to measure an institution's ability to meet its financial obligations over the long term. Embry-Riddle's CFI has improved from 2.9 to 4.5 over the last three fiscal years. According to KPMG, a CFI of at least 2 indicates a financially healthy institution, able to support its strategic objectives [8].

6. ERAU's **enrollments** have been steady over the past four years [9], and that is one of the key reasons why its cash flow has remained strong. Moody's Investors Service, in upgrading Embry-Riddle's bond rating from baa3 to baa2 in August 2010, cited its "consistently positive cash flow from operations" and "healthy unrestricted financial resource base [10]."

ERAU's investment portfolio, which was $63.9 million at June 30, 2010, and $79.4 million at June 30, 2011, is primarily comprised of endowment funds and the retained historical earnings on those funds. It is managed by the Investment Committee of the Board of Trustees with the help of a paid investment advisor. Their decisions are governed by the Master Investment Policy [11], which is approved by the Board of Trustees. A report from the National Association of College and University Business Officers (NACUBO) for the fiscal year ended June 30, 2010, indicates that the portfolio's performance exceeded that of its university peers with the same size portfolio for the last one-, three-, five- and ten-year periods [12].

The university strives to ensure that it has adequate **physical resources** to meet its needs. The Facilities and Capital Planning Committee of the Board of Trustees meets at least monthly to review the university's physical resources and capital plans, and uses an independent professional firm to update and maintain a facilities master plan for both residential campuses in Daytona Beach, Florida and Prescott, Arizona. (Please see Core Requirement 2.11.2, Physical Resources, for documentation).

The university conducts a **climate survey** every two years, and the most recent survey was completed in February 2011. It showed that 84 percent of staff and students strongly agreed that ERAU provided a safe and secure environment, and 74 percent strongly agreed that the overall appearance of their physical facilities was satisfactory [13]. Both these measures improved each time the survey was taken in the last six years.

ERAU completed its most recent **fund-raising campaign** in December 2008, which was the most successful in its history, raising more than $65 million. The university has used the dollars raised towards new facilities and equipment, student scholarships, and other needs. Importantly, the campaign broadened the participation of alumni, which has now reached 100,000 strong. Giving has remained strong, despite difficult economic conditions, averaging $7.7 million for the three-year period 2008 to 2010 [14]. In Fiscal Year 2011, ERAU raised $8.5 million.

**Evidence**

Embry-Riddle Financial Statements, FY 2010
1010-1201454 Embry-Riddle Management Letter final
SACS 2111 Stmt of Fin Pos ex Plant Assets and Plant Related Debt
Fitch Rating Report, January 2011
FY 2011 Approved Budget - Total University
APPM 4-1 Budget Policy
BOT-General Session_2010 June 11_12 - SACS
CFI Calculation 2010 SACS
ERAU Enrollments 2006 to 2010 - rev Sept 2
Moodys upgrades Embry-Riddle Aug 2010
APPM 2-1-3 Master Investment Policy
ERAU NACUBO Review of Endowment Performance, 2011 Study
Climate survey 2011 page 21
Philanthropy Summary - 2008-2011
2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)

**Narrative**

Embry-Riddle Aeronautical University has adequate physical resources to support the mission of the institution and the scope of its programs and services. The university system consists of three campuses:

- A residential campus in Daytona Beach, Florida, serving approximately 5,000 students
- A residential campus in Prescott, Arizona, serving approximately 1,700 students
- A Worldwide campus, serving approximately 27,000 students at over 150 locations around the United States and the world

The University Planning and Construction Management Department provides the planning, design, and construction oversight for all major construction projects. The team provides expertise in all aspects of the capital project development process from conception through implementation.

The university conducts a climate survey of faculty and staff from all campuses every two years. The most recent survey, which was completed in March 2011, posed a few questions regarding the adequacy of the university's physical resources. Of all respondents, 84 percent strongly agreed that the university provides a safe and secure environment, and 74 percent strongly agreed that the overall appearance of the physical facilities of their workplace was positive.

**Daytona Beach Campus**

The campus is located on approximately 279 acres adjacent to the Daytona Beach International Airport and surrounding areas. The campus contains approximately 1.39 million gross square feet (GSF) of building space, including 506,168 GSF dedicated to residence halls. About 43 percent of the campus student body lives on campus, and occupancy ranges from 90 to 95 percent. In the last ten years the campus has updated its infrastructure and added significantly to its physical resources. The new buildings include the following:

- A new fitness center (12,743 GSF)
- A new residence hall (61,367 GSF)
- The College of Business building (54,225 GSF)
- Modular buildings (25,740 GSF) for swing space to accommodate the renovation and building program
- A fleet maintenance hangar (15,020 GSF),
- A wellness center that includes health, counseling, and disability services (3,200 GSF)
- Several athletic and soccer fields and related facilities
- Lighted parking lots to support the new infrastructure

The campus is in the midst of adding additional buildings that have been approved by the Board of Trustees, including:

- A new aviation complex (79,527 GSF) that will be completed in July 2011
- An administration and welcome center (30,000 GSF) that will be completed in June 2012
- A College of Arts and Sciences building (140,000 GSF) that will be completed in December 2013

The university strives to ensure that its physical resources match its needs, and has used an architectural and engineering firm to develop and update its campus master plan. That plan is monitored and approved by the Facilities and Capital Planning Committee of the Board of Trustees and was updated in 2008.

The campus has a full-service Facilities Management Department of 50 people who provide routine maintenance and repair of all facilities and serve the Campus Housing Department. For major projects, the campus uses outside contractors.

**Prescott Campus**

The campus is located on approximately 539 acres, just about two miles from the city-owned airport, and five miles from downtown Prescott, Arizona. The campus contains approximately 649,082 GSF of building space, which includes residence halls totaling 211,292 GSF. Approximately 46 percent of its students live on campus, and occupancy ranges between 85 and 92 percent. In the last ten years the campus has updated and refurbished its infrastructure and added several new buildings and facilities, including:

- Academic building (48,000 GSF)
- Engineering lab (22,486 GSF)
- Visitors’ center (13,028 GSF)
- Dining hall (14,750 GSF)
- Library (35,711 GSF)
- Interfaith chapel (3,122 GSF)
- Safety science center (4,995 GSF)
- Lighted softball field and related facilities to support the new infrastructure

The campus master plan was developed by an outside consultant and was last updated in 2006. The university has a service contract with a third party to manage and operate the university’s campus Facilities Management Services and Plant...
Maintenance Services operation.

**Worldwide Campus**

The Worldwide campus is headquartered in Daytona Beach, Florida, and has an extensive network of more than 150 campus centers and teaching locations in the United States, Canada, Europe, Asia, and the Middle East [10]. Facilities for all locations around the world are either leased properties or, as on military locations and in metropolitan areas, instructional centers shared by multiple institutions [11]. The campus leadership monitors the quality of these facilities and, with input from a local site manager, ensures that they are adequately operated and maintained in order to meet the needs of the university’s educational programs.

The Facilities Management Department from the Daytona Beach campus provides routine maintenance for building safety and repair, utilities, and minor renovations at the Worldwide headquarters. Most leases at off-campus sites are full-service leases, so repairs and maintenance duties are handled by the leasor.

**Evidence**

University Planning & Construction Management Department
Climate survey 2011 page 21
Daytona Beach Campus
Daytona Beach Building GSF
Campus Master Plan - Daytona Beach Campus
Daytona Facilities_Mgmt_Policies_Procedures March2011
Prescott Campus
Prescott Building GSF
prescottfinal Master Plan 2006
Worldwide Campus
Worldwide Campus Facilities Report _ Sq Footage_AUG 2011
2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)
SECTION 3 COMPREHENSIVE STANDARDS

INSTITUTIONAL MISSION, GOVERNANCE AND EFFECTIVENESS

3.1 Institutional Mission

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Mission)

Narrative

The university mission statement was last approved by the Board of Trustees in March 2010 [1], and reflects Embry-Riddle's focus on educating students in aviation-related fields:

At Embry-Riddle, our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers, and leadership roles in service around the world.

Our technologically enriched, student-centered environment emphasizes learning through collaboration and teamwork, concern for ethical and responsible behavior, the cultivation of analytical and management abilities and a focus on the development of integrity and the professional skills needed for participation in a global community. We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement and knowledge discovery, in an interpersonal environment that supports the unique needs of each individual. Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education.

The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

The mission statement, as it applies to the field of aviation education, is comprehensive in a classical higher education sense by its reference to teaching and service in the first sentence; to learning in the second sentence, and to research in the last sentence. The statement also includes references to student support, collaboration, teamwork, ethical and responsible behavior, and the importance of an interpersonal supportive environment in the fourth sentence, and it describes the university as "an independent, non-profit, culturally diverse institution" in the last sentence.

The mission accurately guides the institution's operations in creating new programs and in assessing existing ones. When faculty submit a proposal for a new program, University Policy AP-04 requires that they must identify that program's link to the university mission [2] (see section "2. MISSION"). Also, the university assessment processes require that units identify a link between the mission and the unit's statement of purpose [3] (see "Alignment of Program Mission Statement to University Mission." This example is from the assessment plan for the Ph.D. in Engineering Physics—typical for assessment plans). This link, required for every program and unit, provides additional evidence and validation that the university is accomplishing its mission.

As a part of the university planning process [4], the University Executive Committee reviews the mission annually and updates it as necessary. The Board approves all changes to the mission, as evidenced in the March 2010 meeting minutes [5].

The university publishes and communicates its mission to constituents in the campus catalogs of Daytona Beach [6], Prescott [7], and Worldwide [8], and it is prominently located on the university Web site [9]. Additional information regarding the mission of the university may be found in Core Requirements 2.4 and 2.5.

Evidence

BOT-General Session_2010 MAR 26
AP-04-final
DB_PhD Engineering Physics
APPM 4-3 Planning and Assessment Policy
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
ERAU-MISSION-STATEMENT-Home
3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. (CEO evaluation/selection)

Narrative

Embry-Riddle Aeronautical University's (ERAU) Board of Trustees, which is the governing board of the institution, is responsible for the selection and periodic evaluation of the president/chief executive officer (CEO).

CEO Selection

According to university bylaws (Article II, Section 1, Item 1.2) [1], the Board of Trustees is responsible for appointing the president and setting appropriate terms of employment, including compensation. In the most recent CEO selection process (spring of 2006), the Board of Trustees engaged the services of Witt Keifer, a nationally recognized search firm, to assist in the identification of qualified applicants for the vacant president/CEO position. The committee, composed of the Embry-Riddle Board of Trustees and Witt Keifer, developed a position specification and recruiting strategy [2]. The committee then accepted and reviewed applications, conducted candidate telephone interviews [3], and invited qualified applicants to the university for personal interviews [4].

Candidates met with the Board of Trustees, faculty, staff, and student groups. At the August 8, 2006 Board of Trustees general session, a motion was made and seconded that Dr. John Johnson be selected as the president/CEO of ERAU [5]. The motion was unanimously approved.

CEO Evaluation

According to university bylaws (Article II, Section 1, Item 1.4 [6]), the Board of Trustees is responsible for the annual assessment of the president's performance, which is based upon a set of mutually agreed-upon goals and other criteria. The president's employment agreement states that the chairman of the Board of Trustees and the president shall agree upon goals and objectives for the coming fiscal year. The annual performance assessment then proceeds as follows:

- Each year, usually in March, the president submits to the Compensation Committee of the Board of Trustees a self-appraisal that evaluates his current-fiscal-year performance, which is based upon the achievement of goals and objectives determined the year before. In March 2011, current President Dr. John Johnson submitted a written self-assessment of his performance to the Compensation Committee of the Board of Trustees. This document outlined financial issues, growth in academic reputation, construction of new facilities, community service, etc., and major goals for fiscal year 2012.

- The Compensation Committee of the Board of Trustees reviewed the self-appraisal and evaluated the president's performance during the current fiscal year based upon his achievement of the specified goals and objectives and other criteria deemed appropriate by the committee.

- The Board of Trustees Compensation Committee produced minutes of the meeting for the record and filed them with Human Resources.

All documents pertaining to the president's employment and assessment as outlined above (employment agreement, self-assessment, report to the Board of Trustees, and minutes of the Board of Trustees Compensation Committee) are located in the Human Resources Department.

Evidence

General Session 08 AUG 2006
Bylaws Spr 2006_Final
BOT Pres Search Position Description 3-14-06
2006 MAY 25 Presidential Search Minutes
Sample Interview Schedule Interview Guide for President
3.2.2.1 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure (Governing board control):

institutions mission.

**Narrative**

Embry-Riddle Aeronautical University's mission [1] is governed by its Articles of Incorporation [2] and its operating by-laws *(Embry-Riddle Aeronautical University, Inc., By-laws, 1.1 [3]).* Specifically, the Articles of Incorporation at Article II—Statement of Purpose provide that:

*It is the purpose of Embry-Riddle Aeronautical University to provide a comprehensive education to prepare graduates for productive careers and responsible citizenship to support the needs of aviation, aerospace, engineering, and related fields."

The Articles of Incorporation go on to provide further detail about and refinement of the purpose and mission of the institution.

Further, the *Embry-Riddle Aeronautical University, Inc, By-laws* (Article II, Section 1, Subsection 1.1) give the Board of Trustees the authority to:

*Determine and periodically review the University’s mission and purposes*

**Evidence**

- University Mission Vision and Goals Jan11
- Articles- Final_Spr 2006
- BOT Bylaws Spr 2006_Final
3.2.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure (Governing board control):
- fiscal stability of the institution.

**Narrative**

Embry-Riddle Aeronautical University safeguards the fiscal stability of the institution by providing proper controls on the authority of various individuals to obligate and bind the institution to legal obligations. Article IV, Section 1, of the university by-laws, "Officers of the University," limits who may be officially considered university officers to the following:

- Chair
- Vice chair
- Secretary
- Treasurer of the Board of Trustees
- President and one or more vice presidents of the university [1]

At this time, only one of the vice presidents of the university, the senior executive vice president and chief financial officer, has by resolution of the Board of Trustees [2] been designated an assistant secretary of the university for purposes of applying the official seal and offering official attestations to documents necessary to the routine functioning of the university. The Board of Trustees has designated no university officers other than those positions specifically enumerated in the by-laws. This effectively limits who has the power to legally bind the university to obligations and financial commitments.

Additionally, the university president, as ratified by the Board of Trustees, has limited the ability of university employees to act under the Board of Trustees' and the president's authority to a selected few high-level employees. This limitation of authority is evidenced in the university's APPM policy 1.2—Delegated Authority Policy, which is found in the *Administrative Policy and Procedural Manual (APPM)* [3].

In accordance with Article VI, Section 4 of the university by-laws [4], the Board of Trustees, through the treasurer and finance committee, supervises compliance with APPM policy 1.2 and with prudent financial management standards of care, as evidenced by the included Board of Trustees meetings excerpts [5]. The treasurer is responsible to:

...ensure that all Trustees regularly receive appropriate and comprehensible financial statements from the University's administration that include comparisons of revenues and expenditures with the approved annual budget and the preceding fiscal year for the same time periods. The Treasurer shall ensure that other financial reports—including those for special or major Board-approved expenditures, University Investments, and annual or special audits—are provided to all Trustees in a timely manner for review and discussion as appropriate. He or she consults with the University’s chief financial officer, Board-approved auditor, and the Investment and Audit Committees of the Board as appropriate or necessary.

Article XIII of the university by-laws establishes an audit committee and a finance committee of the Board of Trustees. The audit committee is responsible for ensuring the university establishes and complies with reasonable operating, accounting, and financial controls as established in Article XIII, Section 1 [6]. The finance committee oversees the current financial operations of the university and ensures that a viable long-range financial plan is in place as established in Article XIV, Section 3 [7]. Other standing committees of the Board of Trustees also have a significant role in ensuring fiscal stability of the institution [8].

**Evidence**

BOT Bylaws Spr 2006_Final
Motion of BoT Re Assistant Secretaries
APPM 1-2 Delegation of Authority Policy
BOT Bylaws Spr 2006_Final
BoT Finance Committee minutes
By Laws
BOT Bylaws Spr 2006_Final
BOT Bylaws Spr 2006_Final
3.2.2.3 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure (Governor board control): institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Narrative

The *Embry-Riddle Aeronautical University, Inc. By-laws* at Article XVI [1] provide the foundation for the university's controls of related and affiliated corporate entities and auxiliary services. Of particular note, Section 2 of Article XVI provides that:

*The Board of Trustees may authorize any officer or agent to enter into any contract or execute any instrument in the name and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Trustees, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit, or render it liable for any purposes or for any amount.*

In addition, Section 3 of Article XVI provides that:

*The President or any Vice-President and the Secretary or assistant Secretary of the University are authorized to vote, represent, and exercise on behalf of this corporation all rights incident to any shares of any other corporation standing in the name of this corporation.*

An example of the Board of Trustees' consideration of affiliated corporate entities and auxiliary services is consideration of the "Singapore Business Plan" for the formation of ERAU Asia, LTD at the November 2010 board session [2].

Evidence

BOT Bylaws Spr 2006_Final

3.2.2.3 BOT action letter on Singapore
3.2.2.4 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure (Governing board control): related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

**Narrative**

Currently, no related foundations or corporate entities exist whose primary purpose is to support Embry-Riddle Aeronautical University and its programs. Should any such foundations or corporate entities be contemplated in the future, they would be governed as follows:

Article XVI, Section 3 of the university's by-laws [1], titled "Other Corporations," provides that "the President or any Vice President... of the University are authorized to vote, represent, and exercise on behalf of this corporation all rights incident to any shares of any other corporation standing in the name of this corporation."

**Evidence**

BOT Bylaws Spr 2006_Final  
BOT Bylaws Spr 2006_Final  
Articles- Final_Spr 2006
The board has a policy addressing conflict of interest for its members. (Board conflict of interest)

**Narrative**

Article XVIII in the *Embry-Riddle Aeronautical University, Inc. By-Laws* [1] addresses board member conflict of interest by requiring each board member to complete and sign a conflict of interest disclosure form, which is provided annually by the secretary of the Board of Trustees. All board members are required to disclose existing and potential conflicts of interest, including those involving family members.

The Embry-Riddle Aeronautical University Conflict of Interest Policy 1.3.1 with Trustee Supplement [2], published in the university’s *Administrative Policies and Procedures Manual*, addresses board member conflict of interest. On behalf of the secretary of the Board of Trustees, the university director of Internal Audit annually disseminates a copy of the referenced policy and a *Conflict of Interest and Related Party Disclosure Questionnaire* [3] to all board members. The university director of Internal Audit maintains the returned questionnaires and provides a report on results to the senior executive vice president and chief financial officer.

**Evidence**

By Laws

*APPM 1-3-1 Conflict of Interest Policy*

*Conflict of Interest and Related Party Transaction Questionnaire*
3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. (External influence)

**Narrative**

In accordance with University Policy 1.3.1, titled “Conflict of Interest Policy [1],” and specifically the “Trustee Supplement” found at the end of that policy, Embry-Riddle Aeronautical University addresses external influence with prohibitions and affirmative obligations that are intended to ensure that the business of the university is conducted in an open, ethical, and financially sound manner. The policy provides guidance to the university community and external parties who enter into business or other legal relationships with the university, and it applies to all university members, including Trustees, and outside vendors or agents who have a relationship with the university. The policy was last revised in March, 2009.

The university also addresses external influence in Article XVIII of its by-laws, titled “Conflict of Interest” [2], which was last amended in 2006.

**Evidence**

APPM 1-3-1 Conflict of Interest Policy

BOT Bylaws Spr 2006_Final
3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

**Narrative**

Membership on the Board of Trustees is governed by Article II, Section 2.4 [1] of the by-laws of Embry-Riddle Aeronautical University, Inc., which articulates specific term limits for Trustees up to a maximum of 12 consecutive years.

The Committee on Trustees [2] serves as the Board's agent in reviewing the performance of incumbent Trustees and Board officers who are eligible for re-election. It assures that the Board's membership and leadership consists of highly qualified and committed individuals by providing in-service education, and by periodically recommending initiatives by which the Board shall assess its performance. The Committee on Trustees also assures that removal from the Board is for appropriate reasons only, and by a fair process. Removal from office requires an affirmative vote of two-thirds of the Trustees.

**Evidence**

BOT Bylaws Spr 2006_Final

BOT Bylaws Spr 2006_Final
3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (Board/administration distinction)

Narrative

The university clearly distinguishes between the president and the Board of Trustees in Article VII, Section 2 of the Embry-Riddle Aeronautical University, Inc., By-Laws [1] which states:

The President shall be the chief executive officer of the University and the chief adviser to and executive agent of the Board of Trustees. His or her authority is vested through the Board of Trustees and includes responsibilities for all University educational and managerial affairs. The President shall be responsible for leading the University, implementing all Board policies, keeping the Board informed of significant events and activities at or affecting the University, consulting with the Board in a timely manner on matters appropriate to its policymaking and fiduciary functions, and serving as the University’s key spokesperson. He or she shall have the authority to execute all documents on behalf of the University and the Board of Trustees consistent with Board policies and the best interests of the University.

In creating its Ph.D programs, the university illustrates the clear distinction in lines of authority between the Board of Trustees and university administration. The approved minutes of the Board of Trustees general session, dated June 13-14, 2008 [2], contain a record of the academic committee’s proposal to create three new degree programs, including the Ph.D. in Aviation and Ph.D. in Space and Engineering Physics. The minutes also contain a record of the full Board of Trustees voting and approving the creation of the programs.

The president of the university (in letters dated June 15, 2008 and counter-signed by the chairman of the Board of Trustees) exercised administration authority by requesting approval for the university’s proposed Ph.D. programs by the Southern Association of Colleges and Schools (SACS) [3]. Subsequent letters from SACS to the university president, dated July 13, 2009 and July 8, 2011, further document the administration’s authority to carry out the Board of Trustees policies and decisions [4]. Further extensive documentation of the Board of Trustees policy-making function can be found in the minutes of board general session meetings of March 2009 [5], November 2009 [6], March 2010 [7], and June 2010 [8].

Evidence

BOT Bylaws Spr 2006_Final
SACS 3.2.6 Footnote 2 BOT Genl Sess 2008
SACS 3.2.6 Footnote 3 Dr. J letters
3.2.6 Footnote 4 SACS to Dr J
BOT-General Session_2009 MAR 27
BOT-General Session_2009 November 13
BOT-General Session_2010 MAR 26
BOT-General Session_2010 June 11_12
daytona bch campus map
3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

**Narrative**

**Embry-Riddle Organizational Structure**

Embry-Riddle Aeronautical University (ERAU) has a clearly defined and routinely reviewed organizational structure that is published as organization charts on the university Web site, under the "Administration" tab of the institution's homepage [1]. The first chart indicates the reporting structure for the university administration and indicates the president reporting directly to the Board of Trustees. The remaining charts indicate the reporting relationship and responsibility for each of the cabinet members and other staff who report directly to the president. The Human Resources Office is responsible for reviewing and updating these documents every semester.

**Administration of Policies**

The Board of Trustees has defined criteria governing the delegation of university authority in Policy 1.2 in the institution's Administrative Policy and Procedures Manual (APPM) [2], which is located on the university's intranet (ERNIE) with a separate tab. Policy 1.1 [3] addresses the responsibility for publishing and maintaining the APPM and explains how institutional policies are made, reviewed, and approved. The senior executive vice president and chief financial officer is the responsible authority for publishing and maintaining the APPM. The various vice presidents develop these policies under the authority of the president. The president or president's cabinet designates final approval on all newly created policies and/or changes to existing policies. Examples of key policies include:

- Policy 1.2, Delegation of Authority [4], which details who can sign what documents and under what conditions they can sign them
- Policy 2.3.8, Travel Policy [5] and Procedure
- Policy 8.3.4, Sexual Harassment [6]
- Policy 8.3.10, Harassment and Nondiscrimination [7]

**Faculty Policies and Procedures**

In addition to the APPM, the university publishes its policies and procedures governing all faculty in Part I of the Faculty Handbook [8], and its policies and procedures governing faculty on their respective campuses in Parts II (Daytona Beach campus) [9], III (Prescott campus) [10], and IV (Worldwide campus) [11]. Interested parties can access the four parts of the Faculty Handbook, as well as the university's academic policies [12], through the chief academic officer's page on the ERAU intranet. Part I, Section 2 in the Faculty Handbook addresses changes to the Faculty Handbook [13], stating that changes to Part I must be approved by the three Senates, while changes to Parts II, III, and IV are the province of the individual faculty bodies.

**Evidence**

- erau-organization-aug2011
- APPM 1-2 Delegated Authority Policy
- APPM 1-1 APPM Policy
- APPM 2-3-8 Travel Policy
- APPM 8-3-4 Sexual Harassment Policy
- APPM 8-3-10 Harassment and Nondiscrimination Policy
- Rev1FacultyHandbook-Part I
- Handbook Pt II_Aug09
- Faculty Handbook Part III 051010_000-7003-02(3) PC
- PART IV Final Rewrite 3
- AP-01-final
- Rev1FacultyHandbook-Part I
3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (Qualified administrative/academic officers)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) has qualified, experienced, competent administrative and academic officers who effectively lead the institution. At ERAU the administrative and academic officers are the president and cabinet members; the associate vice presidents for academics and college deans for the Daytona Beach and Prescott campuses; the academic associate vice president, regional deans, and dean of online instruction for the Worldwide campus. These individuals have the required academic credentials and senior-level professional work experience as indicated in the chart below. They are also effective in their management of resources, committed to excellence, passionate about the university, innovative, and have a capacity to lead. The documentation provided below clearly evidences each administrator's academic and/or professional experience, as well as their proven capacity to provide effective and efficient leadership.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Educational Qualifications (Highest Degree Earned)</th>
<th>Professional Experience (See CV/Resume)</th>
</tr>
</thead>
<tbody>
<tr>
<td>John P. Johnson</td>
<td>President/CEO</td>
<td>See position description</td>
<td>Ph.D.</td>
<td>40+ years in higher education</td>
</tr>
<tr>
<td>Eric Weekes</td>
<td>Sr. Executive Vice President, CFO</td>
<td>See position description</td>
<td>M.B.A.</td>
<td>25+ years in corporate finance; 5+ years in higher education finance</td>
</tr>
<tr>
<td>Christina Recascino</td>
<td>Sr. Executive Vice President, Academics and Research</td>
<td>See position description</td>
<td>Ph.D. Psychological Development</td>
<td>20+ years in higher education</td>
</tr>
<tr>
<td>Richard Heist</td>
<td>Executive Vice President/CAO, Daytona Beach</td>
<td>See position description</td>
<td>Ph.D. Physical Chemistry</td>
<td>40+ years in higher education</td>
</tr>
<tr>
<td>John Watret</td>
<td>Executive Vice President/CAO, Worldwide</td>
<td>See position description</td>
<td>Ph.D. Applied Mathematics</td>
<td>25+ years in higher education</td>
</tr>
<tr>
<td>Francis Ayers</td>
<td>Executive Vice President/CAO, Prescott</td>
<td>See position description</td>
<td>Ed.D. Education</td>
<td>25+ years military; 10+ years in higher education</td>
</tr>
<tr>
<td>Irene McReynolds</td>
<td>Vice President, Human Resources</td>
<td>See position description</td>
<td>M.B.A.</td>
<td>30+ years in human resources</td>
</tr>
<tr>
<td>Daniel Montplaisir</td>
<td>Vice President, Institutional Advancement</td>
<td>See position description</td>
<td>M.S.</td>
<td>20+ years in development and higher education</td>
</tr>
<tr>
<td>Maj Mirmirani</td>
<td>Dean, College of Engineering, Daytona Beach</td>
<td>See position description</td>
<td>Ph.D. Mechanical Engineering</td>
<td>40+ years higher education</td>
</tr>
<tr>
<td>Tim Brady</td>
<td>Dean, College of Aviation, Daytona Beach</td>
<td>See position description</td>
<td>Ph.D. Education</td>
<td>20+ years U.S.A.F.; 30+ years higher education</td>
</tr>
<tr>
<td>William Grams</td>
<td>Dean, College of Arts and Sciences, Daytona Beach</td>
<td>See position description</td>
<td>Ph.D. Mathematics</td>
<td>40+ years in higher education</td>
</tr>
<tr>
<td>Ronald Madler</td>
<td>Dean, College of Engineering, Prescott</td>
<td>See position description</td>
<td>Ph.D. Aerospace Engineering Sciences</td>
<td>20+ years in higher education</td>
</tr>
<tr>
<td>Gary Northam</td>
<td>Dean, College of Aviation, Prescott</td>
<td>See position description</td>
<td>Ph.D. Adult Education</td>
<td>20+ years higher education</td>
</tr>
<tr>
<td>Archie Dickey</td>
<td>Dean, College of Arts and Sciences, Prescott</td>
<td>See position description</td>
<td>Ph.D. Plant Ecology</td>
<td>40+ years in higher education</td>
</tr>
</tbody>
</table>
The university’s administrative/academic structure is comprised of a university system with three distinct campuses, each with its own distinct leadership. The president reports directly to the Board of Trustees; the cabinet members report directly to the president; the associate vice presidents and deans report to the executive vice president/chief academic officer for their campus [1]. The president has ultimate authority over all aspects of the university.

The president is selected and annually evaluated as explained in SACS Comprehensive Standard 3.2.1.

The other administrative/academic officers are selected as indicated in SACS Comprehensive Standard 3.2.9, Faculty/Staff appointment. Position descriptions including duties, responsibilities, and required credentials (educational qualifications and professional experience) are reviewed and a search strategy is developed and implemented. The university forms search committees to review applicants in relation to educational qualifications and professional experience, conducting telephone and on-campus interviews and gathering feedback. The respective cabinet member ultimately makes the decision, with the president having final authority over all these hires.

The president evaluates the cabinet members annually with a written review that includes a face-to-face meeting where strengths, weaknesses, and objectives are discussed. The president provides a written summary and a copy is given to the cabinet member. A copy of these written performance evaluations is filed in the employee's file located in the Human Resources Office.

The EVP/CAOs evaluate their associate vice presidents and deans annually with a written review that includes a face-to-face meeting. These written evaluations are filed in the employee's file located in the Human Resources Office. In addition to these formal evaluation meetings, frequent meetings occur throughout the year to discuss progress toward meeting goals, objectives, and overall work performance. This has been outlined in SACS Comprehensive Standard 3.2.10, Staff Performance Evaluation.

**Evidence**

erau-organization-aug2011
CV Archie Dickey
CV Barry Farbrother
CV Bernard D. Cordial
CV Christina Frederick Recascino
CV Daniel Montplaisir
CV Donna L. Roberts
CV Eric Weekes
CV Frank Ayers Jr
CV Gary Northam
CV Irene McReynolds
CV John P. Johnson
CV John Watret
CV Katherine Moran
CV Mark Friend
CV Richard Bloom
CV Richard Heist
CV Rita Herron
CV Robert Oxley
CV Ron Madler
CV Tim Brady
CV William Grams
Position Description Christina Recascino
Position Description Richard Heist
Position Description Bernard Cordial
Position Description Dan Montplaisir
Position Description Donna Roberts
Position Description Eric Weekes
Position Description Frank Ayers
Position Description Irene McReynolds
Position Description John Johnson
Position Description John Watret
Position Description Mark Friend
Position Description Rita Herron
Position Description College Dean Daytona Beach
Position Description College Dean Prescott Campus
Position Description Barry Farbrother
Position Description Katherine Moran
CV Maj Mirmirani
Position Description Bob Oxley
Position Description Richard Bloom


3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff. (Faculty/staff appointment)

Narrative

Embry-Riddle Aeronautical University (ERAU) defines and publishes policies regarding appointment and employment of faculty and staff.

At ERAU both faculty and staff positions are posted on the ERAU Web site [1]. ERAU is an affirmative action [2], equal opportunity employer, and discrimination is strictly prohibited [3]. Each vacant position is assigned a professional recruiter to work with the hiring manager or search committee, as appropriate, in determining the appropriate strategy for recruitment so that a pool of qualified applicants can be developed. The recruiting team also provides assistance in the search process including training with regard to ERAU's interviewing and hiring policies. The following policies in their purpose and scope relate to the hiring and employment of both faculty and staff:

- 8.1.3 Employee background check [4]
- 8.2.0 Employment of foreign nationals [5]
- 8.2.1 Immigration law compliance [6]
- 8.2.2 Employee relocation policy [7]
- 8.2.3 Employment of relatives [8]
- 8.3.2 Work rules policy [9]
- 8.3.3 Employment status of individuals with life-threatening illnesses [10]
- 8.3.4 Sexual harassment policy [11]
- 8.3.7 EAP policy [12]
- 8.3.10 Harassment and nondiscrimination policy [13]
- 8.3.11 Employees with disabilities policy [14]
- 8.4.7 Employee retirement policy [15]

Staff Hiring All Campuses

The Human Resources Recruiting team is responsible for working with all hiring managers for filling all staff positions at the university. The recruiting team publicizes and advertises all open positions to develop a pool of qualified applicants for consideration by the hiring manager or search committee and also ensures that the ERAU employment Web site accurately reflects all current open positions. All vacant positions are assigned a professional recruiter to work with hiring managers in the recruiting and selection process. In addition, the Human Resources Department conducts training sessions that outline the university's hiring policies, which include the Staffing Policy [16] and Employee Application and Selection Policy [17]. The vice president [18] and/or executive director [19] of Human Resources monitors the compliance with the staff selection process.

Faculty Hiring Daytona Beach Campus

Policies and procedures governing faculty hiring are located on the university's intranet in: the Faculty Handbook, Part I, Section 5 [20] and Part II, Section 5 [21] and are also included in the following academic policies, which are available to all faculty 24 hours a day:

- AP-16 Procedures and Guidelines for Faculty Searches [22]
- AP-17 Faculty Qualifications [23]
- AP-18 Faculty Rank for Military Officers Assigned to ROTC Units [24]
- AP-19 Granting of Tenure on Initial Appointment [25]
- AP-21 Faculty Appointments [26]

These documents, developed through a joint effort of faculty, the chief academic officer, and administration, provide an overview and step-by-step guide for faculty hiring, which includes: an outline of the hiring process including position approval, guidelines and definitions for search committee formation and duties, a description of the human resources representative role, how to make an offer of employment, etc. The executive vice president/chief academic officer monitors compliance with the faculty selection process.

The university recently recruited and hired a dean for its College of Business, which provides a representative example of its process at work:

- The executive vice president/chief academic officer appointed a search committee chair and search committee. The Human Resources Department assigned a recruiter [27].
- Human Resources posted the position internally and externally [28].
- The search committee reviewed the pool of applicants and conducted telephone interviews [29] [30].
- Finalists were invited to campus for a personal interview and met with various faculty and administrators.
- The search committee recommended a candidate for the position to the executive vice president/chief academic officer [31].
- The executive vice president/chief academic officer and the president agreed and the university made an offer that was accepted.
Faculty Hiring Prescott Campus

Policies and procedures governing faculty hiring are located on the university's intranet in the Faculty Handbook Part I, Section 5 [20] and Part III, Section 5 [32] and are available to all faculty 24 hours a day. These documents, developed through a joint effort of faculty, the chief academic officer, and administration, provide an overview and step-by-step guide for faculty hiring, which includes: an outline of the hiring process including position approval, guidelines and definitions for search committee formation and duties, a description of the human resources representative role, how to make an offer of employment, etc. The executive vice president/chief academic officer monitors compliance with the faculty selection process.

Faculty Hiring Worldwide Campus

Policies and procedures governing faculty hiring are located on the university intranet in the Faculty Handbook Part I, Section 5 [20] and Part IV, Section 5 [33] and are available to all faculty. These documents, developed through a joint effort of faculty, chief academic officer, and administration, provide an overview and step-by-step procedures for the hiring of faculty. The executive vice president/chief academic officer has final approval for the hiring of full-time faculty.

Adjunct faculty members are typically employed within the aviation/aerospace industry; therefore, Embry-Riddle Aeronautical University is not their primary employer. The adjunct faculty recruitment and hiring process is outlined, in detail, in the Worldwide Campus Procedures and Operations Manual (POM) [35] [36]. The chief academic officer has final approval for the hiring and initial course assignments of adjunct faculty members. The hiring process for online instructors is the same as it is for full-time and adjunct faculty: they are selected from an online faculty pool comprised of both full-time and adjunct faculty members.

Evidence

HR website listing all open positions
Affirmative Action Statement
APPM 8-3-1 EEO Policy
APPM 8-1-3 Employee Background Screening
APPM 8-2-0 Employment of Foreign Nationals
APPM 8-2-1 Immigration Law Compliance
APPM 8-2-2 Employee Relocation
APPM 8-2-3 Employment of Relatives
APPM 8-3-2 Work Rules
APPM 8-3-3 Employment Status of Individuals with Life Threatening Diseases
APPM 8-3-4 Sexual Harassment Policy
APPM 8-3-7 EAP Policy
APPM 8-3-10 Harassment and Nondiscrimination Policy
APPM 8-3-11 Employees with Disabilities
APPM 8-4-7 Employee Retirement
APPM 8-2-9 Staffing
APPM 8-2-11 Employment Application and Selection
VP Human Resources Position Description
Executive Director PD_<Sept 10
Rev1FacultyHandbook-Part I
Handbook Pt II_Aug09
AP-16-final
AP-17-final
AP-18-final
AP-19-final
AP-21-final
COB Dean Search Committee Formation Memo
COB Dean Posting
COB Dean Search Committee Activities
COB Dean Interview Questions
COB Dean Search Results

Faculty Handbook Part III 051010_000-7003-02(3) PC

PART IV Final Rewrite 3

w-f-08

w-f-01

w-f-09
3.2.10 The institution evaluates the effectiveness of its administrators on a periodic basis. (Administrative staff evaluations)

**Narrative**

**Evaluation Process for Administrators**

Embry-Riddle Aeronautical University formally evaluates the effectiveness of its administrators on a yearly basis. The Board of Trustees evaluates the president/chief executive officer (CEO) in accordance with university bylaws (Article II, Section 1, Item 1.4) [1]. This process is outlined and explained in compliance standard 3.2.1, CEO Evaluation/Selection.

As indicated by University Policy 8.2.6 [2], the university has an annual, formal process for employee evaluation that includes both a verbal discussion and a written evaluation of the employee's performance. In accordance with this policy, each spring the president/chief executive officer conducts an annual, formal performance evaluation for each of his/her direct reports (indicated by the organizational charts referenced here [3]) that includes the following:

- A face-to-face meeting where the president and the direct report discuss various items such as accomplishments from the previous year and initiatives for the next year.
- An assessment by the president/CEO of the direct report’s performance, with a discussion of strengths and weaknesses as they relate to administrative responsibilities. The president captures this conversation in writing and provides a copy to the Human Resources Department for insertion in the direct report's personnel file.

In response to the formal review, the direct report is responsible for modifying his/her performance in order to perform to the satisfaction of the president/CEO. Additionally during the year, both president and direct report meet and discuss various issues, including performance.

Each administrator provides performance evaluations of those in the organizational structure for whom he/she is responsible. The Human Resources Department provides training sessions for supervisors regarding their responsibility in conducting performance evaluations [4]. The process outlined above continues throughout the university to include all members of the staff.

**Evaluation Tools**

The Human Resources Department provides the following tools for the evaluation of all personnel on all campuses, which includes administrative staff:

- A Performance Improvement Plan [7] that identifies areas needed for improvement and provides an objectives-based plan for closing performance gaps.

The above tools provide a methodology for identifying an individual's strengths and weaknesses that relate to his/her responsibilities. If areas of improvement are identified as necessary, a Performance Improvement Plan may be completed and reviewed periodically as prescribed in the plan. Some supervisors choose to use another form of written communication to the employee, such as a memorandum.

As an example of this process, a supervisor conducted a performance evaluation with an employee and indicated an overall rating of "needs improvement [9]." The employee acknowledged these areas and agreed to improve. The supervisor provided a Performance Improvement Plan, to which both the employee and the supervisor agreed [10]. However, the performance did not improve, and the employee was later dismissed.

To ensure that evaluations are conducted for each staff member of the university, the Human Resources Department maintains a roster of completed performance evaluations for all staff, which are located in each individual staff member’s file in the Human Resources Department.

**Evidence**

- BOT Bylaws Spr 2006_Final
- APPM 8-2-6 Performance Management Process
- erau-organization-aug2011
- Supervisory Nuts & Bolts and Communication
- Staff Performance Evaluation Process 2011
- WW Performance Eval Form 2011
- Performance Improvement Plan_PIP
Helpful Hints
KJ Performance Eval
KJ PIP
3.2.11 The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution’s intercollegiate athletics program. (Control of intercollegiate athletics)

**Narrative**

The president/chief executive officer (president/CEO) has ultimate responsibility for, and exercises administrative and fiscal control over, both the Daytona Beach and Prescott campus intercollegiate athletics programs, as is indicated by the university’s executive administration organizational charts [1] and the position description for the president [2]. The president demonstrates fiscal control over the university's intercollegiate athletics programs in the following ways:

- The president/CEO reviews and approves the annual budget for the athletics departments.
- The financial activity of the athletics departments is subject to the same fiscal requirements, policies, and procedures as other university departments.
- All accounting for the athletics departments, as well as all other university departments, is done through the Department of the Controller, which is audited yearly by an external auditing firm.
- All position requests, operating requests, salary increases, etc., for intercollegiate athletics go directly through the president/CEO.
- Embry-Riddle does not have an athletics foundation. All funds acquired through the Eagle Athletics Association (EAA) [3] are processed either through the university's Development Office (in the case of donations or donations with premiums), or through the Department of the Controller and accounted for and administered in a manner consistent with university accounting policy [4].

Student-athlete eligibility follows the rules of the National Association of Intercollegiate Athletics (NAIA) [5] and the university, as specified in the *Intercollegiate Athletics Policies and Procedures Manual* [6]. Registration and Records fills out the NAIA eligibility forms [7], which are then signed by the Registrar, the faculty athletics representative, the team coach, and the athletic director. Student-athletes are admitted to the university through the university's Admissions Office, and must meet the same criteria as any other university student. The Office of Financial Aid administers scholarship awards.

**Daytona Beach Campus**

The athletic director [8] reports directly to the president/CEO, and they meet on an on-demand basis, normally once a month, which is in addition to the annual performance review. Both are always available to each other through e-mail and telephone, and their discussions include various issues, policies, procedures, and/or budget items. The athletic director is under contract, and the terms of the contract clearly state that the athletic director must submit to the president an annual written report on activities within the department no later than August 1.

**Prescott Campus**

The president/CEO has delegated the responsibility [9] for the day-to-day operations of the Prescott campus Intercollegiate Athletics Program to the executive vice president/chief academic officer [10] for the Prescott campus.

The athletic director [11] reports directly to the executive vice president/chief academic officer, and they meet on an on-demand basis, normally twice a month, which is in addition to the yearly performance review. Both are always available to each other through e-mail and telephone, and their discussions include various issues, policies, procedures and/or budget items.

**Evidence**

erau-organization-aug2011
President's Position Description
EAA_Flyer0910
Athletics Revenue
NAIA_Official_Handbook
Athletics Manual
Official_Eligibility_Certificate
Coach Ridder DB Position Description
EVP PC Organization Chart
EVP-CAO pos desc
Coach Blake PC Position Description
3.2.12 The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. (Fund-raising activities)

**Narrative**

The president/CEO of Embry-Riddle Aeronautical University (ERAU) controls the institution's fund-raising activities, as evidenced by the official position description for the president [1], which identifies a primary duty of the president as “...enlisting financial resources (public and private) to accomplish the vision and growth of the University.”

As indicated in the university organizational chart [2], the president/CEO delegates responsibility for the university's fund-raising activities to the vice president of Institutional Advancement, who reports directly to the president and is charged with the primary responsibility to “lead an integrated and comprehensive fund-raising effort to raise private support to meet the identified needs of the university [3].” As a direct report to the president and as a member of the president's cabinet, the vice president of Institutional Advancement meets at least weekly with the president to manage the university's fund-raising strategies, plans, and progress. The vice president of Institutional Advancement also directs all fund-raising activities and staff dedicated to fund-raising [4] and is responsible for the formation, implementation of, and adherence to the following policies:

- University APPM Policy 11.2 [5] states that the office of Institutional Advancement has the responsibility for the coordination and execution of all charitable contribution campaigns and personal solicitation on behalf of the university, as determined by the Board of Trustees. In order to ensure that all fund-raising activity informs and is consistent with the university's mission, the policy stipulates that all gifts “must be consistent with university, campus, and/or college funding priorities.”

- University APPM Policy 2.1.5 [6] provides guidelines to staff, faculty, donors, and members of the Board of Trustees in the handling of donations. It outlines the types of gifts that the university will consider for donations, the university's commitment to ethical standards, and the processes for handling, acknowledging, and determining the acceptability of gifts.

- University APPM Policy 2.1.7 [7] explains the steps for effective management in the identification, cultivation, solicitation, and stewardship of major donors.

In order to ensure that all ongoing fund-raising initiatives are informed by the university's mission, the university has established a standing development committee of the Board of Trustees [8] that has a duly appointed chair, meets at least twice a year, and distributes those meeting minutes to the entire Board of Trustees [9].

**Evidence**

President/CEO Position Description  
ERAU Organization Chart Feb 2011  
VP Institutional Advancement Position Description  
Institutional Advancement Org Chart  
APPM 11-2 Gift Solicitation Policy  
APPM 2-1-5 Gift Acceptance Policy  
APPM 2-1-7 Major Gift Prospect Management Policy  
BOT Bylaws Spr 2006_Final  
Board of Trustees development committee sample minutes
3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. (Institution-related foundations)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) does not operate any institution-related foundations of any kind. All fund-raising programs, alumni relations, athletics, and scholarship activities are coordinated under the control and management of ERAU and not a separate corporation or foundation [1].

**Evidence**

ERAU 501C3 letter
3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

(Intellectual property rights)

Narrative

In addressing the property rights that arise from intellectual property created by faculty, staff, students, and visitors participating in Embry-Riddle Aeronautical University programs, the university has established clear policies and procedures in the following:

- Intellectual Property Policy [1] (APPM 8.6.7)

The policy and procedure for intellectual property rights were last revised in November 2010.

Evidence

APPM 8_6_7 Policy
APPM 8_6_7 Procedure
3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:

educational programs, to include student learning outcomes. (Institutional Effectiveness)

Narrative

Educational programs at Embry-Riddle Aeronautical University (ERAU) identify expected outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of results. ERAU's Academic Program Evaluations Policy [1] affirms that "the university is committed to ongoing, integrated, and institution-wide research-based planning and academic program evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission." This policy requires that all educational programs:

- Participate in an annual assessment process in which programs identify and routinely assess student learning outcomes and program outcomes related to the specific program
- Go through an internal program review process at least once every seven years that focuses, in part, on evaluating the rigor of its assessments

Assessment of engineering, aviation, and business education programs on the Daytona Beach and Prescott campuses is also guided by the external program accreditation processes of the Accreditation Board for Engineering and Technology (ABET), the Aviation Accreditation Board, International (AABI), and the Association of Collegiate Business Schools and Programs (ACBSP), respectively. Each of these accrediting bodies requires programs to assess student learning outcomes and document assessment-driven improvements.

Annual Assessment Process

Assessment Policy

ERAU's Academic Program Evaluations Policy, referenced above, specifies that "the university requires an annual academic assessment process in which degree-program faculty identify expected learning and performance outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every program is afforded a mechanism by which to make a request for financial resources through the university budgeting process to facilitate needed improvements."

Responsibilities

ERAU's Academic Program Evaluations Policy also outlines the following responsibility for assessment of educational programs: "The campus executive vice president and chief academic officers are responsible for the assessment of educational programs on their respective campuses." Program faculty identify appropriate outcomes and determine how these outcomes will be assessed each year, analyze assessment results, and make recommendations based on analysis of results. Program coordinators/chairs collect assessment results, forward recommendations for any program improvements, and document and submit all assessment-related activity. Department chairs and deans approve their educational programs' annual assessment plans.

Educational Programs

ERAU's educational programs include all degree-granting academic programs [2], general education, and all professional undergraduate [3] and graduate [4] certificate programs.

Assessment Cycle

The assessment planning process is divided into two phases:

- Planning phase (identifying student learning outcomes, determining how they will be assessed, and setting criteria for success)
- Improvement phase (gathering assessment data, analyzing the data, implementing data-driven program improvements)

By the end of November each year, educational programs must submit improvement-phase documentation to close out the previous cycle's assessment plan and, at the same time, submit planning-phase documentation to launch the new cycle of assessment planning. Approval of all assessment plan submissions is due by the end of December each year.

Expected Outcomes and Annual Assessment Plans

In their annual assessment plans, educational programs on all three campuses:

- Provide their mission statements and show how these support the university mission statement
- Identify the following types of expected outcomes:
  - All program identify student-learning outcomes
  - Many programs also identify program outcomes that pertain to quality aspects of the program other than student learning
  - Some programs also identify general-education-learning outcomes in a collaborative effort with their
The following two tables provide excerpts from a sample of assessment plans to show that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Table 3.3.1.1-1 [5] gives excerpts from assessment plans of educational programs on all three campuses as evidence that the institution identifies student-learning outcomes and assesses the extent to which it achieves these outcomes. Table 3.3.1.1-2 [6] provides excerpts from a sample of educational program assessment plans as evidence that the institution implements improvements based on analysis of assessment results. It should be noted that any documented use of grades as assessment tools does not refer to course grades, but rather to graded performance on a rubric, criterion, project, or exam designed exclusively to assess the particular related learning outcome.

Below are links to access the current student-learning outcomes and assessment plans from the last completed assessment cycle (2009-2010) for all educational programs, organized by campus. (Note: Each link opens a pdf portfolio of student-learning outcomes or assessment plans. To view each link within the portfolio in full-screen mode, right-click on the pdf document and select the option, “open file.”)

**Daytona Beach campus**
- Educational program student-learning outcomes [7]
- Educational program assessment plans [8]

**Prescott campus**
- Educational program student-learning outcomes [9]
- Educational program assessment plans [10]

**Worldwide campus**
- Educational program student-learning outcomes [11]
- Educational program assessment plans [12]

**Assessment Infrastructure**

**Support:**
The university has taken the following measures to provide robust support services and programs for its assessment process:

- Created the position of university assessment coordinator [13] in 2002 to coordinate and support the assessment process and its users across all campuses
- Developed a meta-assessment rubric of best assessment practices [14] to guide the development and approval of annual assessment plans
- The Office of Institutional Research supports educational program assessment by providing institutional-level survey data broken out by program, development and administration support for program-level student surveys, and end-of-course evaluation data broken out by program
- Implemented the Assessment Mini-Grant Program [15] in 2007, awarding $20,000-$30,000 in each subsequent year to support the following goals:
  - Encourage alignment of student-learning outcomes, constituent needs, program outcomes, curriculum, instruction, and assessment
  - Identify and develop assessment techniques and tools that provide specific assessment results that are used to improve student learning within the program
  - Encourage identification and adoption of best assessment practices
  - Support scholarship of teaching and learning and the dissemination of assessment research results
  A recently-completed assessment mini-grant [16] exemplifies the objectives of the mini-grant program in action: in this alignment project, the principal investigator developed a spreadsheet for the Masters of Business Administration in Aviation program to manage the roll-up of student gradables at the course-section level to the program-outcome level, documented significant findings and improvements, and beautifully met the goals of the Assessment Mini-Grant Program

**Online Assessment Management System**
ERAU's Academic Program Evaluations Policy identifies that "the associate vice president for institutional effectiveness is responsible for administering an efficient process for capturing the documentation of the assessment processes across all campuses." Since ERAU's last reaffirmation of accreditation in 2002, the university has enhanced the capability and efficiency of its assessment management system. In 2003, the university developed its own online assessment planning system for input, storage, and reporting of assessment data, which replaced and improved on the previous Microsoft-Word-document-based process. Then, in 2009, ERAU partnered with Blackboard as an early adopter of their Outcomes module for assessment planning. Blackboard Outcomes is a sophisticated assessment tool that serves not only as a repository for assessment data, but also enables hierarchical assessment data collection and course-level curriculum.
mapping for academic [17] and administrative [18] assessment units, as appropriate. ERAU has continued close partnership with Blackboard, working via weekly product development meetings and annual client summits to assist with the enhancement of the Outcomes product.

Assessment Committees
The University Assessment Committee was formed in 2002, evolving into the broader University Institutional Effectiveness Committee (UIEC) in recent years [19]. Live links to UIEC minutes and retreat agenda may be found at http://irweb.erau.edu/newsite/demo/Assessment/. The UIEC includes representative faculty and staff from all campuses and meets annually to:

- Advise directions for university-wide institutional effectiveness processes (assessment, institutional research, strategic planning, and academic performance review)
- Review and advise institutional effectiveness procedures in institutional and program accreditation
- Review proposals for the Assessment Mini-Grant Program

In addition to the UIEC, other assessment-related committees meet regularly and inform university assessment processes, including university- and campus-level general education committees, and, at the discretion of college deans and department chairs, college assessment committees and department assessment committees.

Assessment Culture
ERAU's culture of assessment has steadily evolved and strengthened over the past decade. Anecdotally, the volume of assessment conversations, assessment-related retreats, assessment data requests, and assessment-related agenda items has expanded each year. The sophistication of assessment-related conversations and assessment data requests has also increased. Further, the university has engaged in many instances of assessment-related, scholarly activity at the program and department level, not simply to show evidence that assessment is being done in any given cycle, but to elevate the quality and relevance of assessment efforts over time. Some examples include:

- Leveraging Blackboard Learn to compare student learning across various teaching methods to begin identifying and informing best teaching practices within each program outcome
- Developing searchable e-portfolios, organized by program outcome
- Mapping all program outcomes to all course-learning outcomes and their respective gradable items in all program courses

A comparison of the previous assessment cycle (2009-2010) with the current assessment cycle (2010-2011) shows an overall improvement in the educational program participation in the assessment process on all campuses [20], with educational-program assessment plan completion rates improving as follows:

- 89 percent in 2009-10, to 97 percent in 2010-11 on the Daytona Beach campus [21]
- 82 percent in 2009-10, to 92 percent in 2010-11 on the Prescott campus [22]
- 100 percent in 2009-10, to 96 percent in 2010-11 on the Worldwide campus [23]

ERAU has made a sustained effort to identify and meet the challenges required to instill a sustainable culture of assessment. Noted below are some of the more pressing challenges, along with the initiatives or enhancements that have recently been implemented to meet those challenges:

- **Challenge:** Many faculty have determined that course-embedded assessment is the most relevant source of assessment data for their programs; however, course-level assessment data are difficult to roll up and manage for programs with a large number of course sections
  - **Initiative:** The university has provided release time and stipends to several faculty to pilot Blackboard Outcomes’ data collection and roll up functionalities and serve as mentors when these functionalities are made widely available to the university

- **Challenge:** Participation rates for assessment plan completion and plan approval are less than desirable
  - **Enhancement:** The UIEC identified assessment coordinators to serve as points of contact for each college/department on each campus
  - **Initiative:** ERAU worked with Blackboard to create a user-friendly reporting dashboard that tracks assessment plan submission and approval status [24]

- **Challenge:** Documentation of program improvements based on analysis of assessment results is sparse, even though improvements are made
  - **Initiative:** ERAU created a meta-assessment rubric of best assessment practices that emphasizes documenting assessment-driven improvements [25]; this rubric is now distributed to all assessment planners and plan approvers
  - **Enhancement:** The Academic Program Review process now requires all educational programs to assess how well they document their assessment-driven improvements [26], reinforcing the same expected deliverable in multiple accountability processes

Academic Program Review Process
ERAU's Academic Program Evaluations Policy requires that each educational program "... conduct a comprehensive self
study at least every seven years to ascertain the program's relevance to the university's central mission, enhance its
effectiveness, develop its viability within the institution, and discover its potential to contribute to the future development of the
university." The campus executive vice president and chief academic officers are responsible for selecting the programs to
undergo program review each year. Program coordinators/chairs for those selected programs are provided a program review
template to complete. This template is comprised of five distinct areas: relevance, viability, resources, rigor, and strategic
plan. Each area requests documentation of relevant improvements. The review of rigor pertains specifically to
student-learning outcomes and to program assessment processes [27]. To review rigor, program coordinators:

- Maintain a current and comprehensive list of student-learning outcomes
- Illustrate how the student-learning outcomes are mapped to core courses
- Assess the extent to which the program achieves those outcomes
- Demonstrate the effectiveness of the program's prerequisite/requisite courses
- Provide a current master course outline for all core courses

College deans on the Prescott and Daytona Beach campuses, and department chairs on the Worldwide campus, are also
required to review rigor and are provided with a rubric to assess the program assessment processes and inclusion of best
assessment practices [28].

**External Program Accreditation**

Since ERAU's last reaffirmation of accreditation in 2002, all of the university's engineering, aviation, and business education
programs that have applied for initial confirmation or reaffirmation of accreditation have been granted approval. Program
accreditation has been affirmed or reaffirmed for the following programs:

**Daytona Beach Campus**
The bachelor's degree programs in Aerospace Engineering, Civil Engineering, Computer Engineering, Electrical Engineering,
Engineering Physics, Mechanical Engineering, and Software Engineering are accredited by ABET [29]. The bachelor's degree
programs in Aeronautical Science (Professional Pilot), Air Traffic Management, Applied Meteorology, and Safety Science are
accredited by AABI [30]. The bachelor's degree programs in Business Administration and the Master of Business
Administration program are accredited by ACBSP [31]. The Aviation Maintenance Science programs (associate and
bachelor's degrees) are accredited by AABI [32]; for the bachelor's degree, this includes two areas of concentration:
Management and Flight. The certificate programs in Aviation Maintenance Technology (airframe, powerplant,
and airframe and powerplant) are certified by the Federal Aviation Administration (FAA).

**Prescott Campus**
The bachelor’s degree programs in Aerospace Engineering, Computer Engineering, and Electrical Engineering are accredited
by ABET [33]. The bachelor's degree programs in Aeronautical Science and Aviation Business Administration are accredited
by AABI [34].

**At Both Residential Campuses**
Certificate programs in Flight (private, commercial, instrument, multi-engine, flight instructor, and instrument flight instructor
ratings) and Flight Dispatch are approved by the FAA.

**Evidence**

- AP-08 final
degree_granting_programs
undergraduate-certif
graduate-certificate
3.3.1.1-1table
3.3.1.1-2table
Daytona Beach Educational Program Outcomes
Daytona Beach Educational Program Assessment Plans 2009-10
Prescott Educational Program Outcomes
Prescott Educational Program Assessment Plans 2009-10
Worldwide Educational Program Outcomes
Worldwide Educational Program Assessment Plans 2009-10
Assessment Coordinator for Office of Institutional Research
Rubric to Assess Rigor of Assessment Process
Assessment Minigrant Call for Proposals 2011
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Blackboard Outcomes Academic Portal
Blackboard Outcomes Administrative Portal
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Prescott_completion_audit_090311
WW_completion_audit_090311
Status Dashboard
PR'10'11 Fac Rspns for Bus Adm-DB
PR'10'11 Fac Rspns for Bus Adm-DB
ABET_DB
AABI
ACBSP
ABET_PC
3.3.1.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: administrative support services. (Institutional Effectiveness)

Narrative

Administrative support services at Embry-Riddle Aeronautical University (ERAU) identify expected outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of the results. ERAU's Planning and Assessment Policy [1] states: "the university is committed to ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission."

Assessment Policy

ERAU's Planning and Assessment Policy, referenced above, specifies that, "the university requires an annual research-based assessment process in which administrative offices and academic and student support departments identify expected outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every unit is afforded a mechanism by which to request university financial resources to facilitate needed improvements."

Responsibilities

ERAU's Planning and Assessment Policy also sets the following responsibility for assessment of administrative support services: "The Campus Executive Vice Presidents are responsible for the assessment of administrative functions on each campus." Administrative support service managers identify expected outcomes and determine how these outcomes will be assessed each year, analyze assessment results, make improvements based on analysis of results, and document and submit all assessment-related activity for supervisor approval.

Administrative Support Service Units

As noted in ERAU's Planning and Assessment Policy, "The Executive Vice Presidents (EVP) identify appropriate administrative units on each campus that will participate in the annual assessment process. These units will generally include administrative cost centers identified in the budgeting process." Administrative support service units are located on the Daytona Beach, Prescott and Worldwide campuses, and also within the overarching university administration function [2].

Assessment Cycle

The assessment planning process is divided into two phases:

- Planning phase (identifying expected outcomes, determining how they will be assessed, and setting criteria for success)
- Improvement phase (gathering assessment data, analyzing the data, implementing data-driven improvements)

By the end of November each year, administrative support units must submit improvement-phase documentation to close out the previous cycle's assessment plan and, at the same time, submit planning-phase documentation to launch the new cycle of assessment planning. Approval of all assessment plan submissions is due by the end of December each year.

Expected Outcomes and Annual Assessment Plans

In their annual assessment plans, all administrative support services:

- Provide their mission statements and show how these support the university mission statement
- Identify expected outcomes
- Identify means of assessment of those outcomes
- Indicate criteria for successful attainment of those outcomes
- Report data determining levels of attainment of those outcomes
- Document service improvements based on analyses of data collected

The following two tables show that the institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of improvement based on analysis of the results. Table 3.3.1.2-1 [3] gives excerpts from a sample of administrative-support-service unit assessment plans as evidence that the institution identifies expected outcomes and assesses the extent to which it achieves these outcomes. Table 3.3.1.2-2 [4] similarly provides assessment plan excerpts from select administrative-support-service units as evidence that the institution implements improvements based on analysis of assessment results.

Below are links to access the current expected outcomes and assessment plans from the last completed assessment cycle (2009-2010) for all administrative-support-service units, organized by campus, and for the overarching university administration area. (Note: Each link opens a pdf portfolio of expected outcomes or assessment plans. To view each pdf within the portfolio in full-screen mode, right-click on the pdf document and select the option, "open file.")

Daytona Beach campus:

- Administrative support service expected outcomes [5]
• Administrative support service assessment plans [6]

Prescott campus
• Administrative support service expected outcomes [7]
• Administrative support service assessment plans [8]

Worldwide campus
• Administrative support service expected outcomes [9]
• Administrative support service assessment plans [10]

University administration
• Administrative support service expected outcomes [11]
• Administrative support service assessment plans [12]

Assessment Infrastructure

Support
• ERAU established the position of university assessment coordinator [13] in 2002 to coordinate and support the assessment process and its users across all campuses
• The university developed a meta-assessment rubric of best assessment practices [14] to guide the development and approval of annual assessment plans
• The Office of Institutional Research supports administrative-support-services assessment by providing institution-level survey data and, upon request by any administrative support service unit, by developing and administering ad hoc student surveys and focus groups, and summarizing student opinion data and comments

Online Assessment Management System
In 2009, ERAU partnered with Blackboard as an early adopter of their Outcomes online module for assessment planning (see Comprehensive Standard 3.3.1.1 for details about ERAU’s assessment system before 2009). Blackboard Outcomes is a sophisticated assessment tool that serves not only as a repository for assessment data, but also enables hierarchical assessment data collection and course-level curriculum mapping for academic assessment units, as appropriate. ERAU has continued close partnership with Blackboard, working via weekly product development meetings and annual client summits to assist with the enhancement of the Outcomes product.

Assessment Committees
The University Assessment Committee was formed in 2002, evolving into the broader University Institutional Effectiveness Committee (UIEC) in recent years [17]. The UIEC includes representative faculty and staff from all campuses and meets annually to:
• Advise directions for university-wide institutional effectiveness processes (assessment, institutional research, strategic planning and academic performance review)
• Review and advise institutional effectiveness procedures in institutional and program accreditation
• Review proposals for the Assessment Mini-Grant program

Assessment Culture
ERAU's culture of assessment has steadily evolved and strengthened over the past decade. Anecdotally, the volume of assessment conversations, assessment-related retreats, assessment data requests and assessment-related agenda items has expanded each year. The sophistication of assessment-related conversations and assessment data requests has also increased.

A status audit of assessment planning comparing the previous assessment cycle (2009-2010) with the current assessment cycle (2010-2011) shows that administrative support services participation in the assessment process [18] is varied across campus and university administration areas, with administrative-support-service assessment plan completion rates as follows:
• 88 percent in 2009-10 and 76 percent in 2010-11 on the Daytona Beach campus [19]
• 94 percent in 2009-10 and 95 percent in 2010-11 on the Prescott campus [20]
• 100 percent in 2009-10 and 100 percent in 2010-11 on the Worldwide campus [21]
• 100 percent in 2009-10 and 86 percent in 2010-11 in the university administration area [22]

ERAU has made a sustained effort to identify and meet the challenges required to instill a sustainable culture of assessment. Noted below are some of the more pressing challenges, along with the enhancements and initiatives that have recently been implemented to meet those challenges:

• **Challenge:** Participation rates for assessment plan completion and plan approval are lower than desired
  • **Enhancement:** The UIEC identified assessment coordinators to serve as points of contact for each campus
  • **Initiative:** ERAU worked with Blackboard to create a user-friendly reporting dashboard that tracks assessment plan submission and approval status [23]
• **Challenge:** Documentation of improvements based on analysis of assessment results is sparse, even though improvements are made
  • **Enhancement:** The assessment reporting template has been revised to include an area in which ad hoc improvements (those not resulting directly from outcomes assessed in the current assessment cycle) may be
documented, allowing assessment planners to capture all improvements over the previous cycle

- **Initiative:** ERAU created a meta-assessment rubric of best assessment practices, which emphasizes documenting assessment-driven improvements [24]; this rubric is now distributed to all assessment planners and plan approvers.

Evidence

APPM 4-3 Planning and Assessment Policy
Administrative Support Units
3.3.1.2-1table
3.3.1.2-2table
Daytona Beach Administrative Support Service Outcomes
Daytona Beach Administrative Support Service Assessment Plans 2009-10
Prescott Administrative Support Service Outcomes
Prescott Administrative Support Service Assessment Plans 2009-10
Worldwide Administrative Support Service Outcomes
Worldwide Administrative Support Service Assessment Plans 2009-10
University Administration Administrative Support Service Outcomes
University Administration Administrative Service Assessment Plans 2009-10
Assessment Coordinator for Office of Institutional Research
Rubric to Assess Rigor of Assessment Process
Blackboard Outcomes Academic Portal
Blackboard Outcomes Administrative Portal
UIEC
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DB_completion_audit_090311
Prescott_completion_audit_090311
WW_completion_audit_090311
UA_completion_audit_090311
Status Dashboard
3.3.1.3 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: educational support services. (Institutional Effectiveness)

Narrative

Educational support services at Embry-Riddle Aeronautical University (ERAU) identify expected outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of results. ERAU's Planning and Assessment Policy [1] affirms that "the University is committed to ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission."

Assessment Policy

ERAU's Planning and Assessment Policy, referenced above, specifies that, "the university requires an annual research-based assessment process in which administrative offices and academic and student support departments identify expected outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every unit is afforded a mechanism by which to request university financial resources to facilitate needed improvements."

Responsibilities

ERAU's Planning and Assessment Policy also sets the following responsibility for assessment of educational programs: "The Campus Executive Vice Presidents are responsible for the assessment of administrative functions on each campus." Educational support service managers identify expected outcomes and determine how these outcomes will be assessed each year, analyze assessment results, make improvements based on analysis of results, and document and submit all assessment-related activity for supervisor approval.

Educational Support Service Units

As noted in ERAU's Planning and Assessment Policy, "The Executive Vice Presidents (EVPs) identify appropriate administrative units on each campus that will participate in the annual assessment process. These units will generally include administrative cost centers identified in the budgeting process."

On the Daytona Beach campus, the educational support services include:

- The Center for Teaching and Learning
- Disability Services
- Library
- Records and Registration
- Student Academic Support Center
- Exchange Programs/Study Abroad

On the Prescott campus, the educational support services include:

- Library
- Records and Registration
- Academic Advising (College of Arts and Sciences)
- Academic Advising (College of Aviation)
- Academic Advising (College of Engineering)

On the Worldwide campus, the educational support services include:

- Registrar Services
- The Center for Teaching and Learning
- Instructional Design and Development
- Online Instruction
- Student and Technology Services
- Admissions, Advising, and Student Affairs

Assessment Cycle

The assessment planning process is divided into two phases:

- Planning phase (identifying expected outcomes, determining how they will be assessed, and setting criteria for success)
- Improvement phase (gathering assessment data, analyzing the data, implementing data-driven improvements)

By the end of November each year, educational support units must submit improvement-phase documentation to close out the previous cycle's assessment plan and, at the same time, submit planning-phase documentation to launch the new cycle of assessment planning. Approval of all assessment plan submissions is due by the end of December each year.
Expected Outcomes and Annual Assessment Plans

In their annual assessment plans, all educational support services on all three campuses:

- Provide their mission statements and show how these support the university mission statement
- Identify expected outcomes
- Identify means of assessment of those outcomes
- Indicate criteria for successful attainment of those outcomes
- Report data determining levels of attainment of those outcomes
- Document service improvements based on analyses of data collected

The two following tables show the manner in which the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Table 3.3.1.3-1 [2] gives excerpts from educational support service assessment plans on all three campuses as evidence that the institution identifies expected outcomes and assesses the extent to which it achieves these outcomes. Table 3.3.1.3-2 [3] similarly provides excerpts from select educational support services as evidence that the institution implements improvements based on analysis of assessment results.

Below are links to access the current expected outcomes and assessment plans from the last completed assessment cycle (2009-2010) for all educational support service units, organized by campus. (Note: Each link opens a pdf portfolio of expected outcomes or assessment plans. To view each pdf within the portfolio in full-screen mode, right-click on the pdf document and select the option, "open file.")

Daytona Beach campus
- Educational support service expected outcomes [4]
- Educational support service assessment plans [5]

Prescott campus
- Educational support service expected outcomes [6]
- Educational support service assessment plans [7]

Worldwide campus
- Educational support service expected outcomes [8]
- Educational support service assessment plans [9]

Assessment Infrastructure

Support

The university has taken or is taking the following measures to provide robust support services and programs for its assessment process of educational support services:

- Established the position of university assessment coordinator [10] in 2002 to coordinate and support the assessment process and its users across all campuses
- Developed a meta-assessment rubric of best assessment practices [11] to guide the development and approval of annual assessment plans
- Through the Office of Institutional Research, the university provides institution-level survey data and responds to ad hoc requests, developing and administering student surveys and focus groups, and summarizing student opinion data and comments.

Online Assessment Management System

In 2009, ERAU partnered with Blackboard as an early adopter of their Outcomes module for assessment planning (see Comprehensive Standard 3.3.1.1 for details about ERAU's assessment system before 2009). Blackboard Outcomes is a sophisticated assessment tool that serves not only as a repository for assessment data, but also enables hierarchical assessment data collection and course-level curriculum mapping for academic [12] and administrative [13] assessment units, as appropriate. ERAU has continued close partnership with Blackboard, working via weekly product development meetings and annual client summits to assist with the enhancement of the Outcomes product.

Assessment Committees

The University Assessment Committee was formed in 2002, evolving into the broader University Institutional Effectiveness Committee (UIEC) in recent years [14]. The UIEC includes representative faculty and staff from all campuses and meets annually to:

- Advise directions for university-wide institutional effectiveness processes (assessment, institutional research, strategic planning and academic performance review)
- Review and advise institutional effectiveness procedures in institutional and program accreditation
- Review proposals for the Assessment Mini-Grant program

Assessment Culture
ERAU’s culture of assessment has steadily evolved and strengthened over the past decade. Anecdotally, the volume of assessment conversations, assessment-related retreats, assessment data requests and assessment-related agenda items has expanded each year. The sophistication of assessment-related conversations and assessment data requests has also increased.

A status audit of assessment planning comparing the previous assessment cycle (2009-2010) with the current assessment cycle (2010-2011) shows that educational support services participation in the assessment process has remained stable on all three campuses [15], with educational support service assessment plan completion rates as follows:

- 50 percent in 2009-10, and 50 percent in 2010-11 on the Daytona Beach campus [16]
- 100 percent in 2009-10, and 100 percent in 2010-11 on the Prescott campus [17]
- 100 percent in 2009-10, and 100 percent in 2010-11 on the Worldwide campus [18]

ERAU has made a sustained effort to identify and meet the challenges required to instill a sustainable culture of assessment. See Comprehensive Standard 3.3.1.2 for details about some of the more pressing challenges, along with the enhancements and initiatives that have recently been implemented to meet those challenges.

**Evidence**

APPM 4-3 Planning and Assessment Policy

3.3.1.3-1table

3.3.1.3-2table

Daytona Beach Educational Support Service Outcomes

Daytona Beach Educational Support Service Assessment Plans 2009-10

Prescott Educational Support Service Outcomes

Prescott Educational Support Service Assessment Plans 2009-10

Worldwide Educational Support Service Outcomes

Worldwide Educational Support Service Assessment Plans 2009-10

Assessment Coordinator for Office of Institutional Research

Rubric to Assess Rigor of Assessment Process

Blackboard Outcomes Academic Portal

Blackboard Outcomes Administrative Portal

UIEC

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Prescott_completion_audit_090311

WW_completion_audit_090311
3.3.1.4 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: research within its educational mission, if appropriate. (Institutional Effectiveness)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) identifies expected research-related outcomes, assesses the extent to which these outcomes are achieved, and provides evidence of improvement based on analysis of results. Enhancement of the research/scholarship agenda of Embry-Riddle Aeronautical University is critical to the present and to the future of the institution as indicated by the university mission [1] and university strategic plan (Goal 2 [2]). Knowledge discovery through legitimate research is at the heart of the academy, and assessment has historically been the expected validation of authentic research, whether that research is undertaken by faculty or students. Funded research, whether sponsored internally, such as the Assessment Mini-Grant program [3], or sponsored by an external agency, such as the National Science Foundation, requires robust assessment of the research project.

Unlike academic programs that are organized by department or college, research at Embry-Riddle is a multi-faceted endeavor spread across the entire institution that frequently incorporates complex interdisciplinary collaborations. Systematic support for research activity across the institution is governed by Embry-Riddle's Grants and Contracts Administration Policy [4], which assigns research support to the following units:

- Pre-Award Office of Sponsored Programs
- Office of Sponsored Programs Post-Award and Compliance
- Grants and Contracts Administration
- University Budget/Accounting

In accordance with Embry-Riddle's Planning and Assessment Policy [5], each research support unit participates in annual assessment planning. In their annual assessment plans, all research support services:

- Provide their mission statements and show how these support the university mission statement
- Identify expected outcomes
- Identify means of assessment of those outcomes
- Indicate criteria for successful attainment of those outcomes
- Report data determining levels of attainment of those outcomes
- Document service improvements based on analyses of data collected

**Pre-Award Office of Sponsored Programs**

The Pre-Award Office of Sponsored Programs reports directly to the vice president of Academics and Research. The Pre-Award Office of Sponsored Programs furthers the mission of the university by contributing to the enhancement of faculty and professional staff opportunities for creative and scholarly research development. The Pre-Award Office of Sponsored Programs provides support to Embry-Riddle faculty seeking outside funding for projects that serve to augment the intellectual life at ERAU. As part of its role in the research process, the Pre-Award Office of Sponsored Programs disseminates information to the campus community concerning appropriate funding opportunities and offers guidance to the faculty and staff in the development and submission of proposals.

The Pre-Award Office of Sponsored Programs expected outcomes and most recent assessment plan follow:

- Expected outcomes [6]
- Annual assessment plan for 2009-2010 [7]

**Office of Sponsored Programs Post-Award and Compliance**

The Office of Sponsored Programs Post-Award reports to the senior executive vice president and chief financial officer. The Office of Sponsored Programs Post-Award and Compliance supports the faculty and staff of Embry-Riddle by overseeing the administrative, financial, and compliance responsibilities of externally funded research projects.

The Office of Sponsored Programs Post-Award and Compliance expected outcomes and most recent assessment plan follow:

- Expected outcomes [8]
- Annual assessment plan for 2009-2010 [9]

**Grants and Contracts Administration**

Grants and Contracts Administration reports to the senior executive vice president and chief financial officer. Grants and Contracts Administration provides professional management and compliance oversight of the procurement and contractual needs of the university research community. Through application, development, and administration of all governmental and private-sector contractual sources, Contract Administration provides solutions and strategies to support the university mission.

The Office of Sponsored Programs Post-Award and Compliance expected outcomes and the most recent assessment plan follow:

- Expected outcomes [10]

**University Budget/Accounting**
The University Budget/Accounting Office reports to the senior executive vice president and chief financial officer. The primary role of the University Budget/Accounting Office is to provide accounting, invoicing, collections, accounts payable, and tracking of fixed assets.

Expected outcomes and the most recent assessment plan for the Office of Sponsored Programs Post-Award and Compliance are:

- Expected outcomes [12]
- Annual assessment plan for 2009-2010 [13]

Refer to Comprehensive Standard 3.3.1.2 for more details on the following aspects of assessment processes and support:
- Initiatives taken to enhance the culture of assessment
- Description of the online assessment management system
- Description of the annual assessment cycle
- Types of assessment support provided

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<td>University Mission Vision and Goals Jan11</td>
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<td>Assessment Minigrant Call for Proposals 2011</td>
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<td>APPM 2-8-1 Grants and Contracts Administration</td>
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<td>APPM 4-3 Planning and Assessment Policy</td>
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<td>Office of Sponsored Programs PreAward Assessment Plan 2009-10</td>
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3.3.1.5 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
community/public service within its educational mission, if appropriate. (Institutional Effectiveness)

**Narrative**

Although Embry-Riddle Aeronautical University encourages students, staff, and faculty to engage in service to the communities surrounding its various campuses, and provides its residential students in particular many opportunities to engage in service related to our student activities, the university does not define community/public service as a learning environment as central to the educational mission of the institution, in the way it would be to a religiously affiliated institution, or even to a traditional liberal arts college. Service in the context of the ERAU mission relates to career services more than to humanitarian benevolent activities [1].

**Evidence**

University Mission Vision and Goals Jan11
3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)
PROGRAMS

3.4 Educational Programs: All Educational Programs

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

Narrative

Faculty and Administrative Approval of Educational Programs

The university’s faculty are responsible for the content, quality, and effectiveness of the curriculum. The curriculum change policy, AP-04[1], assures that no programs are initiated without appropriate approvals from faculty and administration. Faculty approvals required include:

- Department chair, college committee chair, and college dean [2]
- Deans of each residential campus and the department chairs of Worldwide [3]
- Campus Curriculum Committee and respective Faculty Senate [4]

Administrative approvals include:
- Campus chief academic officer, vice president for Academics and Research, and the president [5]

After all approvals, the Board of Trustees signs off as well (see page 7, bottom section). Additional details of the sign-off process are described on pages 8 and following of the AP-04 document.

Every new program also requires a Business Plan prepared by the faculty and the dean of the college that must be approved by the administration for funding of the new program in the university’s budget [6].

Any significant modification to academic programs must follow the same campus process for curriculum change. Significant modification is defined as any curriculum change that has an impact on the overall mission of the university, the goals of a college (additions or deletions of degree programs, minors, areas of specialization or tracks) or any change that will require additional resources, which may include but is not limited to: faculty hires, library resources, staff requirements, or facilities. The administration, including academic administrators, is responsible for prioritizing and providing educational resources and guidelines to ensure an effective and efficient process for curriculum change.

Each campus chief academic officer (CAO) is responsible for ensuring that the degree programs assigned to their campus:

- Align with the mission, purpose and philosophy of the university
- Provide the appropriate professional specialization, career orientation, and general education requirements
- Follow the curriculum change process in accordance with Academic Policy AP-02 [7]

Examples of faculty and administrative approvals for programs are indicated in the following curriculum proposals for new programs created during the 2006 through 2010 timeframe:

- B.S. Homeland Security [8]
- M.S. Logistics and Supply Chain Management [9]
- B.S./M.S. Safety Science [10]
- B.S. Computational Math [11]
- Ph.D. Engineering Physics [12]

Approval of Assessments of Outcomes and Reviews of Programs

The CAO for each campus is responsible for the assessment of outcomes for academic programs that is prepared by the faculty of each program and he/she monitors the approvals of those assessment results (see Comprehensive Standard 3.3.1.1 for details related to this process). The CAO is also responsible for the approval of Program Review results of all programs on the campus. That process is described in detail in Core Requirement 2.5, Institutional Effectiveness. Program Reviews are prepared by faculty in the program and reviewed by peer faculty serving on the Program Review Committee. This gives faculty and administrators yet another layer of approval of programs that have existed for years within the institution.

Evidence

AP-04-final
AP-04-final
AP-04-final
AP-04-final
AP-04-final
AP-04-final
AP-02-final
BS Homeland Security
MS Logistics
BS MS Safety Science
BS Comp Math
PHD EP
3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. (Continuing education/service programs)

**Narrative**

The continuing education, outreach, and service programs at Embry-Riddle Aeronautical University (ERAU) are appropriate for the surrounding communities and are consistent with the overarching mission of the university to "teach the science, practice, and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world." The university's continuing education programs are targeted to adults employed in the aviation/aerospace industry or interested in the aviation field, while the outreach and service programs are designed to interest and prepare children for careers in aviation and aerospace. This preparation at an early age can encourage young people to prepare for subsequent education and training for careers and leadership roles in the aviation and aerospace industries.

At the conclusion of every continuing education, outreach, and service program, participants are surveyed to help the university re-evaluate the program and its alignment to the institution's mission and program goals. The evaluation form for the Prescott Campus Foreign Language summer program is typical for this purpose.

The following are the highlights of the continuing education, outreach, and service programs offered by the three ERAU campuses:

**Continuing Education**

**Daytona Beach Campus**
- Courses completed with the Center for Aerospace Safety/Security Education (CASE) lead to the Certificate of Management in Aviation Safety [2], and for each course successfully completed participants receive Continuing Education Units (CEUs).
- The Pilot Advancement Certificate Program [3] provides advanced levels of flight certification. The courses in this program are tailored to meet individual needs and build upon previously earned flight experiences.

**Worldwide Campus**
- The Office of Professional Education (OPE) [4] at the ERAU Worldwide Campus provides not-for-academic-credit individual courses, training programs, and certificates of completion offering Continuing Education Units (CEUs). Typically, students are adults working in the aviation/aerospace industry, both domestically and internationally. Delivery methods include online, self-guided, instructor facilitated, live Web, and traditional classroom.
- OPE also develops and delivers customized and off-the-shelf training programs, seminars, and workshops for corporate and government organizations. Classroom delivery is typically at the customer location in seminar format, but classes are also delivered online. The programs can be customized to most training scenarios.

**Outreach**

**Daytona Beach Campus**
- Summer Programs:
  - Girls Exploring Math and Science (GEMS) camp [5] is designed to motivate girls, ages 8-13, in math and science. Activities include demonstrations of robotics, field trips to science-related destinations, and projects leading to science and technical badges for Girl Scouts, among others.
  - The Science & Engineering Camp [6] is a six-week camp that offers children, ages 7-13, age-appropriate and entertaining hands-on learning experiences in the areas of math, science, and engineering.
  - The Summer Academy introduces the technology of today to the aviators and astronauts of tomorrow through several programs [7].

**Prescott Campus**
- The NASA Educator Resource Center (ERC) helps educators learn about and use NASA's educational resources. The ERC director at ERAU works with teachers throughout Arizona to provide demonstrations of the services available. All ERC student and educator outreach initiatives fall under the categories of science, technology, engineering and mathematics, which are directly related to the programs that the university offers. The results of this evaluation are submitted annually in a report to NASA [8].
- Summer Programs [9]:
  - Three summer programs, Computer Engineering, Aerospace Engineering, and Flight Exploration, engage high school students through various methods of instruction and activities associated with science, technology, engineering and math.
  - The various Summer Athletic Camps are considered an outreach and public service program for high school and university-aged students. This program is consistent with the institution's goal to support each student's personal development with physical, psychological, social, and spiritual growth.
  - The Foreign Language Summer Program, hosted by the Foreign Language Institute, is offered in recognition of the importance of communication and analytical skills for individuals working in the fields of aviation and...
aerospace.

Service

Daytona Beach Campus
- Embry-Riddle Language Institute (ERLI) [10] assists international students in improving their English language skills through professional tutoring services at the International Writing Center.

Prescott Campus
- The Upward Bound Program is a federally funded program for high school students who are committed to preparing for a post-secondary education. This program engages high school students in activities associated with science, technology, engineering, and math. These activities are documented each year in an annual performance report and submitted to the Department of Education for evaluation [11].

Evidence

FLA Eval
Certificate Sample CASE
Pilot Advancement Certificate Program
Worldwide 2010-2011 Catalog
GEMS Camp
Science & Engineering Camp
The Summer Academy
NASA Eval
Summer Programs, Prescott
Daytona Beach 2010-2011 Catalog
UB Eval APR
3.4.3 The institution publishes admissions policies consistent with its mission. (Admission policies)

**Narrative**

It is the purpose of Embry-Riddle Aeronautical University (ERAU) to provide a comprehensive education to prepare graduates for productive careers and responsible citizenship with special emphasis on the needs of aviation, aerospace engineering, and related fields. To achieve this purpose, the university has developed and published policies for undergraduate [1], graduate [2], and doctoral [3] admissions that are consistent with its mission. The university's mission statement is published on the Web site [4] and in each campus catalog for Daytona Beach [5], Prescott [6], and Worldwide [7].

ERAU's practices and admissions standards are clearly stated on each of the campus Web sites [8]. In addition, the campus catalogs for Daytona Beach [9], Prescott [10], and Worldwide [11] state the practices and admissions standards accurately. Moreover, the Web site information provided for students seeking admissions to the Ph.D. programs is fully developed and available to students and prospective students on the Ph.D. in Aviation [12] and the Ph.D. in Engineering Physics [13] Web sites.

**Evidence**

- APU-09-final
- APM-01-final
- APD-01_Admission to Doctoral Program
- ERAU Mission Statement
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- ERAU Admissions Landing Page
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Ph.D. Aviation
- Ph.D. Engineering Physics
### 3.4.4 Transfer Credit

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

(Acceptance of academic credit)

#### Narrative

Consistent with the mission of Embry-Riddle Aeronautical University (ERAU), the university evaluates transfer student credits according to the formal rules and regulations as published in the Daytona Beach, Prescott, and Worldwide campus catalogs and in accordance with university policies in effect at the time of the student's admission to a degree program. This formal evaluation process requires undergraduate student applicants with fewer than 30 college-level credit hours to submit an official, final high-school transcript. The university evaluates those who apply for study at any academic level with previous coursework from another accredited institution on a course-by-course basis. The Office of Records and Registration at the Daytona Beach and Prescott campuses and the Registrar's Office at the Worldwide campus, in conjunction with faculty subject-matter experts, review the course description from the student's previous institution to ensure equivalency.

Transfer credit may be granted under the following conditions:

- Credit earned at institutions listed as degree granting institutions in the Accredited Institutions of Postsecondary Education (AIPE), as published by the Council for Higher Education Accreditation (CHEA), is considered for transfer credit.

- Undergraduate academic credit is generally accepted without regard to the date that the course was completed, based instead on the curricular match with ERAU courses. ERAU, along with its administration and faculty, maintain sole discretion in determining which and how many transfer credit hours are accepted toward degree requirements, as referenced in the Daytona Beach, Prescott, and Worldwide campus catalogs.

- ERAU, along with its administration and faculty, maintain sole discretion in determining which and how many transfer credit hours are accepted toward degree requirements, as indicated in the Daytona Beach, Prescott, and Worldwide campus catalogs. In accordance with university policies, APM-04 and APD-04, graduate and doctoral transfer credit are only considered from coursework that is not more than seven years old.

The student must arrange to have official transcripts sent directly to ERAU. Transcripts that have been in the possession of a student are not considered official. After evaluation, the university notifies the student that an official evaluation has been completed, which details all applicable transfer credit that has been accepted by the university. When courses are not applicable to the student's degree program at ERAU, they are considered as electives in excess of minimum degree requirements. The level of credit (upper-division 300-400 level classes or lower-division 100-200 level classes) is determined by the evaluation of the course at ERAU (Daytona Beach, Prescott, Worldwide, APU-17).

ERAU may, at its discretion, require an evaluation examination for any course submitted for transfer credit, if there is doubt concerning the equivalency of the transfer course with a similar course offered. ERAU cannot guarantee that courses are transferable unless otherwise established by any contract or memorandum of understanding/agreement currently in effect. As a member of the Servicemembers Opportunity College (SOC) for nearly 20 years, the university employs practices in accordance with the SOC's criteria governing transfer credit, though students are obligated to follow standard university rules and regulations. Courses are accepted at the discretion of the university, as referenced in Daytona Beach, Prescott, Worldwide, and Academic Policy, APU-17.

Advanced standing credit for prior learning may be awarded for postsecondary education, work and/or training experience, or from programs completed before enrollment at ERAU. It is the student's responsibility to ensure that all documentation of previous coursework, military learning experiences, credit by examination, and all Federal Aviation Administration (FAA) certificates are submitted for evaluation along with the formal application for admission as a degree-seeking student. Just as official transcripts are required to transfer credit from one university to another, official documentation of prior learning through professional training and experience is required.

- The university accepts the minimum scores recommended by the American Council on Education (ACE) on all exams offered by CLEP, DANTES, and Excelsior College Examinations (ECE, formerly REC or ACT-PEP) for the award of undergraduate academic credit. In addition, the amount of academic credit and the academic level (upper-division 300-400 level classes or lower-division 100-200 level classes) designation recommended by ACE for a passing score on each of the exams is accepted by the university. As per university policy, challenge exams (including CLEP, DANTES, etc.) must be completed prior to the time the student reaches the last 30 credits of a bachelor's degree, or the last 15 credits of an associate’s degree (Daytona Beach, Prescott, and Worldwide).

- The university, in general, per its university policies, APU-15 and APU-21, follows the recommendations of the American Council on Education (ACE) for courses listed in the National Guide to Educational Credit for Training Programs and the Guide to the Evaluation of Educational Experiences in the Armed Forces.

- Per University Policy APU-19, the university may grant credit on the basis of certain FAA licenses with appropriate
In addition to course-equivalency (challenge) exams, students who believe their knowledge and prior learning experience qualify them for credit for a specific university course may submit documentation for **Award of Advanced Standing**, as it is known at the Daytona Beach and Prescott campuses, or the **Petition for Award of Validated Advanced Placement (VAP)**, as it is known at the Worldwide campus. To be eligible for an award of credit, students must be admitted to an ERAU degree program and have received the completed evaluation of previous credit as referenced in university policies, Alternate Course Credit Determination, AP-10 [29], and Course Equivalency, APU-18 [30]. Worldwide campus students may petition for VAP credit only once, and this must be done within one year of the first term of enrollment. The student must submit a detailed comparison of the training to the learning outcomes in the outline of the course(s) in question and creditable supporting documentation to substantiate the petition, which is then retained by the university in the student's academic file. ERAU department chairs review the petition and make the determination of credit (Worldwide [31]). Daytona Beach [32] and Prescott [33] campus students may submit appropriate evidence of credentials for evaluation to their respective Records and Registration/Registrar's Office.

Academic officials, including staff of the Records and Registration/Registrar's Office, department and program chairs, and faculty are involved in the evaluation of any credit for transfer, experiential learning, advanced standing, and professional certificates initially, until an equivalency is established, as referenced in university policies, Alternate Course Credit Determination, AP-10 [34], Course Equivalency, APU-18 [35] and Course Equivalency Guides and Articulation Agreements, APU-13 [36]. The university requires a 75 percent curricular match to approve transfer credit. The general procedure is for the academic subject-matter expert in question to evaluate coursework considered for equivalency against the 75 percent match standard on a case-by-case basis, as noted in university policy, Acceptance of Credit From Other Institutions, APU-17 [37].

**Evidence**

Mission Vision and Goals Jan11
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APM-04-final
APD-04_Credit for Prior Academic Work
APU-17-final
APU-15-final
APU-14-final
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APU-21-final
APU-19-DRAFT_2_
AP-10-final
APU-18-final
Worldwide 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
APU-13-final
3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

**Narrative**

Reflecting the university’s mission [1], Embry-Riddle Aeronautical University’s (ERAU) academic policies are influenced by the needs and trends of the global aviation and aerospace industry and by generally accepted academic standards of U.S. colleges and universities. Academic policies are established through collegial study, research, questioning, listening, and debate, as presented in ERAU’s *Ideals and Goals* [2].

The Daytona Beach catalog [3], Prescott catalog [4] and Worldwide catalog [5] and the student handbooks of the Daytona Beach [6] and Prescott campuses [7] are the primary means for conveying information about the university to students and other constituents concerning academic policies and procedures. These publications are available online and in print. The *Academic Policy Manual* [8], containing all official academic policies, is available to staff and faculty on the chief academic officers’ Blackboard site.

ERAU publishes academic policies and procedures through Blackboard, the university’s secure faculty and student online portal, to make them available to students, faculty, and staff. All academic policies are reviewed and approved by the faculty senates, the university Academic Committee, and the president before publishing. The Academic Committee is composed of the chief academic officers of each campus and the vice president for Academics and Research. The procedure for the development and approval of a new academic policy is outlined in the *Academic Policy Manual* [8].

**Evidence**

ERAU-MISSION-STATEMENT-Home
Universityidealsgoals
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
DB Student Handbook
PR Student Handbook
Development of Academic Policy (3) (2)
3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. (Practices for awarding credit)

### Narrative

Embry-Riddle Aeronautical University follows sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Embry-Riddle bases all of its course designs on the Carnegie system of credit hour for a number of contact hours, as described in Academic Policy A-AU-29D [1] for undergraduate courses and Academic Policy APM-02 [2] for graduate courses. Campus curriculum committees composed of faculty members assign the amount and level of credit for every Embry-Riddle course.

Both the amount and credit awarded for every course are determined by course content and learning outcomes. Every Embry-Riddle course has a course outline [3], which applies regardless of traditional classroom or online delivery mode. For example, the course outlines for the Aeronautical Science 412 course at the Daytona Beach [4], Prescott [5], and Worldwide [6] campuses illustrate consistency in course content among the three campuses for this course. The university is currently designing a comprehensive set of master course outlines for all three campuses to ensure this consistency for all courses offered at more than one of the campuses.

Currently the university is in the process of developing uniform master course outlines for courses that are offered by two or more Embry-Riddle campuses. Such common courses are the same in material and content but may differ in campus nomenclature. Refer to Comprehensive Standard 3.4.1 for a detailed summary of the Master Course Outline project.

Learning outcomes established for the course also drive the amount of credit awarded for that course. The ERAU outcomes assessment process, used on every campus, supports and tests this system of common learning outcomes. Comprehensive Standard 3.3 describes the university outcomes assessment process.

The body of knowledge included in each course determines whether it is designated undergraduate or graduate level. When establishing credit levels, the industry standard requires that the level should generally match the year in which the student should be taking the course and should be indicative of a growth and layering of knowledge leading to the 400 level. ERAU uses a system of prerequisites to ensure that students in the upper levels have acquired the fundamental knowledge and skills of the subject area. This cumulative system is used not only in technical areas, but also in the arts and the humanities.

Faculty use information from professional organizations, such as the Project Management Institute and the Society of Logistical Engineers, to determine course credit and level that are relevant to and in accordance with industry standards. For example, the curriculum that the Worldwide Engineering Sciences Department and Daytona Beach College of Engineering jointly developed for the new joint Master of Systems Engineering program was based on information from the International Council on Systems Engineering. The council established core competencies based on their survey of universities offering systems engineering programs. These competencies formed a baseline curriculum, which included suggested credits for each course. In addition, the faculty program designers used the Council’s information to develop learning outcomes backed by the ERAU assessment process.

When faculty members conduct scheduled program reviews [7], they compare Embry-Riddle courses to similar courses at peer institutions to identify that the body of knowledge appropriately matches the amount of credit awarded.

The university also uses programmatic accrediting bodies as a resource for assessing the appropriateness of amount and level of credit. For example, the Accrediting Board for Engineering Technology (ABET) prescribes a set of criteria for applied science, computing, engineering, and technology programs. The College of Engineering matches these criteria to the needs of industry, as identified by the university's industry advisory boards. From this information, faculty can better determine the appropriate content, credit, and level for every course in the program. In the same way, the colleges of aviation at the Daytona Beach and Prescott campuses align their programs with the requirements and standards of the Aviation Accreditation Board International (AABI).

### Evidence

- AU29DFINALJuly242007
- APM-02-final
- sample of MCO
- AS412
- AS-412 MCO Part I Masterx_2_
- ASCI_412_Course_Outline_2011
- AP-08 final
The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. (Consortial relationships/contractual agreements)

Narrative

Embry-Riddle has three types of collaborative academic agreements:

1. A Memorandum of Understanding is an agreement between institutions to provide extended educational opportunities to students, usually through study abroad arrangements [1]. These are predominantly summer programs, but students can opt to spend up to a year studying at the partner institution. Most frequently, students take advantage of the summer programs to study abroad where the host institution provides facilities for Embry-Riddle students and an Embry-Riddle faculty member teaches the course. The year-long opportunities are rarely used, but Embry-Riddle makes these available [2]. Students gain the foreign exposure, but retain all rights and privileges of a full-time Embry-Riddle student on a residential campus.

2. Articulation Agreements are described in policy APU-13 [3]. These represent pre-transfer agreements to facilitate a student's move between institutions. Embry-Riddle offices of Records and Registration (Daytona and Prescott) or Registrar (Worldwide) prepare a Course Equivalency Guide for these partner institutions by examining their catalogs annually and noting courses at the partner institution that will transfer into a selected degree program at Embry-Riddle [4]. These Course Equivalency Guides assist students in planning the most efficient pathway to transferring all credits at the partner institution to this university. Students sign an agreement with Embry-Riddle to assure that the catalog of their studies is established, and at that time, the planned courses are double-checked to assure their transferability. These individual contracts are reviewed at least annually to assure the accuracy of the students' rarely course work and to maintain contact with potential students. To control the costs of their education, a significant number of students take advantage of these articulation agreements.

3. Consortia Agreements [5], for the purposes of this review, are identified by Embry-Riddle as inter-institutional academic collaborations whereby the partner institution contributes specialized courses to a degree program that is unavailable at Embry-Riddle, or this institution provides courses to students who receive a degree at the partner institution. As a matter of practice, Embry-Riddle develops these consortia agreements very rarely and reviews them annually for their appropriateness to the mission of this institution.

Please note that Embry-Riddle has no consortia arrangements or joint degrees whereby both Embry-Riddle’s and the partner institution’s name and official signatures appear on a single diploma.

Ensuring the Quality of Academic Agreements through University Policy:

Embry-Riddle ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements first through administrative policy. University Policy APPM 1.2 [6] provides guidance to the offices of the executive vice president and chief academic officers (EVP/CAO) at each of the three campuses to ensure that any contractual agreement for courses or programs provided by another institution or service provider meets the legal, business, risk management, and quality standards of Embry-Riddle Aeronautical University. Specifically, the “Delegated Authority Procedure” [7] contains definitions and process descriptions for the review and approval of all university contracts. University administrative departments, while exercising their role in the review process as directed by APPM 1.2, coordinate with their respective EVP/CAOs to ensure that all administrative and academic quality issues are addressed and resolved prior to the university entering into any proposed academic cooperative agreement.

In Policy APU-13 an articulation agreement is defined as “a contractual agreement between ERAU and an accredited institution that is degree and catalog year specific. The agreement designates how transfer credit will be applied to the ERAU degree.” The policy specifically notes that articulation agreements are “degree and catalog year specific” [8], thereby necessitating a review of every articulation agreement every year to assure currency. As noted above, most articulation agreements function as pre-course transfer agreements with individual students. As a general rule, the articulation agreement contains a Course Equivalency Guide that “requires an analysis of the complete catalog from the institution with a comparison of all appropriate ERAU courses, resulting in a list of equivalent ERAU courses developed for each applicable course from the other institution’s catalog.” It is essentially a pre-transfer agreement whereby students can plan their educational pathway in an efficient manner so that all credits will transfer. If a Course Equivalency Guide is unavailable for the partner institution, the faculty and Office of Records and Registration refer to policy APU-15 [9], related to the transfer of an individual student’s credits.

Ensuring the Quality of Academic Agreements in Practice:

Embry-Riddle Aeronautical University (ERAU) has articulation agreements in place with several colleges and universities in
the United States. Those articulation agreements are managed by each campus as shown in the tables below. To enter into an articulation agreement, “the partner institution must be regionally accredited” (see APU-13 above in link 3). Embry-Riddle accepts the U.S. regional accreditation as a sufficient indication of quality to transfer credit on a course equivalency basis.

For those institutions not regionally accredited in the United States, Embry-Riddle (1) prepares a “Course Equivalency Guide” on a course-by-course basis to validate the appropriate level of transferability of each course in relation to Embry-Riddle courses, or (2) transfers courses individually, following the transfer policy explained in detail in Comprehensive Standard 3.4.4, Acceptance of Academic Credit and Policy APU-15 as detailed above (see link 9).

Embry-Riddle does not assume responsibility for total programs through the Course Equivalency Guides prepared in its agreements with foreign institutions, but only for the quality of individual courses included in the agreement, just the same as in the transfer of credits on an individual basis. Each agreement is on the basis of the individual student, facilitated by the agreeing institutions. Embry-Riddle agrees to “accept [the] course in transfer” before students take the course, and it sets the catalog under which students will receive their degree(s). It is not a wholesale acceptance of another institution’s programs, nor does it imply the quality of those programs, but only of the particular courses that Embry-Riddle examines and includes in the agreement. Embry-Riddle reviews carefully the credentials of every foreign institution with which it enters into agreement, and targets only those institutions that are approved by their government’s official ministry of education or by an equivalent agency. The university gives preference to those foreign institutions that have U.S. regional accreditation or those academic programs that have special accreditations such as in engineering (ABET), business (ACBSP or AACSB), or aviation (AABI).

Every collaborative academic agreement is reassessed each year for its consistency with the university’s mission to assure that students receive quality educational preparation for studies at Embry-Riddle. All policies related to receiving an Embry-Riddle degree are applicable to students who come to the university under a collaborative academic agreement, including admissions to the university (APU-09), course equivalency guidelines (APU-18), and acceptance of credit from other institutions (APU-17).

The tables below present the agreements that are currently active and link to a representative sample of the various kinds of agreements (see first three sections above). If the institution is accredited by a regional accreditor in the United States, it is labeled “US” in the first column. If it is not US regionally accredited, the Addendum (A) provides additional information about the institutions (1-29).

<table>
<thead>
<tr>
<th>Embry- Riddle Collaborative Academic Agreements</th>
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<tbody>
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<td>Daytona Beach</td>
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<table>
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<th>Accreditation Source</th>
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<td>Dual Degree</td>
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<td>European Business School (Germany)</td>
<td>General Agreement; research and education, exchange of faculty and students, summer abroad</td>
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<td>MOU for collaboration</td>
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<td>Course Equivalency Guide</td>
<td>Bob Oxley</td>
<td>Annually</td>
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<td>General Agreement; research and education; exchange of faculty and students; double and multiple institution degree programs</td>
<td>Bob Oxley</td>
<td>07/01/12</td>
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<td>Jan 2015</td>
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</tr>
</tbody>
</table>

### Evidence

- European Business School (Germany) MunichUgenagr
  - APU-13-final
- APU-13-final
- Broward CC Course Equivalency Guide
- NovaSoutheasternMOU
- APPM 1-2 Delegated Authority Policy
- APPM 1-2 Delegated Authority Procedure
- APU-15-final
- APU-09-final
- APU-18-final
- APU-17-final
- Ecole Nationale de L’Aviation Civile (ENAC).Toulouse, France.Agreement for Cooperation.09-09
- EPF Ecole D’Ingenieurs(Sceaux, France).Double Degree Agreement.11-07
- Harbin Engineering Agreement
- Hochschule Bremen (UAPB) Germany.MOU
- ICUF.Articulation Agreement
- Munich University of Applied Sciences.General Agreement.Developing Cooperation
- Ngee Ann Polytechnic (Singapore).General Agreement
- Universidad San Francisco de Quito (USFQ) (Ecuador).MOU
- Universidad San Francisco de Quito (USFQ) (Ecuador).Course Equivalency Guide 2011-2014
- University of Central Florida.DeSIRE MOU
- Yavapai College Course Equivalency Guide
- Georgian College (Dayton) BSTM MOT Approval Letter 20070824
- Georgian College (Dayton) MOU 2004
- Greenville-Greenville Tech College MOU 20070130
- Portland Comm College 20090805
- Savannah - STC Ed Partnership 20090723
- AESA Ed Partnership Agrmnt fully executed 20100602
- Ahmedabad Aviation Aeronautics MOU executed 20080228
- UniSIM-ERAU MOU
Cincinnati - CSTCC Educational Partnership Agreement 20090812
Gulf Coast Comm College (GCC) Partnership 20090409
IATA MOU 20090520
Nova Southeastern Articulation Agrmnt 20071212
Singapore UniSim and WDA MOU 20100205
Singapore UniSIM BSABA 20110415
Singapore UniSIM BSAM 20100909
Tallahassee TCC Ed Partnership 20070129
Tampa St Petersburg College Articulation Agrmnt 2006-07
Universitat Autonoma de Barcelona MOU Amendment 20080303
Istanbul Commerce Univ AE 20090116
Asia Pacific Flight Training LOI fully executed 20100203
APARG (Asia Pacific Aero Resource Group) MOU
Fort Worth - Tarrant County College Educational Partnership 20090831
HEC Paris Executive Ed MOU 20080711
3 4 7 Quality Indicators for Non-US-Accredited Insttns
3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. (Noncredit to credit)

**Narrative**

Transfer or advanced standing credit for prior learning may be awarded for postsecondary education, work and/or training experience, or for programs completed before enrollment at Embry-Riddle. The university defines application procedures for transfer or advanced standing credit **for students** in the university catalogs of the Daytona Beach, Prescott and Worldwide campuses (as defined below) and **for staff** in University Policy AP-10 [1].

It is the student’s responsibility to ensure that all documentation of previous course work, military learning experiences, credit by examination, and all FAA certificates are submitted for evaluation along with the formal application for admission as a degree-seeking student. Just as official transcripts are required to transfer credit from one university to another, documentation of prior learning through professional training and experience must be official. The offices of University Admissions, and Records and Registration/Registrar are responsible for implementation and enforcement of these published policies and procedures.

The university definitions for alternate course credit determination are outlined in University Policy AP-10 (see link 1 above). Embry-Riddle awards academic credit for course work taken on a noncredit basis, only when there is documentation that the noncredit course work is equivalent to a designated credit experience, in the following circumstances:

- **Course audits:** Academic credit is not granted toward degree requirements for audited courses; however, students may change their registration from audit to credit during the beginning of the academic term and then receive credit for the course (Daytona Beach [2], Prescott [3], Worldwide [4]).

- **Advanced Placement/Validated Advanced Placement (VAP):** Students who believe that their knowledge and prior learning experience qualify them for credit for a specific Embry-Riddle course may submit appropriate evidence of those credentials for evaluation. To be eligible for an award of credit, students must be admitted to an ERAU degree completion program and have received the completed evaluation of previous credit. Advanced placement is granted based on credit awarded for a secondary school program or non-formal, non-work related experience, or for a post-secondary education or training experience of insufficient quality or quantity to qualify for the granting of college credit under the advanced standing option. Under the advanced placement ruling, a particular course may be waived and marked on the student’s evaluation form as “met”; however, the student must make up the credit deficit. The deficit may be made up in open electives, unless otherwise specified by the department chair. The appropriate records office will maintain the written evaluation on file. Worldwide students may petition for VAP credit only once, and it must be done within one year of the first term of enrollment. The student must submit a detailed comparison of the training to the learning outcomes in the outline of the course(s) in question and creditable supporting documentation to substantiate the petition, which is then retained by the university in the student’s academic file. ERAU department chairs will review the petition and make the determination of credit (Daytona Beach [5], Prescott [6], Worldwide [7]).

- **FAA certificates:** In accordance with the current draft of University Undergraduate Academic Policy APU-19 [8], the determination of credit awarded via certificates (including Pilot, Airframe & Powerplant, Air Traffic Control) will be recorded as advanced standing based upon experience. Policies and procedures pertaining to credit awarded for certificates are published in the campus catalogs for Daytona Beach [9] and Prescott [10]. Continuing students who do not take their flight training at ERAU following matriculation must complete all appropriate Aeronautical Science courses. Credit may be awarded to U.S. military and certain airline pilots without obtaining Flight Department approval when training and flight experience are authenticated by appropriate records. Military pilots document their experience through military records. Military applicants for programs other than the Professional Aeronautics degree must also possess FAA Pilot Certificates in order to receive credit. All students desiring to complete off-campus flight training for credit after matriculation must complete an Off-Campus Authorization Form [11] and be approved in writing in advance by the Flight Department [12]. The credit that will be awarded (advanced standing) and the procedures for requesting credit when training is completed will be specified in the written approval.

- **ROTC:** The residential campus Records and Registration offices will award advanced standing credit for the appropriate corresponding ROTC courses on the student's transcript upon receipt of documentation of completion of ROTC field training from the department chair of the Air Force ROTC, the Army ROTC, or the Navy ROTC [13].

**Evidence**

AP-10-final
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APU-19-DRAFT_2_
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Off-campus Flight Training Authorization Request
Off_Campus_Flight_Training
APU-21-final
The institution provides appropriate academic support services. (Academic support services)

Narrative

Embry-Riddle Aeronautical University (Embry-Riddle) provides a variety of academic support services that are appropriate to the requirements of students and faculty at all levels within the three campuses. The services are consistent with the university mission, which declares a commitment to "providing a climate that facilitates the highest standards of academic achievement and knowledge discovery." Embry-Riddle academic support services, such as library support, information technology, advising and counseling, tutoring, disability support, student programs, and career services help students succeed in their academic programs and move them toward their degree goals.

These programs and services are offered in an efficient and effective manner for students at all three campuses. Academic support services at each campus are specifically targeted to the needs of the students of that campus. The differences among the campuses are reflected in the range of services offered. A similar range and variability may also be seen in the services offered to faculty at each campus.

Because of the reach and scope of academic services, the university concludes that it demonstrates compliance with this requirement. The academic support services detailed below are appropriately arranged first with university-wide programs and then according to campus.

Embry-Riddle Aeronautical University Student Support Services:
- **The Student Services Tab in ERNIE** [1] [2] provides students with all of the academic support resources available to them online.
- **ERAU Information Technology (IT)** supplies a technologically advanced learning environment, including more than 700 computers in classrooms and laboratories on campus. Through the IT HelpDesk, students and faculty find technological support for their classroom and online classes. Refer to section 3.4.12 for further details.
- **Disability Support Services** at the Daytona Beach campus catalog [3], Prescott campus catalog [4], and Worldwide campus catalog [5] illustrate this support service and how it helps ensure equal access for students with disabilities.

Embry-Riddle Aeronautical University Faculty and Staff Support Services:
- **The Faculty and Staff Educational Loan Program** [6] provides tuition assistance to faculty pursuing a Ph.D. with Embry-Riddle or an advanced degree at another institution.
- **Online Professional and Technical Training** [7] is available for faculty on or off campus.
- **The Human Resources Department** [8] collaborates with academic administration in support of faculty professional development by facilitating orientation, training, and education for new faculty members.
- **The Faculty Services Tab in ERNIE** [9] provides faculty with all of the academic support resources available online.

In addition to these common services, Embry-Riddle offers the following services unique to the Daytona Beach, Prescott, and Worldwide campuses:

Daytona Beach Campus Student Support Services:
- **The First Year Programs** [10] help students adjust to college life. Students learn about the class registration process, degree requirements, study and time-management skills, university policies and procedures, and available student resources.
- **The First Generation Student Program** [11] assists students who are first members of a family to attend a four-year college or university. The program offers tutoring, scholarship information, field trips, assigned mentors, social events, dedicated computer labs, and other aids to success.
- **The ERAU Language Institute** [12] helps international students improve their English language skills by offering professional tutoring services.
- **The Advanced Academic Center** provides tutoring services in writing, Math, the Physical Sciences, Business, and many other subjects in a centralized location during the day (Monday through Friday) and in the evenings (Sunday through Thursday). Online tutoring for Daytona Beach students is also provided through this center. Annual utilization of this center exceeded expectations for the 2010-2011 academic year and is expected to exceed expectations again for the following academic year [13].
- **Tutoring Services** are provided to all students on the Daytona Beach campus through the respective academic departments. The Unified Tutoring Committee provides a comprehensive list of these services every semester [14].
• The Career Services Cooperative Education and Internship Program [15] offers students opportunities for practical experiences to reinforce theoretical concepts learned in the classroom.

• The Freshman Engineering Program [16] provides first-year students with a rapid introduction to the basic tools of engineering, which are applicable to any engineering program.

• The Academic Advising Program for both undergraduate [17] and graduate [18] students assigns each student an academic advisor for the planning and scheduling of classes.

• The Hunt Library [19] offers materials, resources, services, and facilities to help students with their assignments and research projects.

• The Study Abroad Program [20] is available to eligible students who choose this means of enhancing their academic experience.

• The Honors Program [21] helps develop the top students' communication, analytical, critical, and research skills.

• The Ronald E. McNair Scholars Program [22] prepares undergraduate students for doctoral studies by involving them in research and other scholarly activities.

• The Ph.D. Dissertation Advisory Committee [23] provides Ph.D. candidates with advising resources during the research phase of the dissertation process.

Daytona Beach Campus Faculty Support Services:
• The Hunt Library [19] offers materials, resources, services, and facilities to help faculty with instruction and research.

Prescott Campus Student Support Services:
• First Year Programs [24] help students adjust to college life. Students learn about the class registration process, degree requirements, study and time-management skills, university policies and procedures, and available student resources.

• Career Services Cooperative Education and Internship Program [25] offers students opportunities for practical experiences to reinforce theoretical concepts learned in the classroom.

• The Freshman Engineering Program [26] provides first-year students with a rapid introduction to the basic tools of engineering, which are applicable to any engineering program.

• The Academic Advising Program [27] assigns each student an academic advisor for the planning and scheduling of classes.

• The Udvar-Hazy Library and Learning Center [28] offers materials, resources, services, and facilities to help students with their assignments and research projects.

• The Study Abroad Program [29] is available to eligible students who choose this means of enhancing their academic experience.

• The Honors Program [30] helps develop the top students' communication, analytical, critical, and research skills.

• The Ronald E. McNair Scholars Program [31] prepares undergraduate students for doctoral studies by involving them in research and other scholarly activities.

Prescott Campus Faculty Support Services:
• The Udvar-Hazy Library and Learning Center [28] offers materials, resources, services, and facilities to help faculty with instruction and research.

Worldwide Campus Student Support Services:
• Academic Advisement Services [32] provides an academic advisor to assist in orientation, class registration, and introduction to policies and procedures.

• Online Learning Orientation [33] offers instruction in navigating and using the Blackboard online delivery platform, introduces the Hunt Library, and gives success strategies for optimal online learning.

• International Student Service counselors [34] advise international students in academic, financial, and personal matters, including immigration regulations.

• The Hunt Library [35] offers materials, resources, services, and facilities to help Worldwide students throughout the U.S. and abroad with their assignments and research projects.
• **Career Services** [36] offers students opportunities for practical experiences to reinforce theoretical concepts learned in the classroom.

• **EagleVision** [37] provides students with the resources to participate and obtain academic support in a virtual classroom setting.

• **General Education and Remedial Math and English courses** are designed to assist undergraduate students deficient in specific skill areas. The general education courses are one credit, non-degree courses that give students the knowledge they need to function in their undergraduate studies. General education courses 101, 102, 103, and 104 are designed for this purpose [38]. Remedial three-credit math and English courses are designed for undergraduate students who do not score high enough on the initial math and English assessment exam. These two courses, ENGL 106 [39] and MATH 106 [40], fulfill parts of the degree requirements.

• **English language tutoring** is available through **Electronic Access to Grammar, Language, and Essay Tutoring (EAGLET)** [41], which provides video instruction to assist students with writing projects. The university also provides Internet links to Hunt Library services as additional resources for students. Faculty members are instructed to notify all students of the service, and if the students request it, provide a rubric for the Internet site.

• **The Math Online Tutorial** gives both classroom and online students the necessary resources to refresh their basic and advanced mathematical skills at their own pace. Instructions on how to enroll and access the tutorial are made available to students in the Student Services Tab in ERNIE referenced above [2].

• **Tutoring and supplemental instruction** is available to students on an individual basis at the classroom locations. Typically faculty also provide students with their contact information for academic assistance outside class.

**Worldwide Campus Faculty Support Services:**

• **The Hunt Library** [35] offers materials, resources, services, and facilities to help Worldwide faculty throughout the U.S. and abroad with instruction and research.

• **EagleVision** [37] provides faculty with the resources to participate and obtain faculty support in a virtual classroom setting. EagleVision also provides a medium for faculty members to confer and conduct e-Meetings and conferences.

**Evidence**

ERNIE Student Services Tab
Student Services WW
DB Student Handbook
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Online Professional and Technical Training
APPM 8-6-8 Faculty and Staff Education Loan Program Policy
APPM 8-5-1 Training and Development Policy
ERNIE Worldwide Faculty Services Tab
Daytona Beach 2010-2011 Catalog
DB Student Handbook
DB Student Handbook
Daytona Beach 2010-2011 Catalog
fall 2010 AA final report
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
APD-12 Dissertation Advisory Committee
Prescott 2010-2011 Catalog
3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Responsibility for curriculum)

**Narrative**

As detailed in University Academic Policy AP-04, Academic Change Process for Substantive Changes [1], and in University Academic Policy AP-05, Academic Change Process for Non-Substantive Changes [2], faculty are responsible for the content, quality, and effectiveness of the curriculum at Embry Riddle. The administrative guidelines for substantive and non-substantive curriculum changes—which requires the careful coordination among administration and educational leadership, faculty, and staff—are defined in the aforementioned two policies and apply to all campuses of Embry-Riddle Aeronautical University.

Individuals or departments at any university level may initiate a curriculum change, as defined in academic policy AP-04 (see C.1, "Process for Curriculum Change [3]"). Proposals for curriculum additions, deletions, or modifications come directly from the faculty of a department, which are then vetted at the department, college campus, and university levels as needed. Each campus defines its process to add, eliminate, modify, or make other changes to the curriculum proposal [4], but any changes must support the university mission [5] and correlate appropriately with existing academic programs.

The procedures for adding, modifying, or changing academic programs are detailed in policy AP-04 (see page 8 under the title "...Modify An Existing Degree Program [6]" and page 9 "Modifying An Existing Certificate of Completion [7]"). Per policy, any change request should describe the effect the modifications will have on other academic programs, facilities, equipment, faculty resources, academic support units, and other campuses of Embry-Riddle. Sections 4 of pages ten [8] and eleven [9] in AP-04 (both titled "Impact") require a specific description of which degree programs will be affected and how the change will affect students, existing facilities and equipment. The impact description should also include a(n):

- Explanation of redundancy (if any) with existing programs
- Summary of the review process undertaken in determining whether the curriculum change is needed
- Determination of whether a majority of department faculty reached consensus on the need for curriculum change

Curriculum approval is routed through a faculty-controlled process that proceeds as follows:

- Curriculum change begins with the initiator then proceeds on to a series of approvals that includes the department chair, college committee chair and the college dean (see Curriculum Cover Sheet "Actions of the Campus [10]"); then
- Academic support offices are notified [11], then
- Proposals go to the academic campus Curriculum Action Committee [12], then to
- The campus Faculty Senate, then to the
- Graduate Studies Committee for Senate Action [13], then to
- The campus chief academic officer, then to
- The university vice president of Academics and Research who will then forward curriculum changes when appropriate to the Board of Trustees and or related accrediting agencies

To ensure quality and effectiveness of curriculum, faculty in the program are responsible to assess learning outcomes annually and conduct a comprehensive review of program content every seven years. See Core Requirement 2.5 for details on the assessment process (example [14]) and Program Review process (example [15]).

**Evidence**

- AP-04-final
- AP-05-final
- AP-04-final
- Ph D in Aviation Assessment Plan 030111
- Pgm Rvw ’10’11 for Acrdted Pgms Jan 18 rev 2-10-11
3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

Narrative

Undergraduate and graduate programs and their corresponding majors reside within the overall responsibility of the chief academic officer (CAO) and the dean of the college in which the particular program resides. To facilitate the administrative coordination for the many academic programs, the deans appoint department chairs, who, in turn, appoint academically qualified program coordinators to facilitate the details related to their academic program. The responsibilities of the CAOs and deans are noted in the University Policy AP-02, Academic Policy—Responsibilities [1]:

Campus Chief Academic Officers are responsible for ensuring that the degree programs assigned to their campus are in keeping with the purpose and philosophy of the University and provide the appropriate professional specialization, career orientation, and general education requirements. They are responsible for insuring that the courses offered are adequately defined and meet the academic standards and content requirements of the degree programs of which they are a part. They are also responsible for the enforcement of University Academic policies.

Campus Chief Academic Officers may appoint College Deans and Department Chairs as necessary and in relation to the size of their campus and programs to work in cooperation to insure the quality, relevance and integrity of their degree programs. Campus Chief Academic Officers are responsible for establishing and publishing procedures to implement University policies on their campuses.

Embry-Riddle’s academic degree programs for the residential campuses reside within one of the seven colleges. At Daytona Beach campus, they are the colleges of Aviation, Arts and Sciences, Engineering, and Business. At Prescott campus they are the colleges of Aviation, Arts and Sciences, and Engineering. Worldwide academic degree programs reside in one of the following four departments: Aeronautics, Arts and Sciences, Engineering, and Business. These colleges and departments are led by deans and chairs who are qualified to lead, as evidenced in Comprehensive Standard 3.2.8, Qualified ... Academic Officers.

### Daytona Beach Campus

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<th>College</th>
<th>Dean</th>
<th>Degree</th>
<th>Academic Field</th>
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<tr>
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<td>Education</td>
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<td>Dr. William Grams</td>
<td>Ph.D.</td>
<td>Mathematics</td>
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<td>Engineering</td>
<td>Dr. Maj Mirmirani</td>
<td>Ph.D.</td>
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<td>Business</td>
<td>Dr. Michael Williams (Interim)</td>
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<td>Dr. Archie Dickey</td>
<td>Ph.D.</td>
<td>Botany</td>
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<td>Engineering</td>
<td>Dr. Ronald Madler</td>
<td>Ph.D.</td>
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### Worldwide Campus

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<td>Adult Education</td>
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<tr>
<td>Arts and Sciences</td>
<td>Dr. James Schultz</td>
<td>Ed.D.</td>
<td>Educational Administration/Higher Education</td>
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<tr>
<td>Engineering</td>
<td>Dr. Bruce Conway</td>
<td>Ph.D.</td>
<td>Engineering Management</td>
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<td>Business Administration</td>
<td>Dr. Kees Rietsema</td>
<td>Ph.D.</td>
<td>General Business/Organizational Management</td>
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</table>

Undergraduate, graduate, minor and certificate academic programs are under the direct responsibility of program coordinators who are academically qualified in the discipline area of that program. Please note that terminal degrees, in exceptional cases, are justified by the institution as outlined in the Academic Policy AP-17, Faculty Qualifications (see Section 4: “ERAU Defines
Terminal Degree as Follows [2]”). Program coordinators are responsible for all aspects of their respective programs, including but not limited to coordination, curriculum development, program assessments, and program review. The following evidence items outline and identify the qualifications of program coordinators at the Daytona Beach [3], Prescott [4] and Worldwide [5] campuses.

Evidence

AP-02-final
AP-17-final
3 4 11 Acdmc Pgm Crdntn template Revised (DB)_LA (final)
3 4 11 Acdmc Pgm Crdntn template (PC) (Final)_ AD rev
3 4 11 Acdmc Pgm Crdntn template Revised (Ww)_KA_corrections (2)
The institution’s use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)

Narrative

As part of its mission, Embry-Riddle Aeronautical University (ERAU) uses technology to enhance student learning by providing a technologically enriched, student-centered environment that emphasizes learning through collaboration and teamwork [1]. In addition, a primary goal of the university strategic plan emphasizes the importance of information technology in the support of student learning [2]. The Information Technology (IT) department acquires, develops, and supports the university’s needs in most areas of technology.

Use of Technology Enhances Student Learning

All ERAU campuses, Daytona Beach, Prescott, and Worldwide, employ Blackboard, a centralized, integrated learning management system to deliver courses [3]. Blackboard enables flexible course delivery options to meet the unique needs of each campus and degree program. Blackboard allows communication between faculty and students within courses, and it enhances student learning through the presentation of learning objects related to the courses.

All university online courses are designed to meet the quality-control criteria of Quality Matters, a nationally recognized, faculty-centered peer review process to certify quality online courses [4]. Courses promote student learning through a student-centered, consistent delivery format that includes:

- 24/7 access to the course syllabus
- Measurable learning outcomes and assessments
- Institution and course policies
- Course resources
- Student-to-student collaboration tools
- Student-to-faculty communication and assessment tools

Online courses and programs are designed with stringent technology protocols to maintain assessment integrity and student confidentiality.

The university utilizes EagleVision [5], a Web conferencing tool, which provides real-time, two-way audio and video, application sharing, Web browsing, white-boarding, and text chatting. The Worldwide campus makes extensive use of the tool to extend the delivery of courses. EagleVision accommodates four types of collaborative experiences: EagleVision Classroom (a virtual classroom connecting geographically diverse classrooms), EagleVision Home (access to an EagleVision course from a student’s personal computer) [6], e-Meetings, and Web conferences.

The Information Technology (IT) department confers on a regular basis with academic leadership about the instructional technology needs of faculty. Each campus has a unique process to ensure that their specific needs are met. These processes and committees are established by the respective campus faculty senate. The Daytona Beach campus has the Academic Computing and Campus Services Committee [7] and the Prescott campus has the Academic Computing Faculty Advisory Committee [8], both of which are standing committees composed of representatives from each of the colleges. The focus of these committees is both tactical and strategic. The committees meet monthly to discuss and respond to current faculty issues related to technology in teaching. They also provide input to the IT planning process for labs and classrooms, which includes equipment upgrades, software availability, and new academic technology initiatives.

To assist faculty with incorporating technology into their instruction, the Center for Teaching and Learning Excellence (CTLE) offers a variety of training opportunities for faculty in the use of technology to support teaching [9]. The Taskforce on Innovation, formed in 2009 and composed of faculty and administrative representatives from the colleges, the office of the Chief Academic Officer (CAO), the library, IT, and the CTLE, engage in an ongoing process of exploring and recommending innovative instructional technology [10]. The CTLE implemented the first recommendation of the taskforce, training faculty to develop and teach hybrid courses, in the spring of 2010 [11].

All campuses maintain a large number of adaptive technology tools [12] for students with disabilities or special needs through Disability Support Services (Daytona Beach [13], Prescott [14]).

Use of Technology is Appropriate for Meeting Program Objectives

For all campuses the university’s general education program includes a computer science/information technology component as follows: “In order to use computers and to understand and evaluate their significance in the solution of problems, students study the concepts, techniques, and tools of computing” (Daytona Beach [15], Prescott [16], and Worldwide [17]). Many courses include this outcome as is evidenced by the sample syllabus referenced here [18].

The Daytona Beach and Prescott campuses offer discipline-specific specialized labs and facilities that provide students with hands-on access to the technology they will be using in their respective careers. Each lab is equipped with highly specialized instruments, tools, hardware, and software.

The Daytona Beach campus has unique labs and facilities for each college: the College of Engineering [19], the College of Aviation (Applied Aviation Sciences [20]; Aviation building [21]; Simulators [22]), the College of Arts and Sciences (Labs [23] [24]), and the College of Business [25]. The Prescott campus also has specific labs and facilities for each college: the College
of Engineering [26] [27] [28] [29], College of Aviation [30] [31], and the College of Arts and Sciences [32].

The Worldwide campus delivers high-quality online courses to students around the world through technology that includes an online library service dedicated to online students, a bookstore service dedicated to online students, a university portal that maintains access integrity, course delivery through Blackboard, and ERAU e-mail. In addition, there is a 24/7 help line to assist students from anywhere in the world with technology issues that could impact their ability to participate in their online courses.

ERAU participates in the EDUCAUSE Center for Applied Research’s (ECAR) annual national survey of students and information technology in higher education. Results of the 2009 ECAR survey demonstrate that most students use a wide variety of technology in their classes. In response to the statement, “The use of IT in my courses improves my learning”: 61.1 percent of Daytona Beach campus seniors agreed or strongly agreed [33]. The Prescott campus survey revealed that only 7.1 percent of all students disagreed or strongly disagreed with the same statement [34]. For the Worldwide campus, 74.3 percent of seniors agreed or strongly agreed with the statement, “My institution’s IT services are always available when I need them for my coursework [35].”

Students Have Access to Technology
The IT department maintains a password-protected portal, ERNIE (Embry-Riddle Network for Information Exchange) [36], through which all students have access to their resources, including:

- Blackboard
- ERAU e-mail
- Assorted academic software
- Software downloads
- Online training
- IT support

ERNIE is available 24/7 via the Internet, allowing students to access their resources anytime from any location. All students and applicants are provided an ERAU e-mail account via the Microsoft Live@edu system [37], which includes anti-virus and anti-spam. Students also have Web access to a variety of applications such as Matlab, SPSS, Maple, Working Model 2d and various math tutorials [38]. Students are provided access to download common software applications, such as MS Office, MS project, virus protection, and operating system upgrades [39]. Students on the Daytona Beach campus and the Prescott campus have access to Web publishing resources [40].

The Daytona Beach campus has five general-use computing labs open for student use that offer a variety of software applications [41]. The labs have standard hours of operation throughout the academic year and offer extended hours at the end of the semester [42]. The Daytona Beach campus has 40 specialized labs and classrooms equipped with workstations with specialized software for the highly technical courses being taught in such areas as aviation science and engineering. These include many discipline-specific applications, such as flight simulators and meteorological software [43]. The Hunt Library provides access to 75 databases that provide indexes to relevant literature and a substantial number of full-text materials [44]. Electronic access to library materials is referenced in full in Core Requirement 2.9.

At the Daytona Beach campus, all 102 classrooms are equipped with computers, projectors, and Internet access. Media Services [45] in the Hunt Library maintains and provides additional equipment for classroom and campus group use [46], most commonly video equipment for speech classes. Media Services also offers video editing services for students doing curriculum-driven video projects [47].

The Prescott campus has seven general-use computing labs for student use that have standard hours of operation throughout the academic year [48]. Each lab offers a variety of software applications [49]. The Hazy Library and Learning Center offers a technologically-rich environment and provides approximately 50,000 book volumes, research periodical databases, and multimedia technology center for student access. The Hazy Library also houses significant computer resources [50].

All Prescott campus classrooms are fully equipped with computers, projectors, and Internet access. The Hazy Library also offers additional campus media support to students and faculty [51].

The Worldwide campus classrooms are fully equipped with computers, projectors, and Internet access, and many feature EagleVision capability [52]. There are computer classroom labs at select Worldwide campus locations, as represented in the photograph referenced here [53].

Wireless connectivity is freely available in most Daytona Beach [54] and Prescott [55] campus buildings, on the flight line, and in common areas, including residence halls, classrooms, and libraries. All ERAU services, such as ERNIE, Network File Access, e-mail, and Blackboard are available via wireless access. Students living in the residence halls at both the Prescott and Daytona Beach campuses, may also access the Internet through ResNet, a 10/100 Base-T Ethernet network connection. The university is fully networked, providing significant bandwidth for each campus. The Daytona Beach campus has two 45Mb/s DS3 connections—a 100Mb/s and a 400Mb/s Metro-Ethernet connection—providing a combined 590Mb/s of Internet bandwidth [56]. This includes the connection to the Florida Lambda Rail, a high-speed statewide research and education network. The Prescott campus has 155Mb/s delivered through an OC3 sonet line to the core campus and an additional 45Mb/s DS3 line to the flight line [57]. Each Worldwide campus location has a standard network setup based on the size of the location [58] [59].
### Students Have Training in Use of Technology

Students at all three campuses have access to a wide variety of training options and opportunities. For example, at the Daytona Beach campus, students may take *Introduction to Computing in Aviation (CS120)* [60], which provides an overview of computing and computer literacy. In order to ensure that the CS120 course is as effective as possible, the university regularly assesses its efficacy and revises it according to the assessment results.

The IT department provides a consolidated help page through ERNIE to assist students at all campuses [61]. IT offers technology help via telephone and live chat 24/7, including university holidays [62]. IT maintains a password-protected knowledge base of common technology-related questions [63] and a form through which a student can request assistance. Students have access to frequently asked questions (FAQs) for IT services [64], as well as information on computer security [65]. The IT department provides students access to a substantial amount of online training tools and tutorials through the Dell Online Learning System [66]. In addition, the Hunt [67] [68] and Hazy [69][70] libraries offer training in the use of databases through library instruction sessions in particular courses or in online instruction.

### Evidence

- Mission Vision and Goals Jan11
- Blackboard home
- Quality Matters RubricStandards2008-2010
- eaglevision
- EagleVision-Tour
- DB Campus Computing minutes 12-2-10
- Prescott ACFAC minutes
- CTLE 2010 Annual Report
- CTLE Minutes-Jan31-2010 (2)
- CTLE Hybrid ExecutiveSummary2-2-11
- Adaptive Technology
- Daytona - Disability Services
- Prescott - Disability Services
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- BA 120
- Daytona College of Engineering Labs
- Daytona College of Aviation- Applied Aviation Labs
- Daytona College of Aviation - Aeronautical Science labs
- Daytona College of Aviation- Flight labs
- Daytona College of Arts & Sciences - Human Factors labs
- Daytona College of Arts & Sciences - Physical Sciences
- Daytona College of Business Labs
- Prescott College of Engineering - King Building Labs
- Prescott College of Engineering - Academic Complex Labs
- Prescott College of Engineering - AXFAB Labs pdf
- Prescott College of Engineering - Wind Tunnel Lab
- Prescott College of Aviation - Flight line
- Prescott College of Aviation - Meteorology Labs
- Prescott COAS Labs
- DB report tables
- PC report tables
- WW report tables
- ERNIE home
- Student email
software via web
software downloads
web publishing
DB_Software (Public Labs)
DB Lab
DB Software Matrix by software location v1
Hunt Library databases
Daytona - Hunt Library - Media Services
Daytona - Hunt Library - Media Services Equipment
Daytona - Hunt Library - Video Editing
Pc Lab
PRescott Lab SoftwareFall2010
Prescott - Hazy Library Lab
Prescott - Hazy Library - Media Services
Eaglevision standards
ww Classroom
Daytona Wireless Map
prescott wireless map
University WAN Drawing (simplified)
Prescott Network WAN
Remote Network Standards overview
Remote site Network Standards Final Report 080510
CS120_Syllabus_SummerA_10 (2)
IT home
general help
knowledge base
FAQs
security training
Dell Online training
Hunt Library Help
Hunt Library - Self Help
Hazy Library Training Session
Hazy Library Tutorials
3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

**Narrative**

The Embry-Riddle general education competencies are identified in the respective campus course catalogs for the Daytona Beach [1], Prescott [2] (both the former are under "University General Education Competencies") and Worldwide [3] campuses (under "Worldwide General Education Core Competencies"). *Please note that the Worldwide catalog reference to "Lifelong Personal Growth" is an entry error; they adhere to the same six university competencies as the residential campuses.* Each campus takes the responsibility to deliver the competencies appropriate to their faculty, programs, courses, and students. The related student-learning outcomes are infused within multiple courses across the campus’ curriculum and mapped in a general education plan so that each learning outcome can be directly assessed.

Each campus annually documents how effectively their particular students have attained the general education competencies. The university assesses general education on each campus as an academic program (see Comprehensive Standard (CS) 3.3.1.1 for details regarding this assessment) following the detailed guidelines in University Policy AP-08, Academic Program Evaluations [4] (see under General Education Competencies). Results of those assessments are shown for Daytona Beach [5], Prescott [6], and Worldwide [7]. Additional related assessment details can be found in CS 3.3.1.1.

Each campus is required to adhere to the six university general education competencies and may add additional competencies as deemed appropriate by faculty and academic administrators of each campus. Those additional campus-specific general-education competencies are assessed as a part of the General Education Program on each campus as previously noted above (CS 3.3.1.1) and in policy AP-08 [8].

The university general education competencies are maintained by a university-wide General Education Committee comprised of faculty from all three campuses that meets as needed to review the competency statements and the assessment processes used to determine how well Embry-Riddle students have attained them. Changes to the competency statements must be approved by this committee. The current chair of that General Education Committee is the associate vice president for Academics at the Daytona Beach campus and tenured faculty in the Department of Humanities.

**Evidence**

Daytona Beach 2011-2012 Catalog
Prescott 2011-2012 Catalog
Worldwide 2011-2012 Catalog
AP-08 final
CS 3 5 1 DB
CS 3 5 1 Prescott
CS 3 5 1 Ww (2)
3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (Institutional credits for a degree)

Narrative

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by Embry-Riddle, as noted in University Undergraduate Policy APU-25 [1]. This standard is also published in the university catalogs for student reference as detailed below.

As indicated in the university catalogs for the Daytona Beach [2], Prescott [3], and Worldwide [4] campuses, undergraduate graduation requirements include:

- At least 25 percent of semester credit hours must be earned through instruction by Embry-Riddle Aeronautical University. The actual number of hours required will vary by degree program.
- A minimum of 40 hours in upper division courses must be successfully completed.
- At the Daytona Beach, Prescott and Worldwide campuses, the last 15 hours toward an associate degree and the last 30 hours toward a baccalaureate degree must normally be completed at Embry Riddle.
- Credit for academic work used to satisfy the requirements of an undergraduate degree will not be accepted toward the requirements for a graduate degree.
- Graduation requirements are not subject to petition or waiver.

In accordance with the current draft of University Undergraduate Policy APU-03 [5], students must complete 25 percent of coursework (generally a minimum of 30 credit hours, but can be higher in the few instances when degree requirements exceed 120 credit hours) beyond that required for the declared primary degree to earn a second baccalaureate degree. At least 60 credit hours must be completed in residence at the university and at least 20 of the 30 additional credit hours must be 300 to 400 level courses. To earn a second associate degree, students must complete at least 15 credit hours of coursework beyond that required for the primary degree. At least 30 credit hours must be completed in residence. These policies are outlined in the university catalogs of the Daytona Beach [6], Prescott [7], and Worldwide [8] campuses.

The Records and Registration/Registrar's Office conducts academic evaluations for each student on various occasions: at the time of admission, whenever a change in major takes place, when an area of concentration is declared, and a semester prior to graduation to ensure all requirements have been met. Students can also request that an academic evaluation be conducted at any time by filling out a print [9] or online form [10]. The graduation team staff of the Records and Registration/Registrar’s offices conducts curriculum audits prior to the awarding of graduate status to assure that earned credit minimums have been met to qualify for program completion. Students who have failed to complete residency minimums are not permitted to graduate until the published minimum is satisfied.

Credits earned at institutions listed as degree granting institutions in the Accredited Institutions of Postsecondary Education (AIPE), as published by the Council for Higher Education Accreditation (CHEA), will be considered.

Governed by University Undergraduate Policy APU-13 [11], the university enters into articulation agreements within established university guidelines to facilitate a seamless transition from select institutions. Students completing courses through an articulation agreement receive transfer credit for courses completed at their previous institution, as long as these courses are included in the agreement’s course equivalency guide. When transfer credit is granted, the name of the institution that awarded the credit is included in the student’s transcript. The university applies the same standard of 25 percent credit completion in residence at Embry-Riddle for articulation agreements.

Evidence

APU-25-final
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APU-03-DRAFT_1_
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
academic evaluation request
Worldwide Student Services
APU-13-final
Compliance Certification Report

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

**Narrative**

For each undergraduate degree program, Embry-Riddle Aeronautical University (ERAU) presents well-defined policies regarding undergraduate degree requirements as seen in Academic Policy Undergraduate APU-01 [1], which clearly identifies the university requirements and defines the general education components of any bachelor's degree. Furthermore, Academic Policy AP-02 [2] outlines that each campus chief academic officer (CAO) is responsible for ensuring that the degree programs assigned to their campus align with the purpose and philosophy of the university and provide the appropriate professional specialization, career orientation, and general education requirements.

Each CAO is responsible for the enforcement of university academic policies and for ensuring that the courses offered are adequately defined and meet the academic standards and content requirements of the degree programs of which they are a part. CAO approval ensures that ERAU adheres to commonly accepted standards and practices for degree programs, and that areas such as engineering and aviation have met the criteria for other, outside accrediting agencies. For instance, the Accreditation Board for Engineering and Technology (ABET) [3] [4] and the Federal Aviation Administration (FAA) [5] have additional criteria for the programs offered through the university's two largest colleges, the Colleges of Engineering and Aviation. These additional levels of accreditation also ensure that these programs conform to commonly accepted standards and practices for ERAU's degree offerings.

In addition to CAO exercise of oversight, the university states specifically through its academic policies, AP-06 [6] and AP-07 [7] that academic deans, course monitors, and faculty regularly monitor and adjust course outlines and syllabi so that published requirements and general education components are accurate and current. As outlined in the faculty handbooks published for the Daytona Beach campus [8], the Prescott campus [9], and Worldwide campus [10], faculty members are required to develop and distribute a syllabus for each course, as well as maintain academic standards and provide curriculum oversight. Published requirements for ERAU undergraduate programs, including general education components, may be found in the course catalogs of the Daytona Beach campus [11], the Prescott campus [12] and the Worldwide campus [13] [14]. In addition, the undergraduate programs, including their general education components, are found under requirements for each degree or program on the Web sites of the Daytona Beach campus [15], the Prescott campus [16] and the Worldwide campus [17].

**Evidence**

APU-01-final-new
AP-02-final
DB COE ABET SACS Accreditation Page
Prescott COE ABET Accreditation
FAA Standards at ERAU
AP-06-final
AP-07-final
DB Faculty Handbook Pt 1
PR - Faculty Senate Constitution_01_31_95
WW faculty constitution
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Worldwide 2010-2011 Catalog
DB Degrees and Programs
Prescott Degrees and Programs
Worldwide Degrees and Programs
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
3.5.4 At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree - usually the earned doctorate - in the discipline, or the equivalent of the terminal degree. (Terminal degrees of faculty)

Narrative

Embry-Riddle Aeronautical University (ERAU) faculty members holding the terminal degree, or the equivalent of the terminal degree in the discipline, teach at least 25 percent of the discipline-course hours in each major at the baccalaureate level. Specifically, 70 percent of the discipline-specific student credit hours (SCH) at the Daytona Beach campus, 64 percent of the discipline-specific SCH at the Prescott campus, and 34 percent of the discipline-specific SCH at the Worldwide campus are taught by instructors holding the terminal degree or equivalent.

Academic Policy AP-17 [1] defines a terminal degree as “an earned doctorate in discipline or appropriate related discipline.” Substitutions may be made as follows:

- Documented industry experience may be substituted for a doctorate in exceptional circumstances
- In disciplines where an earned doctorate does not exist, an earned doctorate or master's degree in an appropriate related discipline may be substituted
- In exceptional circumstances, a bachelor's or master's degree in any discipline with significant documented experience in that discipline may be substituted

Embry-Riddle employs qualified aviation faculty according to the highest standards available for the industry at the time. Due to the nonexistence of a doctoral degree in the aviation discipline, the Master of Aeronautical Science (MAS) degree is deemed the terminal degree in field.

An SCH analysis was performed at the program level, by campus and term [2]. The percent of discipline-specific SCH taught by instructors with the terminal degree (or equivalent) met or exceeded 25 percent in the majority of cases. The instances in which this threshold was not met were due either to a small number of courses taught in the program at the location during that term (i.e., oftentimes representing a single instructor), or the predominance of aviation-related courses in which professional experience qualified the instructor to teach the course.

Evidence

AP-17-final

3.5.4 Terminal Degree
3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

Narrative

Embry Riddle Aeronautical University's (ERAU) post-baccalaureate professional degree programs, masters, and doctoral programs are progressively more advanced in academic content than its undergraduate programs.

To assure this enhanced rigor, the university has policies governing 1) program development and approval, 2) ongoing program evaluations and 3) program changes:

1. As noted in Comprehensive Standard 3.4.1, the faculty and administration approve all undergraduate and graduate programs, providing an initial assurance of increasing program rigor from undergraduate to graduate programs. Further assurance of program rigor is provided by a thorough review of all new programs by the entire campus faculty, the campus Faculty Senate and in the case of graduate programs, the Graduate Studies Committee of the Senate [1]. And the final assurance of program rigor in the development of a graduate program is assured by a review and required approval of all new program proposals by the campus chief academic officer, the university administration, and the Board of Trustees [2].

2. Faculty review the enhanced rigor of graduate programs through the ongoing academic program evaluation described in detail in Core Requirement 2.5, Institutional Effectiveness, and in Comprehensive Standards 3.3.1.1, Assessment of Educational Programs, and 3.3.1.4, Assessment of Research. The assessment processes are managed by the program coordinators (see Comprehensive Standard 3.4.11, Academic Program Coordination), and are the responsibility of the deans in each college and the department chairs in ERAU—Worldwide. As also indicated in Core Requirement 2.5, every program undergoes the university’s Program Review process at least every seven years, with a significant portion of that review being the program's rigor [3]. Program Review is conducted by the program coordinators, is the responsibility of the college dean (or the department chair in ERAU—Worldwide), is peer reviewed by faculty and staff on the Program Review Committee, is thoroughly reviewed by the chief academic officers, and is finalized in a Memorandum of Understanding signed by all of the above and the president. For a more complete discussion of Program Review, see Core Requirement 2.5. The annual assessment and the seven-year Program Review processes help Embry-Riddle assure the continued rigor of its graduate programs.

3. An effective curriculum-change process further assures the continued rigor of the ERAU graduate programs. Changes must follow the AP-04 curriculum-change process wherein program changes are reviewed by faculty in the program and the dean [4]. Then it is reviewed by the other college deans on the campus [5], academic support supervisors, the faculty Senate and Graduate Studies Committee [6], and finally by the campus chief academic officer, the university vice president for Academics and Research and, as appropriate, the president and Board of Trustees [7]. The AP-04 curriculum-change process assures that changes to the program are appropriate and enhance the quality and rigor of each program.

Admission into any graduate program is contingent upon the student’s completion of a baccalaureate degree, usually within a common field of study. The graduate curriculum builds upon undergraduate program competencies. Learning is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Analysis, synthesis, and application are concepts that serve in the development of intellectual abilities and skills at the advanced level. The attached templates illustrate how the learning outcomes are progressively more rigorous from the undergraduate to the graduate and doctoral programs in the following colleges and departments:

- Daytona Beach campus: Colleges of Aviation (COA) [8], Arts and Sciences (COAS) [9], Business (COB) [10], and Engineering (COE) [11]
- Prescott campus: College of Aviation (COA) [12]
- Worldwide campus: Departments of Aeronautics [13], and Business Administration [14]

Graduate courses are designed to develop the higher-order cognitive domains, as illustrated in the performance objectives of this example graduate course [15].

Graduate programs require that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. All graduation requirements for the graduate programs are outlined in the Daytona Beach [16], Prescott [17], and Worldwide [18] campus catalogs.

To make a further comparison of academic content at the course level, examples are provided below for the areas of management (MGMT 201 [19]; MGMT 524 [20]) and aerodynamics (ASCI 309, [21]; ASCI 509 [22]). A comparison of two courses from the College of Business is provided in Table 2 below. In that example, the undergraduate course, MGMT
201, Principles of Management, focuses on management principles and practices, theories, philosophies and functions. The graduate course, MGMT 524, Management Science, focuses on using quantitatively based analytical methodologies, interpreting quantitative results, and communicating conclusions.

A comparison of two courses from the College of Aviation is provided in Table 3. The undergraduate course, ASCI 309, Basic Aerodynamics, explores incompressible flow, airfoil theory, and wing theory. It provides the technical background necessary
to understand the operating limitations and procedures of modern airplanes and to optimize pilot technique by properly defining required tasks. The graduate course, ASCI 509, focuses on flight applications and problems, including the study of transonic, supersonic, and hypersonic aerodynamics, principles of aircraft stability, control and operational strength considerations. It is designed to extend the aviation generalist's comprehension of aerodynamics particularly in the area of supersonic and hypersonic flight.

<table>
<thead>
<tr>
<th>Table 3: Comparison of Student Learning Objectives—College of Aviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate: ASCI 309, Basic Aerodynamics</strong> [25]</td>
</tr>
<tr>
<td><strong>GOALS:</strong></td>
</tr>
<tr>
<td>Provide the technical background necessary to understand the operating limitations and procedures of modern airplanes and to optimize pilot technique by properly defining required tasks.</td>
</tr>
<tr>
<td><strong>On completion of the course, the student should:</strong></td>
</tr>
<tr>
<td>1. Using “SI” and British Gravitational System of measure, solve aeronautical flight mechanic problems involving laws of motion, forces and energy.</td>
</tr>
<tr>
<td>2. Identify standard atmospheric variable and their sea level values. Compute atmospheric conditions using the universal gas laws.</td>
</tr>
<tr>
<td>3. Identify and define the relationships between indicated, calibrated, equivalent and true airspeeds and how they change with altitude and temperature.</td>
</tr>
<tr>
<td>4. Describe the effects of velocity, density, area and lift coefficient on lift. Solve stall speed problems and learn airfoil nomenclature and designations.</td>
</tr>
<tr>
<td>5. Explain wing stall patterns and factors affecting the stall. As well as explain the aerodynamic characteristics of spins and spin recovery.</td>
</tr>
<tr>
<td>6. Explain and describe the effects of flaps, slats, vortex generators and boundary layer devices on lift, draft and pitching moment coefficients.</td>
</tr>
<tr>
<td>7. Demonstrate and understanding of the factors affecting maximum performance events such as best range, max endurance, best glide, max angle climb and max rate of climb.</td>
</tr>
<tr>
<td>8. Explain stability, controllability and the factors in high speed flight such as speed ranges, critical Mach number, the Force Divergent Mach number, mach tuck, control buzz and shockwaves.</td>
</tr>
<tr>
<td>9. Demonstrate and discuss the origin and effects of induced drag and methods utilized to reduce induced drag.</td>
</tr>
<tr>
<td>10. Explain factors affecting the maneuvering envelope and solve problems involving the turn equations.</td>
</tr>
</tbody>
</table>
3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

**Narrative**

Embry-Riddle structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. Studies of the literature of the discipline are at least 40 percent of every master's degree and of both the doctoral-level degrees through required course work, as evidenced in column 3 of the attachment [1]. In the same attachment, column 4 outlines the research requirements of most programs, which typically ranges from 6 to 12 hours. The Master of Science in Human Factors, Master of Science in Engineering Physics, and the Ph.D.s in Aviation and Engineering Physics clearly identify their programs as research based.

The faculty and students participating in graduate or doctoral programs at Embry-Riddle contribute far beyond their own programs, advancing undergraduate studies across the entire university with their scholarly and research activities. Those graduate programs that do not have a particularly strong emphasis on the graduate research component do provide professional practice, as in the case of the Worldwide graduate programs that highlight their appeal to the working student as a strength of their programs. The curriculum is tailored toward a practical application in the student's profession. Graduate research projects and theses focus on practical, on-the-job applications. The Master of Science in Space Education tailors the program to applications in the K-12 classroom, and as would be expected, emphasizes on-the-job training instead of research-focused projects.

**Embry-Riddle’s Ph.D. in Aviation** is designed for the working professionals who want to enhance their contributions to the aviation and aerospace organizations where they are employed, or those who want to teach in a higher education setting while obtaining experience in the research component of Ph.D.-level studies. This particular program allows students to pursue their aviation interests in a diverse, intellectually versatile and multi-disciplinary environment, and to effect a global impact on the aviation industry and discipline. The studies are modeled on a social sciences model of Ph.D. studies, with emphasis on a knowledge of the literature of the discipline as well as research.

**The Ph.D. in Engineering Physics** builds on the university's solid program of space research, modeled after a more classical Ph.D. studies paradigm using a physical science model. Engineering Physics is involved in research funded by NASA, the National Science Foundation, the U.S. Air Force and other agencies and industries, as indicated by the attached example [2]. The objective of this Ph.D. program is to provide advanced education and research opportunities to exceptional students by providing a research environment that fosters collaboration, creative thinking, and the publication of findings in nationally recognized journals. Areas of research emphasis build upon existing research in the Physical Sciences Department. These include the measurement, theory, and modeling of the near-space and space-neutral and plasma environments; studies of the sun and stellar activity; orbital stability and dynamics; engineering related to spacecraft instrumentation and remote sensing measurements; and the design and implementation of electro-optical and radar systems, as described in the Daytona Beach [3], Prescott [4], and Worldwide [5] catalogs.

Daytona Beach and Prescott campus graduate students who meet eligibility requirements have the opportunity to participate in graduate internships in some programs [6]. Full-time employees of the offering organization are not eligible for an internship appointment and cannot receive elective credit for their professional work service.

Thesis and graduate research project options are also available to students in some programs. A graduate research project permits the student to participate in faculty research, working with a research advisor and other departmental committee members, both at Daytona Beach [7] and at Prescott [8] campuses.

**Evidence**

Prescott 2010-2011 Catalog
3 6 2 Grad Curriculum Table
space science research
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APM - AG12E
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. (Institutional credits for a degree)

**Narrative**

The majority of credits toward graduate degrees are earned through instruction offered by Embry-Riddle Aeronautical University (ERAU) or through one of its degree-granting partners. The university publishes policies and procedures regarding transfer of credit in the graduate catalogs of the Daytona Beach [1], Prescott [2], and Worldwide [3] campuses. Embry-Riddle does not offer post-baccalaureate professional degrees.

Students are limited in the amount of credit they may transfer into a graduate program, and once admitted to the university as degree candidates, they are expected to complete all work to be applied toward their degrees with the university, unless advance written authorization is granted. For most programs, students may transfer a maximum of 12 credit hours, representing approximately one-third of the total credits required for most degrees, as noted in university policies APM-04 (master's degrees [4]) and APD-04 (doctoral degrees [5]).

For the Master of Science in Space Education [6], ERAU provides 21 credits of degree coursework and NOVA Southeastern University (NSU) provides 15 credits, toward a total requirement of 36 credits, as outlined in the collaborative academic agreement Memorandum of Understanding (MOU) [7]. The Worldwide campus maintains a collaborative academic agreement with the University of Central Florida (UCF) that incorporates a graduate certificate program from ERAU [8] into a Professional Science Masters Degree in Modeling and Simulation at UCF [9]. The university doctoral programs participate in no joint, cooperative, or consortia arrangements.

The Records and Registration/Registrar's Office conducts academic evaluations for each student on various occasions:

- At the time of admission
- Whenever a student changes his or her major
- Whenever a student declares an area of concentration
- During the semester prior to graduation to ensure that all requirements have been met

Students can also request an academic evaluation be conducted at any time. University evaluators are trained by the Records and Registration/Registrar's office staff to assess the eligibility of transferred credit. Reviews by graduation team staff prior to the awarding of graduate status assure that earned credit minimums have been met to qualify for program completion.

**Evidence**

Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
APM-04-final
APD-04_Credit for Prior Academic Work
Worldwide 2010-2011 Catalog
ERAU-NSU MSSE degree
Worldwide 2010-2011 Catalog
ERAU-UCF Grad Certificate PSM degree
3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-baccalaureate program requirements)

**Narrative**

Embry-Riddle Aeronautical University clearly identifies and publishes graduate and post-baccalaureate professional program requirements. The requirements are available to students in the campus catalogs, on the university’s Web site, and in course outlines and syllabi. Through regular internal academic program reviews, external program accreditation reviews, state licensure reviews, and Military Installation Voluntary Education Reviews (Worldwide Campus only), the chief academic officers of the three campuses ensure that the requirements for graduate degrees are regularly evaluated and revised to adhere to commonly accepted standards and practices for degree programs. To illustrate the program review process refer to the Academic Program Review section in Core Requirement 2.5.

At the **Daytona Beach campus** the requirements for the following graduate programs are published in the campus catalog and the university Web site as demonstrated in the list below. The Daytona Beach campus catalog publishes all graduate course descriptions [2].

- Ph.D. in Aviation [3]
- Ph.D. in Engineering Physics [4]
- Accelerated (Masters) Program in Engineering Physics [5]
- Master of Science in Engineering Physics [6]
- Master of Science in Human Factors and Systems [7]
- Master of Science in Aeronautics [8]
- Master of Business Administration [9]
- Master of Business Administration Five-Year Programs [10]
- Executive Master of Business Administration [11]
- Accelerated (Masters) Program in Aerospace Engineering [12]
- Master of Science in Aerospace Engineering/Master of Aerospace Engineering [13]
- Master of Science in Software Engineering [14]
- Master of Science in Mechanical Engineering [15]
- Master of Software Engineering [16]

At the **Prescott campus** the requirements for the following graduate program are published in the campus catalog as demonstrated below. The Prescott campus catalog publishes course descriptions for the program [17].

- Master of Science in Safety Science [18]

At the **Worldwide campus** the requirements for the following graduate programs are published in the campus catalog as demonstrated below. The Worldwide campus catalog publishes all graduate course descriptions [19].

- Master of Aeronautical Science [20]
- Master of Business Administration in Aviation [21]
- Master of Science to the Master of Business Administration in Aviation [22]
- Master of Science in Logistics and Supply Chain Management [23]
- Master of Science in Management [24]
- Master of Science in Project Management [25]
- Master of Science in Space Education [26]
- Master of Science in Technical Management [27]

**Evidence**

PR MOU BS AE DB
Daytona Beach 2010-2011 Catalog
Aviation Ph.D Degree Requirements
Engineering Physics Ph.D. Degree Requirements
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
3.7 Faculty

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. 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. (Faculty competence)

Narrative

Embry-Riddle Aeronautical University (ERAU) strives to recruit and support a world-class faculty [1] who are committed to excellence in teaching [2] as well as scholarly activity [3]. Faculty are expected to "ensure that the best possible learning outcomes are achieved for students at all levels of their education."

The faculty at Embry-Riddle are qualified to accomplish the mission and goals of the university. Given the global scope of the mission and the wide variety of student types served (traditional residential students and non-traditional adult learners), the credentials of Embry-Riddle faculty across the three campuses are a remarkable blend of both traditional preparation and professional expertise. This is intentional, as Embry-Riddle’s focus is not only on academic content, but the context in which it is applied.

Academic Policy AP-17 [4] mandates the following for full-time and part-time faculty teaching credit courses at any campus:

- **Undergraduate level**: Faculty must have completed at least 18 graduate semester hours (gsh) in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation.
- **Graduate level**: Faculty must hold a terminal degree in their teaching discipline or a closely related area.

The policy further defines a terminal degree as “an earned doctorate in discipline or appropriate related discipline.” Substitutions may be made as follows:

- Documented industry experience may be substituted for a doctorate in exceptional circumstances
- In disciplines where an earned doctorate does not exist, an earned doctorate or master's degree in an appropriate related discipline may be substituted
- In exceptional circumstances, a bachelor’s or master's degree in any discipline with significant documented experience in that discipline may be substituted

The College of Aviation is unique in that many of our faculty must possess the required Federal Aviation Administration (FAA) certificates to teach courses leading to an FAA Pilot or Mechanic's Certificate. Many of our academic degrees incorporate these FAA certificates as a requirement to obtain the degree. As examples, the FAA Commercial Pilot’s certificate is required to obtain the B.S. degree in Aeronautical Science and the FAA Airframe and Powerplant (mechanic) certificate is required to obtain either the B.S. or Associate Degree in Aviation Maintenance Science.

The FAA also specifies certain faculty requirements to teach courses leading to an FAA certificate. Individuals listed as instructors in any course leading to an FAA certificate must be FAA-certificated with either a pilot or mechanic certificate, and have the ratings appropriate to subjects taught. As an example, faculty teaching ground courses leading to the FAA Commercial Pilot’s certificate must have either a Certified Flight Instructor (CFI) certificate or Advanced Ground Instructor (AGI) certificate. They must also possess at least a Commercial Pilot’s Certificate (with instrument rating) to teach courses leading to the Commercial Pilot Certificate. While this is the minimum requirement, the Airline Transport Pilot Certificate is highly desirable. Many of our faculty also possess this higher-level pilot’s certificate. This enhances their ability to teach the subject matter at a higher level.

The FAA has provisions for the use of a limited number of non-certificated instructors to teach certain general courses. The FAA evaluates the suitability of these provisions on an individual basis, using work experience as a substitute for the required certificate. As an example, a school may propose to use a non-FAA-certificated, but experienced, engineering instructor to teach the mathematics and physics requirements of the general curriculum.

Embry-Riddle has employed qualified aviation faculty according to the highest standards available for the industry at the time. Due to the nonexistence of a doctoral degree in the aviation discipline, the Master of Aeronautical Science (MAS) degree is deemed the terminal degree in field. However, Embry-Riddle has broken ground by initiating the first-ever Ph.D. in Aviation, thereby aligning the credential standards more closely with that of a traditional program. This degree has just been recently approved and does not yet have any graduates. Given the unique nature of the Ph.D. in Aviation as the first of its kind in the field, further elaboration regarding each faculty member’s experience in both the discipline taught and the aviation industry is provided in column four of the Faculty Roster Form.

Shortly after the reaffirmation visit in 2002, the Worldwide campus developed and implemented a new procedure to ensure Embry-Riddle has the highest quality faculty teaching its courses. Monitored by the Faculty Senate, white papers were written...
to examine each program, its curriculum, and the qualifications necessary to deliver each course therein. Within the white papers, several sources were examined and analyzed to best determine the knowledge and skills applicable to each discipline, to include national and international professional organizations, as well as the National Center for Education Statistics' (NCES) Classification of Programs (CIP). These analyses resulted in the creation of a template, titled the Faculty Course Clearance Application (FCCA), for every course taught at the Worldwide Campus. Each FCCA contains detailed criteria regarding the academic credentials related to the discipline, as well as relevant professional licensures and/or experience. In order to be cleared to teach a course, every instructor must receive approval for that course and have an FCCA on file, listing how their qualifications comply with the necessary criteria on the template. The approval process requires signatures from the regional dean, program chair, department chair, and executive vice president and chief academic officer. A sample white paper for the Physical Sciences discipline [5] and the FCCA template for PHYS 302 [6] are provided. The Worldwide campus is in the process of adding a quality control component to the FCCA procedure so that all active teaching faculty credentials will be reviewed every three years, thus maintaining high-quality instructors who have currency in their teaching discipline. The residential campuses have recently adopted the FCCA procedure and are in the process of finalizing templates for all courses taught at both campuses.

Faculty Roster forms that include summary of faculty qualifications are provided as follows:

- Daytona Beach campus [7]—Contains courses taught in Fall 2010 and Spring 2011
- Prescott campus [8]—Contains courses taught in Fall 2010 and Spring 2011
- Worldwide campus [9]—Since courses begin each month at the Worldwide campus, the roster contains courses taught during the months that best align with the Fall 2010 and Spring 2011 terms at the residential campuses—i.e., August 2010 through March 2011

As a supplement to the rosters, and to better understand the content of Embry-Riddle courses, a document has also been created that contains the course description, goals, and learning outcomes for courses that have completed the Master Course Outline process (a majority of Embry-Riddle's courses have done so to date). This document also displays, where applicable and available (i.e., Worldwide courses only to date), the criteria outlined in the FCCA template for that course. This supplement [10] will assist the reader in understanding the course content as well as the qualifications necessary to deliver the content.

Select information for use in generation of internal and external reports and studies, as well as online faculty directory listings, are entered and maintained in the faculty database module of the student information system, Datatel Colleague. All official hardcopy documentation for faculty—curriculum vitae, transcripts, contracts, FCCA's, etc.—are maintained and housed in the offices of the executive vice president and chief academic officer at each campus. Documents are also scanned for archival purposes and housed in Stellent, an enterprise content management software solution. Should access to Stellent be desired in order to confirm information noted on the rosters, please follow the steps provided in the instruction manual [11].

**Evidence**

- University Mission Vision and Goals Jan11
- University Mission Vision and Goals Jan11
- University Mission Vision and Goals Jan11
- AP-17-final
- Worldwide FCCA White Paper: Physical Science Discipline
- PHYS_302 FCCA
- Faculty Roster: Daytona Beach Campus
- Faculty Roster: Prescott Campus
- Faculty Roster: Worldwide Campus
- Course Description/Goals/Outcomes & FCCA Guidance
- Instructions for Stellent Access
3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)

**Narrative**

Embry-Riddle Aeronautical University regularly evaluates the effectiveness of each faculty member, regardless of contractual or tenured status, in accordance with the university’s published criteria found in the *Faculty Handbook*, Part I, Section 8, entitled “ Faculty Performance Evaluation [1].” The procedures for the evaluation of faculty at each of the three campuses are outlined in Part II, Section 8, for Daytona Beach campus; in Part III, Section 8, for Prescott campus; and in Part IV, Section 8, for Worldwide campus. The procedures for the three campuses are summarized and linked below.

To ensure that the faculty evaluation policies are sufficiently broad for all faculty members regardless of status, the university allows both the individual faculty member and the evaluator to participate fully in the evaluation process. This participative approach allows the university to structure the process similarly from faculty member to faculty member with a summative evaluation and planning report, while also taking into account the individual contributions and unique roles of each faculty member.

Portions of the evaluation that are unique to each individual include:

- A self-evaluation report prepared by the individual faculty member
- Student classroom evaluations and summaries of each individual faculty member
- A summary of performance with respect to various aspects of teaching performance, scholarly and professional activity, and service

Examples of tools for faculty evaluation include the faculty member’s self-evaluation [2], department chair’s faculty performance evaluation [3], the performance improvement plan [4], and ultimate non-renewal letter [5].

**Daytona Beach Campus**

The Daytona Beach campus faculty are specifically evaluated according to the Daytona Beach campus faculty evaluation policies, which are located in the *Faculty Handbook*, Part II, Section 8, also entitled “ Faculty Performance Evaluation [6].” The faculty handbook is distributed to all new faculty members during their orientation and is also available electronically through the chief academic officer’s *Blackboard* page. The CAO *Blackboard* page is available to all faculty members.

The procedure for evaluating Daytona Beach campus faculty is located in the *Faculty Handbook*, Part II, Section 8.1 [7], and includes a clear, comprehensive annual process for both full-time and adjunct faculty, regardless of rank. Part II, Section 8.1.3 includes the Daytona Beach campus evaluation schedule for full-time and adjunct faculty [8]. Part II, Section 8.1.4 serves as a checklist of the evaluation procedures, starting with the gathering of data and ending with a performance evaluation session [9].

To complete the evaluation process, each faculty member meets with his/her evaluator (usually the department chair or supervisor) to discuss the evaluation and set future expectations. Following the evaluation meeting, the faculty member and evaluator create a performance plan. The performance plan, which is described in the *Faculty Handbook*, Part II, Section 8.1.4c [10], is designed to ensure the effectiveness of the faculty. To ensure that the performance plan focuses specifically on student learning, the plan includes teaching criteria and student feedback as a basis for developing the performance goals and objectives. Both the faculty member and evaluator sign the document and are provided copies. A copy of the evaluation and planning folder are housed in the faculty member’s department [11].

**Prescott Campus**

The Prescott campus faculty are specifically evaluated according to the Prescott campus faculty evaluation policies, which are located in the *Faculty Handbook*, Part III, Section 8, also entitled "Faculty Performance Evaluation [12]." The *Faculty Handbook* is available electronically through the chief academic officer’s *Blackboard* page and is available to all faculty members.

The procedure for evaluation of Prescott campus faculty is located in the *Faculty Handbook*, Part III, Section 8 and includes a clear, comprehensive annual process for both full-time and adjunct faculty, regardless of rank. Part III, Section 8 and Attachment H include the Prescott campus evaluation schedule for full-time, new full-time, and adjunct faculty [13].

Once the evaluation is complete, the faculty member and evaluator create a performance plan in a performance planning session that is held after both parties have had an opportunity to review and analyze the results of the evaluation meeting. The performance plan, which is described in *Faculty Handbook*, Part III, Section 8, is created to ensure the effectiveness of the faculty. To ensure that the performance plan focuses specifically on student learning, each plan begins with the teaching criteria and utilizes student feedback to assist in the creation of the specific performance goals and objectives, which are agreed upon and recorded. Both the faculty member and evaluator sign the document, and file the form in the Human Resources Department.

**Worldwide Campus**

The Worldwide campus faculty are further evaluated according to specific faculty evaluation procedures, which are located in the *Faculty Handbook*, Part IV, Section 8, also entitled “Faculty Performance Evaluation.” This section also includes the Worldwide campus evaluation schedule and a clear, comprehensive annual process for full-time, new full-time, and adjunct faculty, regardless of rank [14]. The handbook is available electronically to all faculty and staff through the faculty services tab on ERNIE and through the chief academic officer’s *Blackboard* page.
To enhance the evaluation process, each full-time faculty member is required to complete a self-assessment [15] and a performance plan [16] for the next evaluation cycle. These documents are submitted to each academic department chair and then forwarded to the executive vice president and chief academic officer of Worldwide campus for final review.

Faculty who are qualified and wish to teach online courses must pass all the faculty development (FACD) courses and have a successful phone interview with the assigned online faculty quality manager. The online faculty quality managers review each instructor's performance in his or her online course [17]. Three or more unsatisfactory reviews will lead to further review by the online faculty quality manager and the dean of online instruction, who will determine whether or not the instructor will be asked to teach any more courses.

**Evidence**

Rev1FacultyHandbook-Part I
MM FESR
MM FPR
MM PIP
MM Nonrenewal
Handbook Pt II_Aug09
Handbook Pt II_Aug09
Handbook Pt II_Aug09
Handbook Pt II_Aug09
Handbook Pt II_Aug09
Part II, Appendix B Performance Eval
Faculty Handbook Part III 051010_000-7003-02(3) PC
Faculty Handbook Part III 051010_000-7003-02(3) PC
PART IV Final Rewrite 3
WW Faculty Annual Self Assessment of Performance w-f-04att2
WW Faculty Annual Performance Plan w-f-04att1
course review sheet
The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

**Narrative**

**Faculty Development Policies and Procedures**

In accordance with university Academic Policy AP-26 [1], Embry-Riddle Aeronautical University provides ongoing professional development to all full-time faculty, regardless of tenure status. The department chair and faculty member are responsible for identifying appropriate development opportunities as part of the faculty member’s annual performance plan, as indicated in the faculty handbooks for Daytona Beach [2], Prescott [3] and Worldwide [4]. Consequently, evidence for the professional development of individual faculty members is found in their respective performance evaluations.

As stated in AP-26, activities offered for faculty development include, but are not limited to:

- Attendance at local, regional, national, or international academic and/or discipline-specific conferences
- Specialized training programs offered by the university or externally that enhance faculty skills or allow faculty to develop knowledge or skills that enhance an academic program
- Administrative and leadership training
- University supported enrollment in educational programs that allow faculty to earn the terminal degree for their discipline
- University funded research grants and assessment grants
- Other activities defined by a college as program-critical or those that fall under college-specific criteria for the achievement of promotion or tenure

It is the intent of the university to allow every faculty member a minimum of one development opportunity each year, given that sufficient funding is available and that the university is not operating under fiscal restrictions.

In addition to university academic policy, the university has established faculty policies and resources for professional development in Section 7 of the university Faculty Handbook [5].

**Faculty Development Funding**

The university typically provides funding through the faculty member’s college and negotiates terms through the respective college dean at the Daytona Beach and Prescott campuses, and through the department chair at the Worldwide campus. When funding is unavailable and a development opportunity is considered program-critical, the dean can request funding from the office of the chief academic officer.

With the university’s positive financial standing in the fiscal year 2011, the office of the senior vice president for Academics and Research made $500,000 available for faculty development [6], in addition to professional development funds that were and continue to be already available in each faculty member's department or college. For Fiscal Year 2012, the office of the senior vice president for Academics and Research has made available $250,000 for faculty development.

In awarding funds for faculty development, the university shows first preference to faculty who are invited speakers or have peer reviewed/referred papers accepted for presentation at discipline-specific conferences.

**Developing Faculty as Teachers**

Embry-Riddle offers the following faculty development opportunities at its three campuses to improve teaching skills and methods:

- **Department of Educational Technology**—On July 1, 2011, the university established a Department of Educational Technology to assist faculty in using technology as part of their course development repertoire. Comprised of nine new staff, including a university director, seven educational technology experts/support specialists (five experts for Daytona Beach and two for Prescott campus), and one trainer to serve all campuses, the Department of Educational Technology is responsible for developing and implementing innovative technologies to facilitate teaching, learning, and research.

- **Daytona Beach Campus Center for Teaching and Learning Excellence (CTLE)**—The Center for Teaching and Learning Excellence [7][8] serves as the campus resource for faculty development in the area of teaching and teaching methods. Activities and development opportunities include:
  - Teaching Basics Series—a semester-long series of hands-on, just-in-time workshops designed for new and adjunct faculty focused on basic teaching practices
  - Student for a day—a program designed to provide faculty with a student perspective of classes at ERAU and observe the teaching practices of colleagues
  - Faculty Fellow—a fellowship program that “buys out” a portion of a faculty member’s teaching load to focus on teaching and learning initiatives

- **Prescott Campus Center for Teaching and Learning Excellence (CTLE)**—On July 1, 2011, or immediately after the university educational technology department head is hired, the Prescott campus will re-launch its CTLE by hiring two educational technology professionals to assist faculty in using technology as part of their course development
repertoire.

- **Worldwide Campus Center for Teaching and Learning Excellence (CTLE)** The Worldwide campus CTLE provides the developmental and pedagogical resources required for maintaining and improving teaching skills across different modes of education delivery. Faculty and staff use the CTLE to share and review best practices used within the classroom, interact with fellow faculty members, and explore new methods to manage and teach courses. Worldwide campus faculty have electronic access to CTLE through the university’s intranet, ERNIE [9] [10]. Through the electronic portal faculty members can access various faculty development (FACD) courses that include a faculty orientation course that is mandatory for all new faculty. To further enhance their skills, Worldwide campus faculty also have access to the Electronic Access to Grammar, Language, and Essay Tutoring (EAGLET) lab through the CTLE site [11].

**Developing Faculty as Scholars**

Embry-Riddle offers the following faculty development opportunities at its three campuses to promote scholarly activity and a culture of scholarship:

- **Faculty Educational Loan** This program [12] is available for faculty who seek advanced degrees, indicated here by the current list of faculty participants [13].

- **Sabbatical/Educational Leave** [14] Colleges offer faculty the opportunity to apply for semester- or year-long sabbaticals that can be taken for a number of reasons, but often involve faculty members pursuing in-depth study or professional development within a specialized academic area. Three faculty members were approved for sabbatical leaves this academic year (Carlton, Ladesic, Golubev). College deans are encouraged to identify promising faculty who have not yet completed their terminal degree and to assist those faculty in degree completion by providing educational leave, combined with the educational loan program [15].

- **Professional Organizations and Subscriptions to Professional Journals** [16] The university currently allocates approximately $875,000 per fiscal year to sponsor faculty memberships in professional organizations and provide subscriptions to professional organizations within faculty areas of specialty.

- **Office of Sponsored Research (OSR)** The Office of Sponsored Research provides pre-and post-award support for the development of research and creative faculty activities [17], which includes:
  - Faculty training throughout the academic year for writing grants and contracts
  - A grant writer to help faculty identify and apply for research funding from federal, state, and private agencies
  - An Internal Faculty Research Fund of $100,000 (with a possible maximum award of $12,500 for each project [18]) provided at the beginning of each academic year to fund faculty research and help new faculty begin their research careers or assist mid-career faculty with a change in research area

As an added incentive to promote faculty research within the colleges, the university returns funding to the college (based on their proportional contribution) in an amount equivalent to a portion of the indirect costs the university receives for funded research each year.

As part of the funding for academic and research program development, the office of the vice president for Academics and Research provides additional research support, which includes funding faculty travel and meeting requests on an as-needed, ad-hoc basis. For example, the office of the vice president provided travel support to two engineering faculty (one at the Prescott campus and one at the Daytona Beach campus) who were asked to serve on national committees.

**Evidence**

AP-26-final
Part II, Appendix B Performance Eval
Faculty Handbook Part III 051010_000-7003-02(3) PC
PART IV Final Rewrite 3
Rev1FacultyHandbook-Part I
3-3 Development Funding
CTLE Services
CTLE10AnnualReport
CTLE W Main
CTLE Self Paced Orientation FACD701
CTLE Online Writing Lab DB EAGLET Screenshot
APPM 8-6-8 Faculty and Staff Education Loan Program Policy
Faculty Education Loan Program Participants
Rev1FacultyHandbook-Part I
Rev1FacultyHandbook-Part I
Rev1FacultyHandbook-Part I
FY 2011 Presentations
FY 2011 Internal Award Report
3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)

**Narrative**

Embry-Riddle Aeronautical University upholds the principles of academic freedom and shared governance, freedom of speech, and privacy in the use of electronic resources by our faculty, students, and staff. The references to academic freedom are listed below and can be found in the following sections of *Faculty Handbook*, Part I:

**Section 6.2 [1]**—In the pursuit of the goals listed under Professional Ethics, faculty members are entitled to freedom in the classroom in the discussion of their subject areas. Faculty members are entitled to full freedom to research and in the publication of the results thereof, subject to the adequate performance of other academic duties.

**Section 10 [2]**—All faculty members, regardless of whether they have been granted tenure, are entitled to academic freedom of expression and are free from discrimination in any form.

**Section 16 [3]**—Faculty employed in a non-tenure track status are assured the same academic freedoms as any other faculty member.

The university Web site also references academic freedom principles in the Terms of Use Disclaimer on the university Web site feedback page [4].

In furthering the intellectual growth of students, a faculty member encourages independent reading, research, and thought. Each faculty member is encouraged to set exemplary standards in the performance of his or her faculty duties. They should demonstrate respect for students, adhere to their roles as intellectual guides, and insure the confidential nature of the relationship that they have with students. In addition, each faculty member should be sensitive to and avoid exploitive situations, as well as protect the academic freedom of students.

In fostering the improvement of society, the university encourages the involvement of its faculty within the community. Each faculty member, however, must use good judgment in measuring outside obligations in light of responsibilities to students, to fellow faculty, and to the university. Under no circumstances should subsidiary interests be allowed to interfere with a faculty member's effectiveness within the university.

**Evidence**

Handbook Pt 1
Rev1FacultyHandbook-Part I
Rev1FacultyHandbook-Part I
www-erau-edu academic freedom statement
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

**Narrative**

The university and all three campuses publish policies on the responsibility and authority of faculty in matters of academics and governance, thus enabling the university to stay "committed to providing a climate that facilitates the highest standards of academic achievement. . . . " as stated in the university mission. Faculty members have access to the official policies and procedures through the university’s internal ERNIE (Embry-Riddle Network for Information Exchange) Web site.

The *Embry-Riddle Aeronautical University Faculty Handbook* details faculty rights, duties, and responsibilities pertaining to governance [1]. Faculty have rights and responsibilities concerning grading systems, student advisement, faculty meetings, committees, office hours, and workload. A faculty member may file complaints and grievances [2] at any time.

The *Academic Policies Manual* contains further descriptions of faculty rights, duties, and responsibilities [3]. Among faculty responsibilities are regular comprehensive analyses of academic departments to ensure quality control and alignment with the university mission. They also must design and maintain their own course syllabi, based on standard university course outlines [4].

Authority over academics lies with the chief academic officers of the three campuses and the vice president for academics and research, who together comprise the university’s Academic Committee. The Academic Committee works closely with faculty through the three campus faculty senates, college deans, and department chairs, furthering the faculty's role in shared governance [5].

A faculty representative from each campus serves on the university Board of Trustees and on the Academic Committee of the Board. Faculty attend meetings of the Board, participate in discussion, and vote on matters before the Board [6].

The university also has a President's Council and an Academic Council that meet together once per year. Faculty and administration come together at these yearly meetings to engage in program review activities as well as to discuss matters related to the academic mission of the university. This workshop-like forum allows faculty to participate in planning activities related to university governance.

**Daytona Beach Campus**

The *Faculty Constitution* of the Daytona Beach campus details the role of faculty in all matters of governance within the Faculty Senate [7].

The Faculty Senate of the Daytona Beach campus, as established in Article III, Section 3, of Appendix A of the *Faculty Handbook* [8], is responsible for all academic affairs and governance matters. The Faculty Senate includes 14 standing governance committees [9].

**Prescott Campus**

The *Constitution of the Faculty* of the Prescott campus [10] defines the voting members of the faculty and notes that departments shall be composed of voting members. The Faculty Senate of Embry-Riddle's Prescott campus conducts business in accordance with the *By-Laws of the Faculty, Prescott Campus* [11].

**Worldwide Campus**

The *Constitution of the Faculty* of the Worldwide campus details the role of faculty in governance within the Faculty Senate [12].

Faculty members are required in the *Faculty Handbook* to hold at least one faculty meeting annually [13].

Faculty grievances and complaints procedures [14] are covered in the Worldwide campus *Procedures and Operations Manual* and are part of the governance power of faculty at the Worldwide campus.

**Evidence**

Handbook Pt 1
Handbook Pt 1
AP-08 final
AP-07-final
AP-02-final
BOT Bylaws Spr 2006_Final
Part II, Appendix A_with ammendments 1&2(2)
Part II, Appendix A_with ammendments 1&2(2)
Part II, Appendix A_with amendments 1&2(2)
PR - Faculty Senate Constitution_01_31_95
Prescott Faculty BYLAWS 09-06-05
WW faculty constitution
PART IV Final Rewrite 3
PART IV Final Rewrite 3
3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) provides appropriate facilities to students, faculty, and staff in support of the university's commitment to excellence in teaching, learning, and research.


**Daytona Beach Campus**

The Hunt Library building is a multi-use facility, consisting of over 42,000 square feet [4], with about 85 percent of the building devoted to library operations. In addition to housing library services and collections, the first floor of the Hunt Library also houses the University Archives [5], Alumni Relations, the Center for Teaching and Learning Excellence (CTLE), Academic Excellence and Innovation, and a Starbucks coffee shop [6]. All these departments have their own separate entry and are not accessed through the library.

The library has undertaken several renovations of varying complexity in recent years to meet changing service needs. In 2009, the library built four new group study rooms on each of the three floors. In spring 2011, the Technical Services staff was relocated from two separate parts of the library into one cohesive area in order to enhance workflows and thereby provide access to new library materials more quickly and efficiently. At the same time, panels that presented a “barricade” at the front of the library were dismantled and the microforms reader/printers behind them were moved to the back of the first floor reference area. This opened up additional collaborative study space.

As befits the world’s premier academic aviation institution, ERAU’s Hunt Library is increasingly transforming itself and becoming progressively more electronic. Nonetheless, the Hunt Library staff continues to monitor space needs through student surveys, paying particular attention to the written comments. As is the case with almost any library, the Hunt Library receives requests for more private and group study space and more comfortable seating [7].

In response to those requests, more than 65 office-style, padded and wheeled chairs replaced hard plastic seating at the tables in the main study area and at the computer stations on the first floor of the building in 2010 and 2011. The library will replace all of the old chairs as funding permits. Additionally, the library added comfortable chairs and sofas to the leisure seating area to replace worn and undesirable seating options. The library also added power strips to study carrels in some areas of the building to provide additional power sources for laptop use. In spring 2011, the library introduced mobile whiteboards for student use in any of the public areas of the building. The addition of aviation related prints, travel posters, and READ posters have enhanced the atmosphere of the facility [8].

The Hunt Library has a designated library instruction room (LIR), where reference librarians conduct library instruction sessions and library staff use for training and professional development sessions. Located on the first floor, the LIR seats up to 40, and is equipped with a computer, data projector, digital visual presenter, and a whiteboard.

The first floor of the library houses 36 lab-imaged computers and 15 Internet-only public access computers. Wireless Internet access is available within the building as well. The University Information Technology (IT) department supplies and maintains these computers [9]. The Hunt Library’s Electronic Services staff maintains the library’s electronic databases with support from university IT [10].

To reach beyond the physical constraints of the building, the Hunt Library established Library to Go, an outreach program designed to reach students who may not otherwise be regular visitors of the Hunt Library, and to promote library services to these students. This program began in 2008 and was developed by the reference staff of the Hunt Library. Once per week during the fall and spring semesters, the librarians set up a temporary reference area in the College of Business computer lab, and taking advantage of wireless Internet technology, they are able to access and demonstrate the online catalog and the databases to students.

**Services**

The Hunt Library provides services to support student and faculty teaching, learning, and research. Pertinent services and statistics for Fiscal Year 2010-2011 include:

- Hours of operation: 95.75 hours per week; extended hours during finals
- Circulation: 38,758 transactions
- Reserve items checked-out: 24,650
- Interlibrary Loan: 1,898 items loaned and 703 items borrowed
- Reference questions answered: 10,056
- Headcount: 444,821
- Library instruction: 87 sessions; 1,740 students

**Resources**
As of Fall 2010, the Hunt Library houses over:

- 116,000 volumes
- 85,931 book titles
- 26,017 document titles (paper)
- 2,078 periodical/serial/continuations/titles
- 8 newspapers
- 971 current subscriptions
- 305,542 microfiche publications
- 313 microfilm titles
- 5,615 media programs

Located on the first floor of the Hunt Library behind the Circulation Desk, the Special Collection materials are housed in 11 sections of moveable shelving. Among the library’s resources is a historical aviation collection that was donated by the Manufacturers Aircraft Association (MAA) in 1976. This collection includes a continuous run of *Aviation Week and Space Technology* dating from 1916 to the present and a complete set of *Jane’s All the World’s Aircraft* dating from 1909 to the present.

The annual student survey conducted in spring 2011 focused on the primary reasons students use the Hunt Library building and Web site. Of the 428 respondents, 80.6 percent come to the library to use the computers, 64.7 percent for group study, 62.4 percent for individual study, and 52.8 percent conduct research in the library.

**Prescott Campus**

The Prescott Campus Library moved from a 16,000-square-feet, single-level building in March 2008, to the newly constructed Christine and Steven F. Udvar-Hazy Library and Learning Center. The Hazy Library covers 35,711 square feet, on two levels and is located in the center of campus.

When the Hazy Library opened in 2008, it provided seating capacity for 351 individuals, in a variety of configurations, including study tables and chairs, individual study carrels, soft lounge chairs, and computer workstations. In 2010, 12 additional seats were added. Eight small study rooms (capacity six each), two collaboration rooms (capacity 12 each), and two large presentation rooms (capacity 24 each) are available for students who need group study space. The collaboration and presentation rooms have ceiling-mounted projectors and are media ready. All study rooms have white boards. For students who prefer to work in silence, the Worthington Reading Room is dedicated to quiet study. The Facilities Use Policy provides details for reserving and using these rooms.

The Research Instruction Room provides classroom space for library information instruction and is equipped with 40 computer workstations for hands-on instruction in the use of electronic resources, an instructor station, a ceiling mounted projector, two printers, and white boards. Faculty and staff may reserve the room on a class-period-by-class-period basis for instruction requiring library resources or for follow up to library lectures. Individual students may use the room as an open computer lab when no classes are scheduled.

Hazy Library has computers available on both floors. On the first floor, in addition to the 40 computer workstations in the Research Instruction Room that are available to students when not in use by classes, four kiosk computers are available to search the Library Catalog, check e-mail, and print. Two additional workstations are available in the Periodicals area. Nine laptops are available for students to use in the library, and the building has wireless network connectivity.

The Multimedia Technology Center, located on the second floor of the Hazy Library adjacent to the Infocommons, is a centralized location for computer-related projects. Resources include high-end computers, video capture equipment, DVD burners, and photo editing systems, as well as assistance with video editing projects and other audiovisual presentations.

The Assistive Technology Center, located on the second floor, provides specialized software, including Dragon Naturally Speaking, Inspiration and Kurzweil for students, as well as a private area to work.

Services The Hazy Library provides services to support student and faculty teaching, learning, and research.

Pertinent statistics for fiscal year 2010-2011 include:

- Hours of operation: 102 hours per week; extended hours during finals
- Circulation: 23,261 transactions
- Reserve items checked out: 2,111 transactions
- Interlibrary Loan: 4,643 items loaned and 2,198 items borrowed
- Reference questions answered: 1,439
- Headcount: 182,462
- Library Instruction: 94 sessions; 2,323 students

**Resources**

The Hazy Library Collections for 2010-2011 include:

- Books: 38,975
- Current print serials subscriptions: 166
- Media: 2,619
The Hazy Library purchases electronic databases jointly with the Hunt Library in Daytona Beach, as well as with the Yavapai Library Network, and individually to support its curriculum. Currently there are 90 databases available to the Prescott campus community [20].

The Luanne Lea Special Collections Room on the first floor includes items that document the rich history of aviation as well as items that chronicle the history, development, and activities of Embry-Riddle Aeronautical University, especially the Prescott campus [21].

The annual Student Survey conducted in spring 2010 focused on student satisfaction with the Hazy Library services and resources. There were a total of 738 comments made throughout the survey. Out of 371 respondents, 99.1 percent indicated that they strongly agree or agree to the statement “Overall, the Library supports my learning and contributes to my educational success.” Out of 374 respondents, 87.7 percent indicated excellent or above average to the statement “How would you rate the overall quality of the services and resources provided by the Library [22].”

Worldwide Campus

Worldwide students have access to the library’s electronic databases, electronic course reserves, electronic books, and electronic journals [23]. In addition, they may call or e-mail a reference librarian for assistance 24 hours per day [24]. There is a 24-hour turn-around of service for our Worldwide patrons. Please refer to Comprehensive Standard 3.8.2 for more information on reference services.

Evidence

Hunt Library DB Homepage
Hunt Library WW Homepage
Hazy Library Homepage
Hunt Library facilities
Archives - DB
Starbucks
Hunt Library 2009 Seating and Computer Survey
Timeline Library for SACS
Hunt Library Computers
Hunt Library Electronic Library Services
Hunt Library-Collections
Hazy Library Building Features and Equipment
Hazy Library Annual Report 07-08 Facilities
2010-2011 Facility Use brochure
2010-2011 Facility Use brochure
Hazy Library computers
Hazy Library Media
Hazy Assistive technology
Hazy Statistical Summary thru June 2011
Hazy Library databases
Hazy Library collections
Student Survey Spring 2010
WW Services
WW Reference Services
3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

**Narrative**
Embry-Riddle Aeronautical University (ERAU) provides users regular and timely instruction in the use of the libraries and their collections. The ERAU libraries consist of the Hunt Library, which supports the Daytona Beach [1] and Worldwide campuses [2], and the Hazy Library [3], which serves the Prescott campus.

**Formal Instruction: Daytona Beach Campus**
The Hunt Library offers library instruction in a variety of ways. Faculty may request library classroom instruction; this includes basic and subject-specific sessions, depending on the needs of the course. Students may also access individual instruction at the Reference Desk or through the use of online help tools and tutorials.

**Objectives**
The Hunt Library user education program, based on the Association of College and Research Library's (ACRL) *Information Literacy Competency Standards for Higher Education* [4], is designed to provide students with practical knowledge of research techniques and assist them in becoming independent library users. Reference librarians offer instruction sessions that address course and assignment-specific information resources. Each course has its own goals and objectives, which the reference department reviews annually.

**Classroom Instruction**
The Hunt Library has a designated Library Instruction Room (LIR) that is used solely for the purpose of user education. The LIR, which is located on the first floor (room 147), seats up to 40, and is furnished with a personal computer, data projector, and a digital visual presenter for instruction sessions. Librarians conduct over 100 instruction classes each academic year [5].

Faculty may request library instruction classes for any course [6]. In addition, the Hunt Library teaches a core set of library instruction sessions for several courses each semester. These include COM 122 (English Composition), COM 221 (Technical Report Writing), and subject-specific classes such as aviation maintenance, human factors, business, and aviation law [7].

**Online Instruction**
The Hunt Library offers a variety of Web-based instruction, including course-specific user guides, such as MSA/ASCI 602 [8], general help resources and publications [9], and a basic library guide [10]. The reference librarians also develop database-specific instructions [11], which they indicate in the database list with an "i" icon.

**Library To Go**
*Library To Go* (LTG) is a service initiated by the Reference Services Department to offer students reference assistance closer to their classrooms and to reach beyond the physical constraints of the building. Developed by the reference staff of the Hunt Library in 2008, this program is designed to promote library services to reach students who may not otherwise be regular visitors of the Hunt Library. Once per week during the fall and spring semesters, the librarians set up a temporary reference area in the College of Business computer lab. By taking advantage of wireless Internet technology, librarians are able to access and demonstrate the online catalog and the databases to students.

**Formal Instruction: Prescott Campus**
The Hazy Library and Learning Center offers a number of instructional services including classroom instruction, orientations and tours, basic research sessions, subject-specific sessions, personal consultations, open library workshops, research guides, and online tutorials [12]. Librarians promote the Information Literacy Instruction Program at college retreats and department meetings at the beginning of each semester.

**Objectives**
The Hazy Library offers a robust library instruction program that provides users with information literacy skills instruction based on the ACRL *Information Literacy Competency Standards for Higher Education* [13]. One goal of the Hazy Library instruction program is for students to receive library instruction during their first year.

**Classroom Instruction**
A dedicated Research Instruction Room, located on the first floor of the Hazy Library, provides 40 computer workstations for students and a mediated podium. Librarians schedule individual class sessions and provide follow-up for faculty in this location. The instruction room is available to students as an open computing lab when no formal classes are scheduled.

Librarians conduct instruction sessions for all sections of COM122 (English Composition and Literature) each semester, as well as orientation sessions for AS122 (Introduction to Careers in Aviation) and UNIV101 (College Success). Graduate students receive a library session as part of their orientation program, as well as part of their MSF612 (Research Methods) class. Librarians schedule faculty sessions once a month to provide updates and instruction on new services and current topics.

Faculty request that librarians conduct research sessions to address a variety of specific research needs and to teach the use of subject-specific or curriculum-related databases and Web sites [14]. In 2009-2010, there was an increase in the number of
upper division classes coming to the library for instruction for a total of 39 [15]. During the 2010-2011 academic year, librarians taught a total of 94 classes to 2,323 students [16] (highlighted in yellow).

**Online Instruction**

Students may access tutorials on a variety of research topics from the library home page [17]. Librarians update them on a regular basis to include the latest upgrades to software and new electronic products. They also create research guides on demand for faculty to link to the appropriate Blackboard course page. General research guides are available from the library Web site [18].

**Formal Instruction: Worldwide Campus**

The Hunt Library offers instruction to students through a formal online class and through Web-based tutorials and instructional documents related to courses and specific information resources.

**Objectives**

The Hunt Library offers a variety of Web-based instruction for Worldwide students, which introduces them to the library services and basic information literacy skills, based on the ACRL Information Literacy Competency Standards for Higher Education [19].

**Online Instruction**

Library Basic Training (LBT) [20] provides Worldwide students with a learning opportunity similar to the classroom instruction at the Daytona Beach and Prescott campuses. LBT is a Web-based, self-enrolled, and self-paced course developed by Hunt Library reference librarians and designed to explain the library resources and services available to Worldwide students. It consists of three modules; two have quizzes at the end that are scored automatically by the system and provide the students with immediate feedback. Should a student answer a question incorrectly, the system generates the correct answer, as well as further instruction.

The Hunt Library instructs students in basic information literacy skills and how to use the library from a distance through the Library Guide on the Web site [21]. In addition, students have access to a variety of Web-based instruction, including course-specific user guides, such as MSA/ASCI 602 [22] and general help resources [23]. The reference librarians also develop database-specific instructions [24] that they indicate in the database list with a blue “i” icon.

**Instructional Services: Daytona Beach Campus**

Professional librarians provide one-on-one instruction to students in developing research strategies and locating information in the library. Students may request assistance in person, by telephone, and by e-mail from librarians at the Reference Desk 80 hours per week during the academic year [25]. Reference librarians instruct users in an average of over 11,000 transactions on an annual basis [26].

**Media Services**

Media Services provides instructional assistance to students and faculty with equipment and software needs, such as filming speech classes and video editing software for video projects [27].

**Circulation**

The circulation staff instructs patrons in the use of the photocopiers, including both photocopying and scanning functions, as well as in the use of microform reader/printers.

**Instructional Services: Prescott Campus**

Professional librarians provide point-of-use instruction at the reference desk 68 hours per week [28]. Reference librarians instruct users in an average of over 1,400 transactions on an annual basis [29] (highlighted in yellow). Library survival skills sessions for students are scheduled twice each semester, close to the time final papers are due, to help them complete their research assignments.

**Media Services**

Multimedia technicians are available to assist students with the variety of equipment and software available [30].

**Instructional Services: Worldwide Campus**

Reference librarians are available 45 hours per week to assist students in the Worldwide programs with one-on-one instruction in research techniques and the use of specific information resources. Students may contact reference services through a toll-free telephone number or by e-mail [31]. Reference librarians, who respond to all requests within two business days [32], instruct students in one-on-one reference sessions over 3,500 times annually [33].

**Assessment of Instructional Effectiveness: Daytona Beach Campus**

Librarians evaluate the user education program each semester and annually through student and faculty feedback obtained via post-instruction comment sheets [34] and organized focus groups [35]. These methods of feedback help determine the effectiveness and relevance of library instruction classes.

**Assessment of Instructional Effectiveness: Prescott Campus**

Library Instruction is formally evaluated each year using the ERAU Assessment Plan objectives format, which includes a
post-instruction quiz for COM 122 students [36]. In addition, librarians evaluate bibliographies from select courses to determine if students are using appropriate sources. Further, they poll faculty whose classes have participated in an instruction session to determine the effectiveness, based on student performance.

The Hazy Library, in partnership with the Prescott Campus General Education Assessment team, received an assessment mini-grant in August 2009 to administer the Project SAILS Standardized Assessment of Information Literacy Skills to Prescott campus students. Results obtained in January 2010 from this national standardized test indicate that ERAU Prescott students performed better than the institution-type benchmark on six skill sets, and about the same as the institution-type benchmark on two skill sets [37].

On the Annual Student Survey conducted in spring 2010, 96 percent of students agreed or strongly agreed that "Librarians teach me how to use information resources." In addition, 95 percent of students agreed or strongly agreed that "Librarians assist me in learning to research more efficiently." [38]

Assessment of Instructional Effectiveness: Worldwide Campus
The Hunt Library reference department keeps student scores from the Library Basic Training (LBT) course in the Blackboard system for up to two months. The Blackboard course management system has grading tools in place so that the instructor can run various reports to assess student knowledge. Before the librarians delete students’ results, they run reports, which give the average score for each quiz as well as the percentage of incorrect and correct answers. Librarians then evaluate these reports to determine if there are commonly missed questions. They also evaluate questions for clarity, if they exhibit a large percentage of incorrect answers. In addition, they evaluate sections of the course module, in which many students respond incorrectly, to discern problems and make adjustments as necessary. The LBT course also has a survey attached to it, and this feedback helps librarians determine changes in the course modules to eliminate problems and improve quality and ease of use. Sample comments from 2011 demonstrate the effectiveness of this course [39].

Evidence
Hunt Library DB Homepage
Hunt Library WW Homepage
Hazy Library Homepage
Information Literacy Standards
Hunt Library Instruction Annual Comparison Chart
Hunt Library User Education
Library Total Classes 2008-2011
Hunt Library MSA/ASCI 602 online instruction
Hunt Library Online Instruction
hunt library guide
Hunt Library Online Database Instructions
Hazy Library Information Literacy Program Plan
Information Literacy Standards
Hazy Library Information Literacy Program Handout
Hazy Library Chart of instruction sessions
Hazy Instruction Statistics
Hazy Library Online Tutorials
Hazy Library LibGuides
ACRL Information Literacy Standards
Library basic training
Library Guide
MSA/ASCI 602 online instruction
Hunt Library Online Instruction
Online Database Instructions
Hunt Library Reference Services - Ask a Librarian
Reference Annual Comparison_SACS
Hunt Library Video Editing Instructions
Hazy Library reference guide
Hazy Reference Statistics
Hazy Library Media Support
WW ask-a-librarian
WW Turnaround Times
WW Reference Statistics
COM 221 Spring 2010 Student Evaluations and Comments
Focus Group Apr2010 COM 221
Hazy Library Assessment Plan
Project SAILS Final Report
Hazy Library Student Survey Spring 2010
Some comments from Library Basic Training
3.8.3 The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution. (Qualified staff)

**Narrative**

Embry-Riddle Aeronautical University provides a sufficient number of qualified staff with appropriate education or experiences to accomplish the mission of the university in teaching "the science, practice, and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world [1]." Through their prior education, work experience, and in-service training, library personnel deliver effective support for the academic and research needs of faculty, students, and staff. The university libraries consist of the Hunt Library in Daytona Beach, Florida, which serves the Daytona Beach [2] and Worldwide campuses [3], and the Hazy Library in Prescott, Arizona, which serves the Prescott campus [4].

Both Hunt Library and Hazy Library base their recruitment of library professionals on the:

- Appropriate degree and skill level needed for each position
- Association of College and Research Libraries (ACRL) *Statement on the Terminal Professional Degree for Academic Librarians* [5], which recognizes the master’s degree in Library Science from a program accredited by the American Library Association [6] as the appropriate terminal professional degree for academic librarians

Additionally, both libraries have highly specific job descriptions for each professional position on file in the university's Human Resources department.

**Daytona Beach and Worldwide Campus**

The Hunt Library employs two types of professionals: those holding a master of Library or Information Science degree, and those holding other relevant degrees. The staff roster currently includes:

- 21 full-time professionals with a master's degree from a library school accredited by the American Library Association (ALA)
- One library professional with relevant educational credentials
- 13 support staff members with education and experiential qualifications that are appropriate to the area of responsibility for each position [7]
- Student workers equivalent to approximately six additional full-time employees (FTE)

The library posts an organizational chart [8] and a full library staff roster on its Web site [9]. Resumes for the library’s management team are also included in the supporting documents:

- Director of Hunt Library [10]
- Associate director for Reference Services/Worldwide [11]
- Associate director for Budget and Planning [12]
- Associate director for Circulation/Media Services [13]
- Associate director for Electronic and Technical Services [14]

Most professional librarians, whether or not they are full-time reference librarians, participate in extensive reference training, which includes answering a series of questions related to identifying aviation sources [15]. The reference librarians complete additional levels of training that immerses them completely in aviation and engineering related sources and prepares them to assist patrons on the Daytona Beach and Worldwide campuses [16]. All librarians audit AS 120 (Principles of Aeronautical Science) to gain an overview of the aviation industry and to learn basic aviation terminology [17]. Trainers [18] monitor the progress of each librarian and, in turn, trainees evaluate the trainers [19]. The Reference Department has a detailed training manual that includes information on the library’s reference philosophy, the training schedule, and training tools and procedures [20].

Library staff members regularly attend training workshops, including those conducted by the university, as well as state and national conferences [21]. Those who attend conferences write a report that they add to the professional development section of the library’s intranet [22] for their colleagues to read.

Recent library surveys have not measured either customer satisfaction or perception of the quality of service. However, the library receives regular feedback from students, particularly at the Worldwide campus, that indicates high levels of satisfaction. In the Spring 2011 semester, the Hunt Library received 85 substantial comments indicating service satisfaction. A representative sample is included [23].

**Prescott Campus**

The Hazy Library employs five full-time librarians and one half-time professional librarian, all of whom possess an ALA-accredited master of Library or Information Science degree. The library also employs six paraprofessional staff members with education and experiential qualifications that are appropriate to the area of responsibility for each position [24].

The library posts an organizational chart [25] as well as a full roster of the library staff on the library Web site [26]. Resumes
for the library’s management team are also included in the supporting documents:

- Director, Hazy Library [27]
- Library Services and Technologies Manager [28]
- References Services/Instruction Program Manager [29]
- Associate director for Library Collections [30]

In prior years, the library funded attendance and travel expenses for staff to participate in training workshops and professional conferences. However, due to budget reductions, the library has recently limited its support. Whenever financially feasible, librarians attend the following annual conferences:

- American Library Association
- Association of College and Research Libraries
- Arizona Library Association
- American Society of Engineering Educators
- Special Libraries Association [31]

Librarians also participate in free online training whenever possible, including the *Blended Librarian* series of webinars. The Hazy Library is a member of the Yavapai Library Network, which sponsors local meetings and training opportunities for library staff.

The Hazy Library monitors customer satisfaction with library services, including staff services, through the annual student survey. Responses to the Spring 2010 student survey indicate that 99.2 percent of the respondents rated the overall quality of the services and resources provided by the library as excellent (46.8 percent), above average (40.9 percent) or adequate (11.5 percent) [32].

**Evidence**

University Mission Vision and Goals Jan11
Hunt Library DB Homepage
Hunt Library WW Homepage
Hazy Library Homepage
ACRL Statement
ALA-Standard
Comprehensive Standard 3 8 3 Template hunt library
Hunt Library Organizational Chart
Hunt Library-staff-webpage
Casey_Resume2011
Kathleen CitroCV
Jane Deighan resume July 2011
West_Resume2011 7
sprague-resume
Hunt Library reference training sample questions
Hunt Library reference training - AppendixQ
AS 120 course description
Hunt Library - Trainee Progress Report
Hunt Library - Trainer Progress Report
Hunt Library Reference training - AppendixQ
Professional Development Activities
Hunt Library-Professional-Development-Reports
Hunt Library student comments
Comprehensive Standard 3 8 3 Template hazy library
Hazy Library org chart
Hazy Library Staff-webpage
Thomas_Resume2011 no address
Evanoff_Resume2011
Harris_Resume 2011
deLong Resume2011 no address
Hazy Library Professional Development
Training: Hazy Student Survey Spring 2010
3.9 Student Affairs and Services

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. (Student rights)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) publishes a clear and appropriate statement of student rights and responsibilities in the Student Handbook for the Daytona Beach [1] and Prescott [2] campuses and online in the Worldwide campus catalog (rights [3] and responsibilities [4]).

At the residential campuses, the university distributes a hard copy of the handbook to all new, transferring and continuing students at any one of the following locations: orientation, check-in, or in the student's mailbox. The student handbook is also available online for the Daytona Beach [5] and Prescott [6] campuses. At any time, a student may request a hardcopy of the student handbook through the Dean of Students Office at Daytona Beach and Prescott campuses.

**Evidence**

DB Student Handbook  
PR Student Handbook  
Worldwide 2010-2011 Catalog  
Worldwide 2010-2011 Catalog  
DB Student Handbook Student Life Web Page  
precottstudentswebpage
3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. (Student records)

### Narrative

Embry-Riddle Aeronautical University (ERAU) protects the security, confidentiality, and integrity of student records in accordance with University Policy AP-09 [1], which details the definitions, policies, and procedures governing student records, and their confidentiality and release for all three Embry-Riddle campuses. In order to assure compliance with federal regulation and educational best practices, all student records are maintained according to the Family Education Rights and Privacy Act (FERPA), state regulations, and guidelines established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

The respective Offices of Records and Registration are the official custodians of student academic records at the Daytona Beach and Prescott campuses. At the Worldwide campus, the Registrar’s Office is the custodian of student academic records. ERAU maintains many types of student records other than cumulative academic records, and those types of records and their custodians are further detailed in University Policy AP-09 [2].

Embry-Riddle protects the security and confidentiality of student data in compliance with FERPA. University management determines who among staff gets access to student records based upon their job description.

The residential campuses at Daytona Beach and Prescott enforce FERPA training procedures within their individual departments. The Worldwide campus allows employees to access personally identifiable information only after they have been trained in FERPA regulations and university policies. Staff are required to take a course that describes the importance of the Family Educational Rights and Privacy Act (FERPA) when dealing with student records, and they must take and pass a quiz relating to FERPA information before they are granted access to student information systems [3]. Upon termination of employment, access to all systems is removed.

The university informs students and others in the community of policies and procedures governing student records via the annual FERPA notification, which is published in the following manner:

- At the Daytona Beach campus, in the student handbook [4], campus catalog [5], and on the Web site [6]
- At the Prescott campus, in the student handbook [7], undergraduate [8] and graduate campus catalogs [9], schedule of classes (maintained electronically and updated each term) [10], and on the Web site [11]
- At the Worldwide campus, in the campus catalog [12] and on the Web site [13]

In accordance with FERPA requirements, and to assure the confidentiality of student records, students must complete authorization forms to release their academic record to themselves or to third parties (Daytona Beach [14]; Prescott [15]; Worldwide [16]), and they may restrict the release of their directory information (Daytona Beach [17]; Prescott [18]; Worldwide [19]) as specified in the annual notification.

The policy and process for the storage, release, dissemination, and disposition of student records (including both electronic and printed records) is consistent among the ERAU campuses, though the scope of records maintained at the residential campuses varies significantly from those at the Worldwide campus. The university uses the following to store student records: the Datatel student information system, Oracle Imaging Process Management (Oracle IPM), and microfiche for some earlier residential campus records.

The ERAU Records and Registration Office at the Daytona Beach campus maintains any existing microfiche for archived and imaged files. The Daytona Beach and Prescott campuses maintain all of their hard copy records in fireproof file cabinets until imaged. The Prescott and Worldwide campuses fully utilize the university imaging system and do not permanently maintain fiche records. After the university scans these historic records into the imaging system and checks for quality, it then employs a bonded and insured third-party vendor to manage the disposition of the existing duplicate fiche records.

For the Worldwide campus, each individual campus location scans its records directly into the imaging system, where they are, in turn, indexed into the student permanent file. Similarly, all records received, processed, or created at Worldwide headquarters are forwarded to the Imaging Department, where they are scanned and imaged into the permanent student file. Records scanned into the student imaging system are maintained indefinitely. Additionally, the Information Technology Department performs on-site, nightly incremental backups for imaged files. When these tapes are full, they are scheduled for pickup and moved to an off-site facility.

### Evidence

- AP-09-final
- AP-09-final
- FERPA
- DB Student Handbook
- Daytona Beach 2010-2011 Catalog
DB Annual FERPA Notification
PR Student Handbook
Prescott 2010-2011 Catalog
Prescott 2010-2011 Catalog
PC FERPA Notice, Class Schedule
PC FERPA Web Disclosure
Worldwide 2010-2011 Catalog
WW Annual FERPA Notification
DB Request to Share Information
PC Student Request to Share Information
WW FERPA Form
DB Request to Prevent Disclosure of Directory Information
PC Non-disclosure
**3.9.3** The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. (Qualified staff)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) employs qualified personnel to supervise and ensure the quality and effectiveness of its student affairs programs. Possessing an average of 19 years of relevant experience, these highly skilled and experienced supervisors hire the student affairs staff and oversee the delivery of quality, effective student affairs programs and services. Each of these professional student affairs personnel is evaluated [1] annually in order to ensure that the university maintains quality student services. The associate vice president, deans, associate deans, and directors are charged with hiring, evaluating, and supervising qualified student affairs personnel who serve our student populations directly through effective and high quality programs and services. According to the best practices outlined in the Council for Advancement of Standards in Higher Education (CAS) Standards [2] each director, associate dean, dean, or associate vice president holds a minimum of a master's degree, or required professional credential in the applicable area of expertise. The tables that follow list the university's management teams for student affairs.

<table>
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<tr>
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<td>Lisa Scott Kollar</td>
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<tr>
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<td>Associate Dean, European</td>
<td>M.A. in Political Science</td>
<td>Nine years of professional experience in higher education</td>
<td></td>
</tr>
<tr>
<td>Region, Worldwide Campus</td>
<td>See job description</td>
<td>M.A. of Education</td>
<td>Eleven years of professional experience in related field</td>
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</tr>
<tr>
<td>Richard J. Nicols</td>
<td>Executive Director, Student Academic Support Center, Daytona Beach Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra Palmer</td>
<td>Director, Wellness Center, Prescott Campus</td>
<td>See job description</td>
<td>RN-Registered Nurse</td>
<td>Twenty-nine years of professional experience in higher education</td>
</tr>
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<td>Ronald Popola</td>
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<tr>
<td>Debbie Ritterbush</td>
<td>Director, Counseling Center, Prescott Campus</td>
<td>See job description</td>
<td>M.A. in Professional Counseling</td>
<td>Eleven years of professional experience in counseling</td>
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<tr>
<td>Donna Roberts</td>
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<td>Ten years of professional experience in higher education</td>
</tr>
<tr>
<td>Melynne Rust</td>
<td>Interfaith Chaplain, University Interfaith Chapel, Daytona Beach Campus</td>
<td>See job description</td>
<td>Master of Divinity</td>
<td>Three years of professional experience in chaplaincy discipline</td>
</tr>
<tr>
<td>Alicia M. Smyth</td>
<td>Director, Career Services, Daytona Beach Campus</td>
<td>See job description</td>
<td>M.A. Educational Leadership</td>
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<tr>
<td>Larry K. Stephan</td>
<td>Dean of Students, Dean of Students Office, Prescott Campus</td>
<td>See job description</td>
<td>M.A. in Education</td>
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<tr>
<td>Ann Stillwell</td>
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<tr>
<td>Sonja Taylor</td>
<td>Dean of Students, Dean of Students Office, Daytona Beach Campus</td>
<td>See job description</td>
<td>M.Ed. Counselor Education</td>
<td>Twenty-nine years of progressive leadership in higher education</td>
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<tr>
<td>Rachel Vigness</td>
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<td>M.S. in Project Management</td>
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Daytona Beach and Prescott campuses offer traditional, residential student-support services. These services are delivered directly to the student, in person, through the many campus offices (student affairs organizational chart for Daytona Beach [3] and Prescott [4] campuses). A list of these offerings include, but are not limited to: student wellness, student activities and clubs, career services, orientation, counseling, first-year advising, programming in residence halls, religious and spiritual services, and safety services. In addition, the Daytona Beach Student Affairs offices may also maintain, or be called upon to assist, the Prescott and Worldwide campuses. As an example, the Daytona Beach Career Services Department oversees the offerings of services for students enrolled with Worldwide campus. ERAU student affairs offices work together regularly and collectively to make certain that all students receive quality student services and support throughout the university system.

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### Daytona Beach Campus Student Affairs Personnel

- **Full-Time Student (FTE) undergraduate enrollment** (two most recent academic terms, Fall 2010/Spring 2011): 4,370/4,009
- **Full-Time Student (FTE) graduate enrollment** (two most recent academic terms, Fall 2010/Spring 2011): 520/507

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Students attending classes at the Worldwide campus, whether online or at the various military and civilian locations, are able to receive student services, academic services, and other assistance in a number of ways (student affairs organizational chart for Worldwide campus [5]). For a student enrolled through one of the locations for either face-to-face or online classes, there is a local director of academic support, director of academics, and other assistant staff who are present every day to handle student services questions and student services issues immediately. The student also has telephone and e-mail access to staff at the regional office that oversees his or her campus location. All Worldwide students have e-mail and telephone access to more than 100 staff at Worldwide Headquarters in Daytona Beach who will either assist the student or refer him or her to the proper resource. The Online Campus Department at Worldwide headquarters consists of 23 staff specifically assigned as advisors reporting to the director of retention and student success. Fourteen counselors in the departments of Admissions and Student Affairs are available to assist both prospective and current students. The director of Admissions and Student Affairs also serves as an ombudsman for any Worldwide campus student who has for some reason not found resolution to a problem.

At the Worldwide campus a specific structure has been created under the associate vice president for Marketing and Enrollment Management that aims at providing a superior student experience from the point of initial interest through
graduation. The following roles have direct responsibility for student affairs [6] and report to the associate vice president of Marketing and Enrollment Management:

- The director of Retention and Student Success sets strategy and policy that will keep the student body engaged and on a successful track toward degree attainment for non-traditional adult learners. This position oversees programs such as at-risk advising, retention communications, and leveraging institutional aid for continuing students.
- The director of Admissions and Student Affairs assists prospective students through the admissions and transfer credit process. In addition, this office serves as the student ombudsman.

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As evidenced by the documentation provided in the previous tables, ERAU employs qualified personnel to supervise and ensure the quality and effectiveness of its student affairs programs.

### Evidence

- Performance Evaluation Process Staff 2011
- Council for Advancement of Standards in Higher Education (CAS)
- DB Student Affairs Org Chart August 2011
- Prescott Org Chart in SACS
- WORLDWIDE STUDENTAFFAIRS ORG CHART
- Ww Student Affairs Org Supplemental
- Bailey Nancee Position Descrip
- Bailey Nancee Resume
- Bell Paul Position Descrip
- Bell Paul Resume
- Bigelow Paul Position Descrip
- Bigelow Paul Resume
- Bloom Linda Position Descrip Form
- Bloom Linda Resume
- Bridger Maureen Position Descrip
- Bridger Maureen Resume docx
- Clevenger Aaron Position Descrip
- Clevenger Aaron Resume
- Clevenger Jack Position Descrip
- Clevenger Jack Resume
- Cordial Bernard Position Descrip
- Cordial Bernard Resume
- Dammer Linda Position Descrip
- Dammer Linda Resume

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As evidenced by the documentation provided in the previous tables, ERAU employs qualified personnel to supervise and ensure the quality and effectiveness of its student affairs programs.
RESOURCES

3.10 Financial and Physical Resources

3.10.1 The institution's recent financial history demonstrates financial stability. (Financial stability)

Narrative

Embry-Riddle Aeronautical University (ERAU) has a strong financial base and demonstrates the ability to support the mission of the institution and its programs and services. ERAU is in compliance with this standard for the following reasons:

Recent Financial History

ERAU's recent financial history demonstrates financial stability. ERAU's changes in unrestricted net assets, exclusive of investment gains and losses, have steadily increased over the last three fiscal years, enabling the university to fully support its strategic objectives. ERAU's unrestricted net assets increased by 18.3 percent from 2008, reaching $198.6 million by June 30, 2010 [1]. ERAU's enrollments have been steady over the past four years [2], and that is one of the key reasons why its cash flow has remained strong. Fitch Ratings, New York, emphasized Embry-Riddle's strong position by reaffirming the university's bond rating at BBB+ with a Stable Outlook in January 2011. Fitch noted that "the university's available funds doubled over the past five years, reaching $148.2 million at the end of fiscal 2010 [3]." In August 2010, Moody's Investors Service upgraded ERAU's bond rating from baa3 to baa2, citing "consistently positive cash flow from operations" and a "healthy unrestricted financial resources base [4]."

The university uses the composite financial index (CFI) to measure its financial strength. The CFI is a four-part tool developed by KPMG LLP (a U.S. audit, tax, and advisory services firm), for use in higher education to measure an institution's ability to meet its financial obligations over the long term. Embry-Riddle's CFI has improved from 2.9 to 4.5 over the last three fiscal years [5]. According to KPMG, a CFI of at least 2 indicates a financially healthy institution, able to support its strategic objectives. The university continues to reduce its long-term debt each fiscal year [6].

Audit Process

Audited financial statements for the fiscal years ended June 30, 2008, 2009, and 2010, as prepared by Ernst & Young LLP, reflect ERAU's financial strength and stability [7]. The auditors gave ERAU clean and unreserved opinions, and the financial reports indicate that ERAU's financial strength has increased over the timeframe, as its cash reserves and unrestricted net assets have increased to very strong levels.

Budget Process

ERAU's annual budget [8] is developed in a robust planning process [9]. To develop the operating plan and the budget, the university's chief financial officer and the budget team meet with all of the campuses over a four-month period to generate detailed enrollment assumptions by degree program, as well as the expense budgets required to meet ERAU's strategic objectives. The university leadership team and the president review and approve the proposed operating budgets. The plan is then submitted to the Finance Committee of the Board of Trustees, which challenges the underlying assumptions and corroborates its conclusions. Next, the Finance Committee presents the plan to the full Board of Trustees, which formally votes to approve the operating plan at its annual meeting [10].

University Endowment

With the direction of the Investment Committee of the Board of Trustees, the endowment funds are invested to preserve the corpus of the fund while providing an appropriate current-year spending policy for awarding scholarships as directed by the donors. The Investment Committee and the administration use the board-approved Master Investment Policy to guide their decision making [11]. ERAU's investment portfolio, which is made up primarily of endowment funds and their undistributed retained earnings, totaled $63.9 million on 6/30/2010, and $79.4 million on 6/30/2011 [12]. The investment portfolio provides scholarships to students and adds financial stability [13]. A report from the National Association of College and University Business Officers (NACUBO) for the fiscal year ended June 30, 2010 indicates that the portfolio's performance exceeded that of its university peers with the same size portfolio for the last one-, three-, five-, and ten-year periods [14].

Fundraising Efforts

The Office of University Advancement raises funds to support the mission of the university. Between Fiscal Year 2008 and Fiscal Year 2011, ERAU's fundraising efforts raised an average of $7.7 million per year, and $8.5 million in Fiscal Year 2011 [15]. The university completed its most recent fundraising campaign in December 2008, which was the most successful in its history, raising more than $65 million. The dollars raised were used towards new facilities, equipment, student scholarships, and other uses. In addition, the campaign broadened the participation of alumni, which has now reached 100,000 strong.

Evidence

SACS 3 10 1 Schedule of Changes in UR Net Assets ex investment gains_losses

ERAU Enrollments 2006 to 2010 - rev Sept 2

Fitch Rating Report, January 2011

Moody's upgrades Embry-Riddle Aug 2010
CFI Calculation 2010 SACS
SACS 3 10 1 Schedule of Short-term and Long-term Debt
Embry-Riddle Financial Statements, FY 2010
FY 2011 Approved Budget - Total University
APPM 4-1 Budget Policy
BOT-General Session_2010 June 11_12 - SACS
APPM 2-1-3 Master Investment Policy
ERAU 6-30-11 Trailing 1-Year returns - SACS
Five Year History of Endowment Returns and Annual Payments
ERAU NACUBO Review of Endowment Performance, 2011 Study
Philanthropy Summary - 2008-2011
3.10.2 The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. (Submission of financial statements)

**Narrative**

As requested by the Commission, Embry-Riddle has completed and presented, in an accurate and appropriate manner, its annual profiles that indicate its financial position and financial health, including:

- The most recent institutional profile for financial information [1]
- The institutional profile for general and enrollment information [2]

The reports indicated here represent the total operation of the institution. The university is not aware of any additional Commission requests for information.

**Evidence**

2011SACSFinancial

SACS Inst Profile Fall 2010
3.10.3 The institution audits financial aid programs as required by federal and state regulations. (Financial aid audits)

**Narrative**

As required by state and federal governments, Embry-Riddle Aeronautical University (ERAU) conducts annual financial audits through use of an independent auditing firm. The university demonstrates compliance with the standards of the Single Audit Act Amendment of 1996, in accordance with the Office of Management and Budget (OMB) and its *Schedule of Expenditures of Federal Awards and State Financial Assistance and Related Audit Reports (Audit Circular A-133)* for FY 2008 [1], FY 2009 [2] and FY 2010 [3].

Results from Audit Circular A-133 reveals:

- No reportable conditions on internal control over financial reporting
- No instances of noncompliance with laws, regulations, or provisions of contracts and grants
- No reportable conditions relating to federal award programs

The university reviews audit findings each year and changes processes as needed in response to any findings. In addition, ERAU has recently been approved to continue participation in Title IV programs as demonstrated in the *Eligibility and Certification Approval Report* [4] and the *Program Participation Agreement* [5] [6] from the United States Department of Education.

ERAU also meets the reporting requirements of the U.S. Department of Education, indicated by the *Fiscal Operations Report Application to Participate (FISAP)* [7], which requires the institution to report its expenditures and apply for funding for its Federal Work-Study Program and Federal Supplemental Educational Opportunity Program. The institution has not been required to obtain a letter of credit in favor of the U.S. Department of Education.

**Evidence**

- Embry-Riddle A133, FY 2008
- Embry-Riddle A133, FY 2009
- Embry-Riddle A133, FY 2010
- Eligibility & Certification Approval Report
- DOE Formal Approval Letter, March 17, 2011
- DOE Participation Agreement, March 17, 2011
- FISAP Report 2010
Emory-Riddle Aeronautical University (ERAU) maintains appropriate control over its financial resources through two primary means:

- Adherence to policies and procedures developed by the university
- Assessment of performance by a variety of periodic internal and external audits

### Financial Resources

Under the authority of the university president, ERAU establishes and implements policies and procedures [1] that procure, maintain, and protect the financial resources at ERAU. ERAU has adopted a Conflict of Interest Policy [2] that stipulates employees' responsibilities, as well as the Board of Trustees' responsibilities in protecting the resources of the university. The university has adopted a Fraud Policy [3] and established a means for employees to report incidents anonymously through a confidential EthicsPoint hotline.

The senior executive vice president/chief financial officer (SEVP/CFO), who reports directly to the university president, provides the overall management of finance and operational departments that are responsible for ensuring appropriate controls over the university's assets. A job description outlining the responsibilities of the senior executive vice president/chief financial officer [4] and organizational chart depicting the placement of this position within the university administrative structure are included in the supporting documentation. The employees who are charged with the responsibility for and have control over the institution's fiscal affairs are indicated on the organizational chart of the SEVP/CFO [5].

It is the responsibility of the Controller's Office to properly reflect the financial activities of the university and its subsidiaries, in accordance with generally accepted accounting principles. An organizational chart for the Controller's Office [6] and job descriptions for the controller [7], accounting manager [8] and accounting operations manager [9] within the office indicate the level of responsibility within the organization. The office records and reports financial activities in conformity with FASB Accounting Standards Codification 958 and uses the accrual method of accounting to properly match revenue and expenses.

### Budget Process

The university fiscal year begins July 1 and ends June 30. The university begins its budgeting process for the fiscal year about six months prior to the start of the fiscal year, starting with a recommendation to the Board of Trustees for a tuition rate for the following year. Once the rate is approved, planning guidelines for the annual budget are established during meetings with key administrative and academic personnel who are responsible for the direction of major institutional operations, and the budget process begins [10]. The SEVP/CFO then presents a summary-level budget for all campuses to the Finance Committee for recommendation to the Board of Trustees for approval. After final approval of the university budget by the Board of Trustees, departmental budgets are considered final (sample final budget [11]).

Detailed monthly budget reports are provided to the SEVP/CFO, while department budget managers can access real-time budget information online via the university's Oracle financial system. The Budget Office monitors spending, including a review of expenditures compared to budget, and prepares monthly reports for the university's administration and quarterly status reports for ERAU's Board of Trustees Finance Committee.

### Purchasing Process

The university Purchasing Department provides consistent purchasing procedures for university personnel to maximize the purchasing value of university funds in procurement and to provide safeguards for maintaining a procurement system of quality and integrity. Purchasing policies and procedures are made available online [12]. Purchases over a certain dollar amount require specific procedures to be followed before approved. Non-construction purchases above $10,000 require a purchase requisition and written quotations may be solicited by the Purchasing Department from a minimum of three responsible vendors when deemed to be in the university's best interest. Construction related services above $25,000 also require this process. With every non-construction procurement action over $10,000 or construction action over $25,000, the university engages in some form of price or cost analysis.

### Contracts

University Procedure 1.2 [13] establishes authority and approval guidelines to ensure that all contracts and other financial obligations of Embry-Riddle Aeronautical University (the "university") are:

- Properly evaluated, reviewed, and executed by appropriate university officials;
- Managed in accordance with reasonably prudent business practices and applicable legal and regulatory requirements; and
- In the best interest of the university.

### Risk Management

The mission of the Risk Management Department is to protect the resources of the university from fortuitous loss, requiring the highest possible concern for the safety of students, employees, and members of the public, as well as for the prevention of loss of the university's assets. The Risk Management Department coordinates with all operations of the university and
advises management on potential sources of loss and makes recommendations and decisions on how to best minimize or eliminate the exposures [14].

The university maintains comprehensive insurance coverage on its assets. For the 2010-2011 policy year, buildings and contents are insured for $553,728,437 (Total Insured Values). Business interruption insurance, which protects the university against loss of income resulting from damage to real property and equipment, totals $94,150,545 for the 2010-2011 policy year, all campuses combined. University Total Insured Values for the 2010-2011 policy year are $691,463,728 (including buildings, contents, electronic data processing equipment, simulators, fine arts, and business interruption). Losses from crime or the acts of dishonest employees are insured up to $3,000,000 for employee dishonesty or for forgery or alteration (with a deductible of $25,000).

Endowments and Investments
With regard to long-term investments, ERAU follows policies and procedures set forth in Investment Policy 2.1.3 [15]. ERAU’s endowment and long-term investments are managed by the Investment Committee of the Board of Trustees [16], which selects an investment advisor to manage and provide regular updates on performance of university investments [17] [18].

Internal and External Auditors
The internal audit function at ERAU helps the university accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes [19]. The director of Internal Audit reports functionally to the Audit Committee and administratively to the SEVP/CFO and oversees the work of two internal auditors. The internal audit director prepares a multi-year planning document of the areas to be audited [20] [21]. Reports, related findings, and recommendations are presented semi-annually to the Audit Committee of the Board of Trustees. The Internal Audit Department also administers the annual Conflict of Interest Reporting process, which includes distribution of the university's Conflicts of Interest and Related Party Transaction Questionnaire [22].

External financial audits are performed annually by an independent accounting firm. The firm of Ernst & Young has prepared the annual audits since 2004. The auditor’s most recent audit report for Fiscal Year 2009-10 contained no material findings and provides additional assurance that controls over financial resources comply with accepted auditing standards [23][24]. After a comprehensive Request for Proposal (RFP) process, the firm BDO USA, LLP has been selected as the university’s auditor, beginning with the Fiscal Year 2010-11 audit.

Audit Committee
The primary function of the Audit Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities relating to the:

- Integrity of the university’s financial statements
- Systems of internal control
- Performance of the university’s independent auditors and internal audit function
- Independent auditors’ qualifications and independence
- University’s compliance with legal and regulatory requirements

The Audit Committee meets at least annually with the external auditor and twice per year with the director of internal audits [25][26].

Evidence
- APPM 1-1 APPM Policy
- APPM 1-3-1 Conflict of Interest Policy
- APPM 9-2 Fraud Policy
- Ex.VP/Chief Financial Officer Position Description
- erau-organization-aug2011
- erau-organization-aug2011
- Position Description, University Controller
- Position Description, Accounting Manager
- Position Description, Accounting Operations Manager
- APPM 4-1 Budget Policy
- FY 2011 Approved Budget - Total University
- APPM 2-3-5 Purchasing Policy
- APPM 1-2 Delegated Authority Procedure
- APPM 2-4 Risk Management
3.10.5 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research / external funds)

Narrative

Embry-Riddle Aeronautical University (ERAU) maintains financial control over externally funded and sponsored research programs through the following established policies and procedures that apply to both the pre- and post-award financial management of programs:

- Policy 2.8.1—Grants and Contracts Administration [1]
- Policy 2.8.2—Grant and Contract Cost Overrun [2]
- Policy 2.8.3—Grant and Contract Payroll Charge [3]
- Policy 2.8.4—Conflict of Interest and Responsible Conduct in Research [4]

The university also employs an appropriate organizational structure to assist in the administration and review of these programs. Administration of grants and contracts is provided by the following offices, all of which collectively ensure compliance, provide information and assistance to internal and external auditors and regulatory agencies, and provide assistance and training to all appropriate personnel as needed:

- Sponsored Programs, Pre-Award, which reports to the vice president for Academics and Research [5], develops and submits all proposals for grants.
- Sponsored Programs, Post-Award, which reports to the senior executive vice president and chief financial officer [6], provides administrative management services, fiscal management services, fiscal reporting and compliance management on all grants awarded to the university.
- Contracts Administration, which also reports to the senior executive vice president and chief financial officer (see 5 above), develops and submits all proposals for contracts, as well as provides administrative management services, fiscal management services, fiscal reporting, and compliance management on all contracts awarded to the university.
- University Controller [7], which also reports to the senior executive vice president and chief financial officer (see 5 above), provides accounting, invoicing, collections, accounts payable, and tracking of fixed assets.

Externally funded grants and contracts are subject to the same accounting [8] and purchasing controls [9] as the rest of the funds of the university. Each sponsored project has an individual account established in the Oracle accounting system, and sponsored program principal investigators have primary responsibility for financial control over their sponsored projects, with support from the aforementioned offices.

The university negotiates and maintains an approved facilities and administrative cost rate agreement with the U.S. Department of Health and Human Services (DHHS). The current agreement is dated July 30, 2010, and is in effect until June 30, 2013 [10].

The external auditors annually review university internal controls, test for compliance with applicable federal and state laws and regulations, and report any findings in the Schedule of Expenditures of Federal Awards and State Financial Assistance (OMB Circular A133 Compliance report); examples here include reports from Fiscal Years 2008 [11], 2009 [12] and 2010 [13]. ERAU resolves all reported findings and changes any applicable processes or procedures as needed in order to ensure compliance with federal and state laws and regulations. Furthermore, in order to assist the university with maintaining appropriate controls to ensure compliance and financial control over externally funded projects, the auditing firm each year provides a management letter [14] that identifies additional items that have come to their attention during the audit.

Evidence

APPM 2-8-1 Grants and Contracts Administration
APPM 2-8-2 Grants and Contracts Cost Overrun
APPM 2-8-3 Grants and Contracts Payroll Charge
APPM 2-8-4 Conflict of Interest and Responsible Conduct in Research
eriu-organization-aug2011
eriu-organization-aug2011
Controller's Office Organization Chart March 2011
APPM 2-1-1 Accounting Practices Policy
APPM 2-3-5 Purchasing Policy
DHHS Rate Agreement
Embry-Riddle A133, FY 2008
Embry-Riddle A133, FY 2009
Embry-Riddle A133, FY 2010
FY 2010 Embry-Riddle Management Letter
3.11 Physical Resources

3.11.1 The institution exercises appropriate control over all its physical resources. (Control of physical resources)

Narrative

Embry-Riddle Aeronautical University (ERAU) maintains control of its physical resources through appropriate organizational structures, policies, and procedures. The university has implemented the necessary internal controls to reasonably ensure that resources are used as intended by management and that risk of loss due to theft, misuse, neglect, or natural causes is mitigated. The senior executive vice president/chief financial officer (CFO) [1] has primary responsibility for control over the university’s physical resources [2].

Property Management

The university has approved and implemented the Material Management Policy [3] and Procedure 2.2.0 [4] to provide guidance and direction to all university personnel in the proper handling and accountability of university property and fixed assets. The Material Management Policy and Procedure:

- Sets forth the guidelines for tracking all university property and reconciling physical inventories with accounting records
- Conveys necessary processes for compliance with federal regulations concerning federal asset acquisitions [5]

The Materials Management Department is responsible for the coordination and effective operation of the following services: Surplus Material Disposition, Federal and Fixed Assets Management, Property Control, and Inventory. The department inventories federally funded assets and certain programmatic assets on a regular basis [6].

Restricted Access to Campus Facilities

ERAU provides control over physical resources by restricting access to buildings on campus through the Campus Safety Department and through the use of its "Eagle Card" lock system. The employee and student identification cards, called "Eagle Cards," are programmed to allow access to the respective, appropriate buildings for students, faculty and staff. During off-hours and for buildings not in regular use, campus security controls and monitors access by performing walkabouts and ensuring all facilities are locked and secure.

Campus Master Plan

The master plans for the Daytona Beach [7] and Prescott [8] campuses were developed to facilitate planning for the future growth of the university in alignment with strategic planning. Proposed capital projects have been reviewed by the Construction and Planning Committee and have been approved by the Board of Trustees. The Worldwide Campus sites are maintained at multiple locations in the United States and around the world and are managed by property owners leasing space to the institution at these locations. Each campus administrator addresses the physical needs of these locations by working directly with the property owner leasing the space to the institution.

Deferred Maintenance

Daytona Beach Campus: During the annual capital budgeting process, the campus reviews the deferred maintenance list and decides to repair or further defer maintenance, based upon factors such as impairment of operational efficiency, scheduling concerns, and available funding.

Prescott Campus: The campus uses data and surveys from the Association of Physical Plant Administrators (APPA) to evaluate deferred maintenance issues and also establishes a capital budget each year to address any issues.

Worldwide Campus: The Daytona Beach Facilities Management Department provides the routine maintenance for building safety and repair, utilities, and minor renovations at the Worldwide headquarters located in Daytona Beach. Repair and maintenance at remote, leased locations are handled by the lessor.

Risk Management

The Risk Management Department [9] coordinates with all university operations and advises management on potential sources of loss and makes recommendations and decisions on how to best minimize or eliminate exposures. In accordance with University Policy 2.4 [10], Risk Management is responsible for maintaining insurance coverage on every building, regardless of its physical location and its contents and each year revises the policy certification renewal to reflect needed changes in coverage.

Emergency Management

The mission of the Environmental Health and Safety Department is to develop the university safety culture in an effort to prevent accidents, incidents, and to raise safety awareness [11]. The department supports the safety goals established by the Board of Trustees, the university president, and the university safety officer.

The university has developed a Comprehensive Emergency Management Plan (CEMP) that is integrated into and coordinated with comprehensive emergency management plans and programs of the local, county, and state governments. The CEMP [
Compliance Certification Report

Embry-Riddle Aeronautical University

12] provides a framework through which ERAU prepares for, responds to, recovers from, and mitigates the impacts of a wide variety of disasters and emergency events that could adversely affect the health, safety, and/or general welfare of the students, faculty, staff, and visitors.

When emergencies occur, ERAU utilizes several notification methods depending on the emergency type:

- Instant pop-up from computer desktops
- Outdoor siren and public address audible systems on campus (primary notification)
- Megaphone on squad cars
- Safety vehicle siren/intercom
- E-mail
- CodeRED [13]: employees or students opt in to receive alerts
- Door-to-door safety personnel
- Reverse 911 (CodeRED) phone notification
- Full-screen emergency alert on user computer screens
- ERAU Public Internet site (Hurricanes)
- University campus phone

Evidence

Sr. EVP/Chief Financial Officer Position Description
ERAU Organizational Chart
APPM 2-2 Materials Management
Procedure 2-2 Materials Management
Property Control for Federal Assets
Property Inventories
ERAU Daytona Beach Master Plan
Prescott Campus Master Plan
Safety Services Risk Mgmt
APPM 2-4 Risk Management
EHS
EHS Emergency Preparedness Final EMP Jan 2010
CodeRedWeb
3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)

### Narrative

Embry-Riddle Aeronautical University (ERAU) is strongly committed to providing a safe and healthy environment for its students, faculty, staff, and visitors. The safety and security of the university comes from a strong safety culture [1] supported by all members of senior leadership (as indicated by the attached Web page that links to videos of university leaders endorsing the university's safety culture [2]). The university is a community leader in environmental awareness, health protections, and safety standards, and strives to ensure compliance with applicable local, state, and federal regulations.

### Safety Commitment

The ERAU Safety Commitment mandates that all campuses shall:

- Comply with all applicable environmental, health, and safety laws and regulations. In the absence of specific laws or regulations, good management practices shall be followed;
- Develop, follow, and continuously improve environmental, health and safety programs; including emergency action plans [3] for all facilities and operations;
- Perform periodic environmental, health, and safety reviews of facilities and programs to correct deficiencies, establish goals, and identify funding priorities;
- Designate a specific individual at the Daytona Beach [4] and Prescott [5] campuses to coordinate environmental, health, and safety affairs for the institution. This individual shall be a key member of each institution’s administrative leadership team and shall be supported with appropriate resources;
- Promote environmental, health, and safety awareness among all faculty, staff, and students by providing administrative support and appropriate resources for training and program implementation;
- Design, construct, and operate all facilities in a manner that protects the health and safety of the occupants and the environment in which they work;
- Minimize waste and prevent pollution by: adopting recycling programs for all appropriate materials, purchasing recycled products, substituting less hazardous materials and establishing micro-scale chemistry operations;
- Work cooperatively with government, industry, and other organizations in developing reasonable and cost-effective environmental, health, and safety legislation and regulations that protect the environment and human health;
- Serve as environmentally responsible neighbors and promote sustainable development on campus properties and in local communities.

### Department Heads

Embry-Riddle Aeronautical University's president has a strong commitment toward maintaining a healthy, safe, and secure environment by designing critical positions filled with highly motivated and qualified individuals to oversee the safe operation of each campus. The positions are:

- Associate Vice President for Safety (Designated as University Safety Officer on the Web site [6])
- University Director of Risk Management [7]
- Environmental Safety and Health directors (Daytona Beach campus [4]; Prescott campus [5])
- Aviation Safety directors (Daytona Beach campus [8]; Prescott campus [9])
- Campus Safety/Security directors (Daytona Beach [10] and Prescott campuses [11])

### Business Continuity

The university has a robust, comprehensive Emergency Management Plan [12] that has specific annexes with procedures following the National Incident Management System (NIMS) Concept of the All-hazards approach.

Another tool that the university utilizes to ensure all faculty, staff, and students are aware of safety procedures is called the Emergency Quick Reference Guide [13]. This tool provides the ERAU community with the ability to respond to various emergencies in a prescribed manner such as shots fired [14].

The Daytona Beach campus has trained and implemented a Campus Community Emergency Response Team (C-CERT) to assist Campus Safety and the community in the event of an emergency [15].

### Risk Management

The mission of the Risk Management department is to protect the resources of the university—human, property, and financial—from fortuitous loss, requiring the highest possible concern for the safety of students, employees, and members of the public and prevention of loss of university assets. Various university policies and procedures incorporate risk management, such as policies governing use of equipment and vehicles, procedures governing driver approval, and certificate of insurance requirements, etc. [16].

### Environmental Health and Safety

The Daytona Beach and Prescott campus Environmental Health and Safety (EH&S) directors are responsible for ensuring the general health and safety of the campus environments [17] and adherence to federal, state and local laws [18]. The EH&S departments:
• Mitigate environmental and occupational hazards such as hazardous materials, hazardous waste, blood-borne pathogen exposure control, ionizing and non-ionizing radiation, and all federal and local laws [19]
• Investigate accidents and recommend hazard-mitigation techniques to prevent future accidents from occurring
• Conduct safety training [20]
• Field all concerns regarding workplace quality

Daytona Beach Campus: Safety and Security
Security services are provided by the Safety and Security Department [21]. Officers are present on a twenty-four-hour basis and patrol the campus and residence hall facilities. They operate a twenty-four-hour communications center and are supplemented by Student Crime Prevention Practitioners during the fall and spring semesters. The department maintains an internal operations procedures guide [22] that provides guidance and direction for campus incidents.

• Life Safety Systems—The Safety and Security Department includes a Life Safety Systems section [23] which provides fire safety [24], building inspection, and access control services.
• Emergency Notifications—The Safety and Security Department utilizes several methods of communication when advisory, alert, or emergency conditions occur (sirens, reverse 911, severe weather alerts, direct communication with local law enforcement, e-mail alerts, public address speakers, etc. [25]).
• Specially Trained Response Support—Safety and security building liaisons are located throughout the campus who receive training in how to detect suspicious conditions, report emergencies and facilitate emergency response to their buildings. Some employees have received additional training through the Campus Community Emergency Response Team (C-CERT) program. Student groups also receive emergency training, including the Med Club, which provides emergency medical service to the campus and to campus special events, and the Student Crime Prevention Practitioners (SCPP’s), who are trained annually and provide peer programming and service to the campus community [26].
• Safety Programs—The Safety and Security Department provides University 101 class presentations for freshmen students on personal safety, crime prevention, and campus emergency management. The crime prevention section maintains several personal safety and security programs for bicycles, motorcycles, textbooks, and engravable property. Safety programming is extended to residence life and to clubs and organizations. The department participates in resident advisor training and conducts a training program for SCPP’s.

Prescott Campus: Safety and Security
The Prescott Campus Safety Department is responsible for the safety and security of the Prescott campus and has 24/7 field operations and dispatch/switchboard operations during normal business hours. After hours and weekends, all calls go to a 24/7 answering service that has direct contact with field officers. The Safety Department is responsible for all parking and traffic enforcement, traffic control, campus shuttle service, building security, preventive patrols, criminal investigations, crime prevention, enforcing state laws, student code of conduct, events support and life safety inspections on campus.

The Safety Department is responsible for the multi-layered emergency communications system on campus (emergency sirens, PA system, and Web-based notifications system) and the department acts as the reverse-911-oversight manager. More than 25 emergency phones are located throughout the campus.

The Campus Safety Department is a member of the Sexual Assault Response Team (SART), the Campus Judicial Board, and Campus Traffic Committee. The Campus Safety Department conducts training for new students regarding state alcohol and drug laws, sexual assault prevention, state weapons laws, emergency notification, and shooter emergency response procedures. The Campus Safety Department conducts tabletop exercises on high-priority-type events that may occur on campus.

Worldwide Campuses Emergency Planning
The Worldwide campuses span over 150 locations across the country and around the world. From Berlin to Los Angeles, Houston to Cincinnati, Daytona Beach to Prescott, Embry-Riddle delivers an accredited, world-class university education. Embry-Riddle Aeronautical University provides a safe and secure workplace for every location. The Worldwide Emergency Preparedness Plan [27] is comprehensive and provides a solid plan to deal with any emergency.

Aviation Safety (Daytona Beach and Prescott)
The objective of the Aviation Safety Management System (SMS) is to achieve the university's goal of preventing all accidents (a zero accident rate) and maintaining a vigorous safety culture. The system identifies potential hazards and mitigates them to prevent accidents. The strength of the aviation safety program is derived from a robust, non-punitive reporting system that analyzes and categorizes human error events using the Human Factors Analysis Classification System (HFACS). The HFACS taxonomy provides real-life solutions to potential accident-causing events [28].

Evidence
Safety Culture
Presentations
final-emp-jan-2010
Contact Us - EHS
Safety and Security Prescott
Contact Information - USO
Contact Us - RM
Contact Information - USO
Contact Us - RM
Position Description Kevin Mannix
DOC082911
Safety Emergency
Comprehensive (Safety) Quick Reference Guide, Daytona Beach, Fl, Prescott, A
Shots Fired
final-emp-jan-2010
Risk Management
Mission
Compliance Laws
Hazard Materials
Safety Training
General Information, Campus Safety & Security Department, Daytona Beach, Emb
disaster-emergency-management-recovery-plan
Life Safety Systems, Campus Safety & Security Department, Daytona Beach, Emb
Campus Fire Safety Report, Campus Safety & Security Department, Daytona Beac
Emergency Notifications, Response & Evacuation, Campus Safety & Security Dep
final-emp-jan-2010
Ww-campus-epp
Aviation Safety
3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Physical facilities)

**Narrative**

Embry-Riddle Aeronautical University (ERAU) operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and other mission-related activities. The university system currently consists of three campuses:

- A residential campus in Daytona Beach, Florida, serving approximately 5,000 students
- A residential campus in Prescott, Arizona, serving approximately 1,700 students
- A Worldwide campus, serving approximately 27,000 students at over 150 locations around the United States and the world

In the 2010 Student Satisfaction Survey, 74.5 percent of students on the residential campuses were satisfied or very satisfied that the campuses were well maintained [1].

In its most recent strategic plan, ERAU committed to continually updating the facilities master plans of the university to reflect its academic and student life priorities [2]. With user input from each campus, the university will continually update the master plans of its residential campuses at Daytona Beach [3] and Prescott [4], and for Worldwide campus, monitor the quality of those facilities leased at various campus locations.

**University Construction Overview**

The university's capital improvement plan is approved by the Board of Trustees through the annual budget process and updated as needed during the year. University Planning and Construction Management [5] is responsible for all new construction and major renovations on all campus properties and reports to the senior executive vice president and chief financial officer (CFO) [6]. University Planning and Construction Management provides expertise in all aspects of the capital project development process from conception through implementation.

**Daytona Beach Campus Facilities Overview**

The Daytona Beach campus operates and maintains facilities adequate to serve the needs of our educational programs, support services, and other mission-related activities (see campus map [7]). The Daytona Beach campus comprises approximately 279 acres with building space totaling approximately 1.39 million gross square feet, which includes an off-campus residential complex for student housing [8]. In the last ten years the campus has updated its infrastructure and added significantly to its physical resources. The new buildings include the following:

- A new fitness center (12,743 GSF)
- A new residence hall (61,367 GSF)
- The College of Business building (54,225 GSF)
- Modular buildings (25,740 GSF) for swing space to accommodate the renovation and building program
- A fleet maintenance hangar (15,020 GSF),
- A wellness center that includes health, counseling, and disability services (3,200 GSF)
- Several athletic and soccer fields and related facilities
- Lighted parking lots to support the new infrastructure

The campus is in the midst of adding additional buildings that have been approved by the Board of Trustees, including:

- A new aviation complex (79,527 GSF) that will be completed in July 2011
- An administration and welcome center (30,000 GSF) that will be completed in June 2012
- A College of Arts and Sciences building (140,000 GSF) that will be completed in December 2013

The Facilities Management Department on the Daytona Beach Campus is responsible for the repair and maintenance of all facilities. These activities include building services, electrical, HVAC, energy management, plumbing and irrigation, transportation, grounds and custodial services. Facilities Management follows a scheduled maintenance plan and conducts ongoing preventive maintenance on all major operational equipment and facilities, which is aided by an automated tracking system (MAPCON). Major repairs and renovations are coordinated with University Planning and Construction Management. The campus commits funding each year for major repairs and renovation, as well as minor capital improvements. During the annual capital budgeting process, the university reviews the list of deferred maintenance items and decides either to repair or further defer, based upon such factors as impairment of operational efficiency, scheduling concerns, and available funding.

**Prescott Campus Facilities Overview**

The campus is located on approximately 539 acres, two miles from the city-owned airport and five miles from downtown Prescott, Arizona. Several of the buildings were constructed in the last few years, as evidenced by this map of the campus facilities [9]. The campus contains approximately 649,000 gross square feet of building space [10]. In the last ten years the campus has updated and refurbished its infrastructure and added several new buildings and facilities, including:

- Academic building (48,000 GSF)
The campus has entered into a service contract with a third party to manage and operate the Prescott campus' facilities management and plant maintenance services, which includes: facilities management, custodial services, grounds and plant maintenance services. Facilities Management follows a scheduled maintenance plan and conducts ongoing preventive maintenance on major operational equipment, including facilities. Their services include carpentry, electrical, HVAC, plumbing, painting, exterior and others. The campus uses Association of Physical Plant Administrators (APPA) data and surveys to evaluate deferred maintenance issues and establishes a capital budget each year to address any issues.

Worldwide Campus Facilities Overview
The Worldwide campus is headquartered in Daytona Beach, Florida, and campus sites are maintained at approximately 150 locations in the United States [11] and around the world [12]. The university manages these locations through the property owners who lease space to ERAU at these locations [13]. The university monitors the qualities of these facilities and ensures that they are adequately operated and maintained in order to meet the needs of the university’s educational programs and support services. The Worldwide campus also offers educational opportunities throughout the world through its online programs [14].

The Daytona Beach Facilities Management Department is responsible for providing the routine maintenance at the Worldwide headquarters located in Daytona Beach, Florida. Repair and maintenance at remote locations are handled by the lessor.

Evidence
SSI 2010 - Data Tables by Campus
University Mission Vision and Goals Jan11
Daytona Beach Master Plan
Prescott Campus Master Plan
ERAU Planning & Construction Management
ERAU Organization Chart Feb 2011
daytona bch campus map
Daytona Beach Building GSF
prescottcampusmap
Prescott Building GSF
Worldwide Campuses US Index
Worldwide Campuses International Index
Worldwide Campus Facilities Report _ Sq Footage_AUG 2011
Worldwide Online-Online Learning Index
INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

3.12 Substantive Change

3.12.1 The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. (Substantive change)

Narrative

Embry-Riddle Aeronautical University (ERAU), in recognition of its responsibilities to manage a very complex organization, has an effective process in place to notify the Commission of changes in accordance with its Substantive Change Policy. Historically, ERAU has been proactive in notifying the Commission of changes and has gained prior approval when required. Further, the institution is continually developing its communications across the university to enhance these processes and communicate the Commission's related policies broadly to all administrative units.

The associate vice president for Institutional Effectiveness (AVPIE) serves as the university's accreditation liaison. The position reports to the senior vice president for Academics and Research, receives all official communications from SACS, and prepares all official communications to SACS for the president's signature. All official communications go through the president's office. The AVPIE monitors and notifies SACS of substantive changes from all three campuses in accordance with the SACS substantive change policies, and familiarizes faculty, staff, and students on all three campuses with the Commission's accrediting policies and procedures, especially when the policies and procedures are newly adopted or revised.

Most substantive changes at Embry-Riddle, however, occur in the Worldwide campus, which has developed an effective process for soliciting changes from the more than 150 off-campus sites in the Worldwide organization. Although all campuses are monitored and solicited for changes, the following components of the Worldwide process provide examples of an elaborate system for communicating across a complex organization:

- Procedures for start up of new locations
- Off-campus sites communicate with Worldwide headquarters, then with office of AVPIE to determine the issues related to Substantive Changes
- Opening and closing form
- Developing a substantive change correspondence letter

Examples of substantive change correspondence with SACS include the following (A complete set of various correspondence chains regarding substantive changes is available from the Office of the AVPIE upon request):

- ERAU notifies SACS of change August 31, 2010:
  - Opening Mather campus
  - Adding the MBAA to Berlin campus
  - Closed three campuses: Millington, Grand Forks, and Minneapolis
- SACS responds on November 8, 2010:
  - Notifies ERAU to provide abbreviated prospectus for Mather campus
  - Expresses confusion about address for Berlin campus
  - Requests information about how faculty and staff were notified when the three campuses closed
- ERAU sends letter explaining how faculty and staff were notified when the campuses closed on December 4, 2010
- SACS acknowledges three closings and requests no more information on January 31, 2011
- ERAU sends letter explaining on December 21, 2010:
  - Delay in initiating Mather campus to May 2011
  - Address change for Berlin
  - M.S. in Project Management to be offered at Jacksonville campus
  - Change of address for Little Rock campus
- SACS acknowledges communication on January 31, 2011:
  - Delay Mather campus opening to May 2011
  - Berlin address change
  - Accepts M.S. in Project Management to Jacksonville campus
- SACS approves Mather campus on August 9, 2010:
  - October 15, 2011 initiation date

The university also applied to SACS to move to a Level V institution, offering doctoral programs in April, 2009:

- SACS approved Embry-Riddle to advance to Level V in July 2009
- A Substantive Change Committee visited the Daytona Beach campus in April 2011 and the change to Level V was finalized in June 2011

The university is dedicated to its mission of providing quality education and research in aviation, aerospace, engineering, and related fields leading to associate’s, baccalaureate’s, master’s and doctoral degrees in a fluid, rapidly changing information environment. Given the scope and reach of its programs, as well as the diverse populations of students it serves, the institution is of necessity in continuous change. A significant number of those changes bear upon the discipline content, modes of delivery, and sites where its educational programs are offered. The university recognizes this fact and acknowledges its responsibilities to maintain strong communication with its external constituencies, agencies, and oversight...
entities. As evidenced from the scope of the policies and procedures outlined above, it is clear that the university administration, faculty, and staff dedicate themselves to fulfilling the university's obligations in a forthright and timely manner.

**Evidence**

Position Description AVPIE
Sacs Substantive Change Tracking
STARTUP OF NEW LOCATIONS
SACS NOTIFICATION PROCEDURES
Opening and Closing Form
Flow Chart for Substantive Change Correspondence
Cnsldtd Ltr Aug'10
Rspns To Cnsldtd Ltr of Aug 10
Rspns To SACS About 3 Closings
Acknwldgmnt Of 3 Closings
Cnsldtd Ltr 2 Sacs Dec 21'10
SACS Acknwldgs Berlin Address Chng
Mather Aprvd
Acknwldgmnt Ltr Frm Sacs PhD App
SACS Aprvl PhD Ltr
SACS Fnl Aprvl Move to Level V Jun'11
3.13 Policy Compliance

3.13.1 The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Accrediting Decisions of Other Agencies"

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Narrative

Embry-Riddle Aeronautical University makes every effort to consistently describe itself in identical terms to each accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies. The university also makes every effort to keep each accrediting body apprised of any change in its status with one or another accrediting body. Although Embry-Riddle is accredited by three program accreditors listed below in multiple programs, none of the three program accrediting agencies is listed with the Department of Education [1]; therefore the description of the university in its mission statement and all of the other areas provided to the SACS Commission on Colleges stand alone [2].

Program Accreditations

Daytona Beach Campus
The bachelor degree programs in Aerospace Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Mechanical Engineering, and Software Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) (111 Market Place, Suite 1050, Baltimore, MD 21102-4012; Telephone: 410-347-7700). The bachelor degree programs in Aeronautical Science (Professional Pilot), Air Traffic Management, Applied Meteorology, and Safety Science are accredited by the Aviation Accreditation Board, International (AABI). The bachelor degree programs in Business Administration and the Master of Business Administration program are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Aviation Maintenance Science programs (associate and bachelor degrees) are accredited by AABI; for the bachelor degree, this includes two areas of concentration: Maintenance Management and Flight.

Prescott Campus
The bachelor degree programs in Aerospace Engineering, Computer Engineering, and Electrical Engineering are accredited by ABET. The bachelor degree programs in Aeronautical Science and Aviation Business Administration are accredited by AABI.

Evidence

Department of Education - Recognized Accrediting Agencies

University Mission Vision and Goals Jan11
3.13.2 The institution complies with the policies of the Commission on Colleges. (Policy compliance)

"Collaborative Academic Arrangements: Policy and Procedures"

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Narrative

Embry-Riddle Aeronautical University (ERAU) provides SACSCOC signed final copies of collaborative academic agreements as required for substantive change prospectuses if they are part of an arrangement with a partner institution, such as the Memoranda of Understanding provided with the prospectuses for the Aviation Academy [1] and the SIMS University [2] in Singapore.

Integrity of Agreements

To assure the integrity of all agreements, Embry-Riddle has designed University Policy APU-13 [3] to provide guidelines for collaborative academic agreements, and defines those agreements in two ways:

- **Course Equivalencies** (First Major Section)—A Course Equivalency Guide “requires an analysis of the complete catalog from the institution with a comparison of all appropriate ERAU courses, resulting in a list of equivalent ERAU courses developed for each applicable course from the other institution’s catalog.”

- **Articulation Agreements** (Second Section)—An articulation agreement is defined as “a contractual agreement between ERAU and an accredited institution that is degree and catalog-year specific. The agreement designates how transfer credit will be applied to the ERAU degree.”

To further assure the integrity of the agreement, the university requires a review of all contracts by the campus executive vice president and chief academic officer EVP/CAO, the vice president for Research and Academics, and the senior executive vice president and chief financial officer (SEVP/CFO) in consultation with the Office of General Counsel [4].

Quality of Credits

To assure the quality of credits recorded on students’ transcripts, the university prepares a Course Equivalency Guide (CEG) [5] for every articulation agreement. The CEGs are used as advising tools to assist students who desire to lower their overall cost of higher education by obtaining lower-level credits, usually at a public institution that is closer to home and costs significantly less than the tuition at Embry-Riddle (since it is a private institution). Students using a CEG work closely with their ERAU advisor to ensure the applicability of each course they take, and ERAU permits them to remain under the catalog in effect at the time they began working with an ERAU advisor in the CEG program. Because of this close advising relationship with students in these kind of transfer agreements, Embry-Riddle has historically viewed these as enhanced advisement opportunities, which follows closely the procedures for transfer of credits (see Comprehensive Standard 3.4.4); as a result, ERAU has not reported these to SACS.

Most articulation agreements [6] are likewise viewed as enhanced transfer agreements, following the procedures of transferring credits between institutions, and the university, as standard practice, **does not report these to SACSCOC**, except as requested in substantive change prospectuses (see first paragraph). Articulation agreements are used quite frequently in inter-institutional student-exchange arrangements in order to facilitate the transfer of credits for students in those programs, and usually include a CEG that is reviewed annually to assure that the course-credit transfers are appropriate. If the credits are to be transferred into one of Embry-Riddle’s specially accredited programs (ABET for engineering, ACBSP for business, AABI for aviation), faculty in the ERAU program are always consulted to assure the quality of the credits approved in the articulation agreement. More examples of Articulation Agreements are exemplified in CR 3.4.7, and all are available upon request.

Dual-degree agreements generally require a completion of credits at a partner institution that are not provided at Embry-Riddle [7] and result in dual degrees at ERAU and at the partner institution. These, as standard practice, are reviewed carefully by the ERAU faculty, academic administrators, and university administrators to assure the integrity of the agreement and the quality of the curriculum at the partner institution. Additional examples are available upon request.

General MOU agreements with foreign institutions are, for the most part, basic agreements to work together toward a partnership in the future, such as the example [8]. Additional examples are available upon request.

An extensive list of ERAU’s collaborative academic agreements with a representative sample of agreements is provided for all three campuses in an embedded table in Comprehensive Standard 3.4.7 (Consortial Relationships/Contractual Agreements). This list links to additional evidence that identifies all of the kinds of agreements listed above.

As a note, Embry-Riddle has no joint academic agreements whereby both institutions' names appear on the diploma.
<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3Jul10 Sngpr AvAcadmy Prspcts wth MOU</td>
</tr>
<tr>
<td>3aJul10 Sngpr SIM Prspcts w MOU</td>
</tr>
<tr>
<td>APU-13-final</td>
</tr>
<tr>
<td>APPM 1-2 Delegated Authority Policy</td>
</tr>
<tr>
<td>Broward CC Course Equivalency Guide</td>
</tr>
<tr>
<td>Harbin Engineering Agreement</td>
</tr>
<tr>
<td>MOU w NovaSoutheastern</td>
</tr>
<tr>
<td>APARG (Asia Pacific Aero Resource Group) MOU</td>
</tr>
</tbody>
</table>
3.13.3 The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Complaint Procedures Against the Commission or Its Accredited Institutions"

Applicable Policy Statement. Each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Narrative

Embry-Riddle has student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized, as evidenced in Federal Requirement 4.5. The records of student complaints are maintained centrally at each of the three Embry-Riddle campuses. The complaint records may be accessed internally by appropriate staff and faculty and may be accessed by the Commission upon request in the offices of Student Affairs on the residential campuses, and in the office of the Ombudsman (within Admissions and Student Affairs) at the Worldwide headquarters.

Student complaints can involve both academic and non-academic issues related to the student's experience with Embry-Riddle. For example, a student recently complained that no one would help him schedule an exam within a prescribed time limit, and his problem was resolved in time [1]. Another example is a complaint, which was resolved successfully, of sexual discrimination by a student organization [2]. A third example involves a graduate student who complained that his end-of-course evaluation turned out not to be anonymous, as expected [3].

Daytona Beach Campus
At the Daytona Beach campus, student complaints and their resolution are maintained and stored in a content management system. Recently the campus began a transition from the Colleague student system to the Maxient system, which the campus also uses to track and store student conduct issues. Maxient is a focused database that provides convenient access for the dean of students and others who need to monitor regularly the frequency, patterns, and progress of student complaints and issues.

Prescott Campus
The Prescott campus is also in the process of transitioning to the Maxient system for the purpose of tracking and storing student complaints. Like Daytona Beach, they have used this system for years to monitor student conduct issues. Until now, Prescott, a small campus, has handled and stored the resolution of student complaints within their individual administrative and academic departments and colleges.

Worldwide Campus
The Worldwide campus has housed records of student complaints within the office of the ombudsman (see Student Ombudsman [4]). However, considering the growing size of its student body, as well as its large network of classroom locations and growing online course delivery, the Worldwide campus is planning to establish a database system for tracking and storing student complaints. As on the residential campuses, this sort of centralized repository will allow easy access, not only to the ombudsman but also to others who are involved in solving student complaints, from initial receipt to final resolution.

Worldwide campus officials have concluded that the Maxient database, designed for traditional, residential campus, would not serve a non-residential campus well. Therefore, the campus is planning to use a Web-based, interactive, customer-service software system that will provide the structure and access needed for tracking and storing the details of not only student complaints, but also other administrative and academic questions and concerns unique to individual students.

Evidence
Exam Schedule Complaint and Resolution
Sexual Discrimination Complaint and Resolution
End-of-Course Eval Complaint and Resolution
Worldwide 2010-2011 Catalog
3.13.4 The institution complies with the policies of the Commission on Colleges. (Policy compliance)

"Distance and Correspondence Education"

Applicable Policy Statement. At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

The institution makes it clear in writing that (1) it has processes that protect student privacy and (2) it notifies students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

Narrative

Embry-Riddle verifies that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by confirming the participating student's identity with a secure login and pass code [1]. The university is confident that this is the appropriate level of authentication at this time but is exploring other new technologies and practices that might be increasingly effective in verifying student identity.

The institution makes it clear in writing that it has processes that protect student privacy; however the university provides a disclaimer that it "cannot ensure the privacy of online communication," and provides instructions for the student to maximize security on the computer they are using [2]. There are ample notices that the university does protect the privacy of students according to FERPA regulations. These notices are provided in publications like the Worldwide catalog [3], and a detailed discussion of student privacy is covered in Comprehensive Standard 3.9.2 (Student rights).

Embry-Riddle has no additional student charges associated with verification of student identity.

Evidence

Sign In
Web site Security
Worldwide 2010-2011 Catalog
3.13.5a The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statements. An institution includes a review of its distance learning programs in the Compliance Certification.

Narrative

Embry-Riddle has included a review of its distance learning programs in this Compliance Certification. For the purpose of this documentation, distance learning programs are defined as those delivered totally online and include most Worldwide programs, which are offered both face-to-face and online, but all include at least a significant hybrid modality between the two formats [1]. Attached is the link to a comprehensive list of programs that includes the "online programs" as evidenced in Comprehensive Standard 3.4.11 (Program Coordination) for Daytona Beach [2], Prescott [3], and Worldwide [4] campuses. The Embry-Riddle online programs are included in the following sections of the compliance certification documentation:

Core Requirements
- 2.5 (Institutional Effectiveness)
- 2.7.1 (Faculty Qualifications)
- 2.8 (Adequate Number of Faculty)

Comprehensive Standards
- 3.3.1.1 (Assessment of Educational Programs)
- 3.4.11 (Program Coordination, as evidenced above)

Evidence
3 13 5 Table Degree Programs On-Line (3)
3 4 11 Acdmc Pgm Crdntn template Revised (DB)_LA (final)
3 4 11 Acdmc Pgm Crdntn template (PC) (Final)_AD rev
3 4 11 Acdmc Pgm Crdntn template Revised (Ww)_KA_corrections (2)
3.13.5b The institution complies with the policies of the Commission on Colleges. (Policy compliance) "Reaffirmation of Accreditation and Subsequent Reports"

**Applicable Policy Statements.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

**Narrative**

Embry Riddle is not part of a system or of a corporate structure beyond the organizational structure evidenced in Core Requirement 2.2 (Governing Board) and Comprehensive Standard 3.2.7 (Organizational Structure).
3.13.6a The institution complies with the policies of the Commission on Colleges. (Policy compliance)

"Separate Accreditation for Units of a Member Institution"

Applicable Policy Statements. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Narrative

Both the Prescott and the Worldwide branch campuses, related to the Daytona Beach campus through corporate and administrative control [1], include the name of the Daytona Beach campus, Embry Riddle Aeronautical University, in their catalogs (Prescott [2] under "University Accreditation" and Worldwide [3] under "Accreditations"), and make it clear that their accreditation is dependent on the continued accreditation of the main campus. Both branch campuses (see all Core Requirements, Comprehensive Standards, and Federal Requirements) and all other extended units under the accreditation of the parent campus (see list under Core Requirement 2.1) are also evaluated in this reaffirmation of accreditation.

Evidence

Articles- Final_Spr 2006
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
3.13.6b The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Separate Accreditation for Units of a Member Institution"

Applicable Policy Statements. For an extended unit to be eligible for accreditation as a separate institution, it is located in and chartered or incorporated within one of the eleven states, Latin America, or other international sites approved by the Commission on Colleges. Furthermore, if the institution is part of a system covering more than one accrediting region, the locus of administrative control for the institution is within the geographic jurisdiction of the Southern Association of Colleges and Schools.

Narrative

No extended units of Embry-Riddle Aeronautical University (ERAU) are seeking separate accreditation. The main campus and university administration, which provide administrative control of ERAU, are physically located within the geographical region of the Southern Association of Colleges and Schools Commission on Colleges at:

600 S. Clyde Morris Blvd.
Daytona Beach, FL 32114-3900
3.13.6c The institution complies with the policies of the Commission on Colleges. (Policy compliance) “Separate Accreditation for Units of a Member Institution”

Applicable Policy Statements. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Narrative

The Prescott and Worldwide campuses at Embry-Riddle Aeronautical University are not autonomous to the extent that control over either unit by the university administration at Daytona Beach or its Board of Trustees is significantly impaired. The university administration provides oversight of the budgeting, the resource allocation, planning and academic programs of both Campuses. Decisions about the Prescott and Worldwide fiscal resources (and budgets) are approved by the university administration, and educational programs offered on these campuses are approved by the university administration and the Board of Trustees [1].

Evidence

BoT Finance Committee minutes
3.14 Publication of Accreditation Status

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (Publication of accreditation status)

Narrative

The university accurately represents its accredited status in its print and online publications available to the public, and publishes the name, address, and telephone number of the Commission on Colleges in accordance with the Commission requirements and federal policy.

This statement of accreditation status reads as follows:

Embry-Riddle Aeronautical University, including the Daytona Beach Campus, the Prescott Campus, and the Worldwide Campus, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone: 404-679-4501) to award degrees at the associate, bachelor, master, and doctoral levels.*

* Contact information for SACS Commission on Colleges is included in order to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-party comment about the institution’s decennial review of accreditation, (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement, or (4) to provide a note of exemplary service or quality standards related to the institution.

Please note: Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

- For Embry-Riddle—Daytona Beach, call (386) 226-6000
- For Embry-Riddle—Prescott, call (928) 777-3728
- For Embry-Riddle—Worldwide, call (386) 226-6910

This statement of accreditation status is published in electronic format on the university’s Web site [1], on the university’s "Facts and Figures" Web page [2], and in the 2010-2011 campus catalogs for the Daytona Beach [3], Prescott [4], and Worldwide campuses [5].

Evidence

ERAU Accreditation website SACS reference
Facts and Figures Accreditation Statement
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
ERAU Accreditation Status
ERAU Facts and Figures
SECTION 4 FEDERAL REQUIREMENTS

4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

Narrative

Embry-Riddle evaluates success with respect to student achievement by monitoring the following indicators:

- Job placement rates [1]
- Data from graduating student surveys [2]
- Alumni surveys [3]
- Employer feedback surveys [4]

All of these indicators, documented by the office of Institutional Research (IR), are available for each educational degree program and are widely used by many of the programs to evaluate student achievement and to inform improvement efforts. Examples of degree programs evaluating success with respect to student achievement are found in the annual assessment plans for the BS in Aeronautical Science (Daytona Beach campus) [5] and for the B.S. in Civil Engineering (Daytona Beach campus) programs [6]. Based on evaluation of student achievement indicators, the assessment plan also indicates programmatic improvements for the BS in Aeronautical Science (Daytona Beach campus) [7] and the B.S. in Civil Engineering (Daytona Beach campus) [8].

In addition, as part of Embry-Riddle’s Academic Program Evaluations Policy [9], every academic program is required, at least once every seven years, to document in a common template how program faculty have evaluated indicators of student achievement and have used these indicator results to enhance the degree program [10].

Institutional Research currently documents graduation and retention rates for undergraduate degree programs on the residential campuses [11] and will calculate those of other degree programs upon request. For the past two years, enrollment management teams from the Daytona Beach, Prescott, and Worldwide campuses have convened to discuss and collaborate on the topic of student retention. These enrollment management symposia have "...created a platform for which the three campuses could start a dialog, share innovative ideas, and collaborate on goals and outcomes [12]." The campus enrollment management teams outlined the following student success initiatives, all of which are designed to increase academic and financial preparedness for students and provide support for their social and emotional integration:

- **Daytona Beach campus**: Provide online tutoring, a college success course, and a First Generation program and student club; implement online testing to identify students in need of remedial math/english with remedial courses offered for those students; promote a "Save Your Seat" campaign to ensure that students are pre-paid for classes [13].

- **Prescott campus**: Provide college success courses, and math/english placement testing with remedial courses offered for those students; offer supplemental peer-led instruction; institute an academic triage program [14] [15]; promote a “Save Your Seat” campaign to ensure that students are pre-paid for classes.

- **Daytona Beach and Prescott campuses**: Created an academic policy that outlines the "...minimum procedure for issuing progress reports to first-year students to indicate their progress in each class [16]."

- **Worldwide campus**: Appoint a director of retention and student success; provide visual degree mapping for students; create a new student orientation program; launch a virtual tutoring center; increase communication with students via at-risk student advising [17].

Evidence

ERAU Job Placement rates
gradstudentsurvey
alumnisurvey
employersurvey
DB_BSAeroSci
DB_BSCivilEng
DB_BSAeroSci
DB_BSCivilEng
AP-08 final
Pgm Rvw ’10’11 for Acrdtd Pgms Jan 18 rev 2-10-11
Retention Sp11
Summary - Enrollment Management Symposium Feb 2011
Daytona initiatives to improve student success
Prescott triage program
Prescott triage program_chart
APU-24-final
Retention Summit Slides
4.2 The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. (Program curriculum)

Narrative

The curriculum at Embry-Riddle Aeronautical University (ERAU) is directly related and appropriate to the purpose and goals of the institution [1] and to the diplomas, certificates, and degrees awarded. ERAU offers five associate degrees, 36 bachelor degrees, 18 master degrees, and two doctoral degrees [2], as well as 12 undergraduate professional certificates [3] and nine graduate professional certificates [4], all focused on aviation, aerospace, engineering, and related fields.

The curriculum for any new degree program or professional certificate program must go through a rigorous approval process [5] and ultimately must be approved by the Board of Trustees. University Academic Policy AP-04, the Academic Change Process for Substantive Changes [6], requires that any new program be reviewed and approved by the campus library director and university director of Records and Registration. The offices of Institutional Research and Strategic Planning are available for assistance with preparation of business plans, market analysis, and budgets. Upon review and approval by the chief academic officer (CAO), the CAO presents the program proposal to the Academic Committee of the Board of Trustees. The proposed program must then be accepted by the Academic Committee of the Board for recommendation to the Board of Trustees.

Existing programs are subjected to a number of internal and external processes involving a wide range of constituents that collectively assure continued curriculum relevance, appropriateness, and alignment with the goals and mission of the university:

- Substantive curriculum changes to existing programs are governed by Academic Policy AP-04, the same policy as that for establishing new programs (see link 6 above)
- Non-substantive curriculum changes to existing programs are governed by Academic Policy AP-05, the Academic Change Process for Non-Substantive Changes [7]
- The annual assessment process, conducted by program coordinators with faculty participation, gauges the attainment of program outcomes and assures alignment of the curriculum to the university mission [8]
- The academic program review process, an internal peer-review process that each program must undertake at least once every seven years, assures that every program is aligned to the university mission, addresses the goals of the institution, and makes an appropriate contribution to the university financially and scholastically. Two deliverables result:
  - Faculty of programs selected to undergo program review by the CAO are required to submit a report to the Academic Executive Council (AEC) addressing the program's relevance, viability, resources, rigor, and strategic plan [9];
  - The program review process culminates with the AEC preparing a Memorandum of Understanding (MOU) that indicates the review status of the program and clearly delineates required plans for program improvement [10].
- Industry advisory boards continually provide feedback to programs to ensure that they are focused on the mission and goals of the aviation and aerospace industry
- Surveys of employers [11] and alumni [12] gauge the relevance of curriculum to aviation and aerospace industry goals
- Program accreditations, which currently consist of an external peer-review process for programs in aviation (Aviation Accreditation Board, International—AABI), engineering (Accreditation Board for Engineering and Technology—ABET), and business (Association of Collegiate Business Schools and Programs—ACBSP), also assure the alignment of program goals with the university mission and with competencies in the respective fields of study [13]

Evidence

University Mission Vision and Goals Jan11
degree list
undergraduate-certificates
graduate-certificates
AP-04 Flo-Chart DB Sustantive Change 11 18 10(3)
AP-04-final
AP-05-final
A-34A Rvsd May 18 Rvsd
PR'10'11 Fac Rspsns for Bus Adm-DB
PR'09'10 MOU BS SS DB
employersurvey
alumnisurvey
ERAU Accreditation website SACS reference
4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

(Publication of policies)

<table>
<thead>
<tr>
<th>Narrative</th>
</tr>
</thead>
</table>

Embry-Riddle Aeronautical University (ERAU) provides its academic calendars, grading policies, and refund policies to students and the public, both in print and online to ensure they are widely available and accessible.

**Academic Calendars**
The academic calendar is posted on the ERAU Web site for Daytona Beach [1], Prescott [2], and Worldwide campuses [3]. Daytona Beach [4] and Prescott [5] campuses also publish the calendar in their respective catalogs. The Ph.D. in Aviation has a unique calendar that is published on the university Web site [6].

**Grading Policies**
The university publishes all grading policies, including standards of academic progress, grade changes, grade grievances, the grades table, incomplete grades, grade forgiveness options, and grade point average calculations. All three campuses publish their undergraduate (Daytona Beach [7], Prescott [8], Worldwide [9]) and graduate (Daytona Beach [10], Prescott [11], Worldwide [12]) academic regulations and procedures in their catalogs. All academic regulations and procedures [13] for the Ph.D. programs have been finalized and are awaiting final approval. Once final approval is obtained, they will be published in the catalogs with the other policies.

**Refund Policies**
The refund policies and procedures are available to students and the public. These policies and procedures include the percentage of refunds at specific points of the semester/session or term, the types of tuition/fees that are refundable or non-refundable, and the role of the refund committee. Policy 2.5.4 of the University Administrative Policy and Procedures Manual defines the policy [14] and procedure [15] for the refund of student tuition and fees. In addition, each campus publishes the refund policies in their respective catalogs (Daytona Beach [16], Prescott [17], Worldwide [18]).

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
</table>

- Daytona Beach Academic Calendar
- Prescott Academic Calendar
- Worldwide Term Schedule
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- PhD in Aviation Calendar
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- Daytona Beach 2010-2011 Catalog
- Prescott 2010-2011 Catalog
- Worldwide 2010-2011 Catalog

APD-07_Grading policy
University Refund Policy
University Refund Procedure
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
4.4 Program length is appropriate for each of the institution’s educational programs. (Program length)

**Narrative**

**Undergraduate programs**

All undergraduate academic programs require a minimum of 60 hours for the associate degree and 120 hours for the baccalaureate degree, as shown in APU-01 (see 1.a. and 4.c., respectively) [1], and also in the catalogs for Daytona Beach [2], Prescott [3], and Worldwide [4] campuses. University practice emphasizes minimizing the length of programs in order to minimize a student’s time to degree, related tuition costs, and debt load. Program accreditations by ABET (engineering), AABI (aviation), and ACBSIP (business) require curricular adjustments from time to time, but to keep required credit hours for each program to a minimum, academic administrators work very hard with faculty to incorporate those adjustments without increasing the credit hours required for the degree or negatively impacting the quality of the program.

Embry-Riddle offers eight accelerated baccalaureate-to-master programs in Engineering and in Business at its Daytona Beach campus that generally allow exceptional students to substitute nine graduate-course credit hours for undergraduate electives. However, Aerospace Engineering and Software Engineering slightly reduce the graduate-course credit hours required for the student to obtain the graduate degree.

### Baccalaureate to Master Programs

<table>
<thead>
<tr>
<th>College of Engineering</th>
<th>Undergraduate Credit Hours</th>
<th>Graduate Credit Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering to M.S. in Mechanical Engineering [6]</td>
<td>118</td>
<td>30</td>
<td>148</td>
</tr>
<tr>
<td><strong>College of Business</strong> [9]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration, Communications or Interdisciplinary Studies to M.B.A.</td>
<td>111</td>
<td>33</td>
<td>144</td>
</tr>
<tr>
<td>Human Factors to M.B.A.</td>
<td>117</td>
<td>33</td>
<td>150</td>
</tr>
</tbody>
</table>

The 60-credit-hour requirement for the associate degree is consistent with the State of Florida’s Department of Education articulation agreement requirement, and the 120-hour minimum requirement is comparable to the length of programs at other regional universities in Florida and across the country [10]. Undergraduate program length reflects an awareness of contemporary best practices and historically established precedents by peer institutions.

**Graduate programs**

The length of graduate programs at Embry-Riddle varies between a minimum of 30 hours—with a majority of master’s degree programs requiring 36 credit hours—and a maximum of 39 credit hours. The faculty members in each academic program must review program requirements and compare them to at least three to five benchmark peer programs in Embry Riddle’s Program Review process [11]. The university provides descriptions of all its graduate degree programs and their lengths in the Daytona Beach [12], Prescott [13], and Worldwide [14] campus catalogs. Graduate program length reflects an awareness of contemporary best practices and historically established precedents by peer institutions.

### ERAU Degrees and Program Lengths by Campus

<table>
<thead>
<tr>
<th>Campus and Catalog Key:</th>
<th>DB Daytona Beach</th>
<th>PC Prescott</th>
<th>WW Worldwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Program</strong></td>
<td>Campus</td>
<td>Program Length</td>
<td></td>
</tr>
<tr>
<td>Aviation Business Administration</td>
<td>Worldwide</td>
<td>60 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Aviation Maintenance</td>
<td>Worldwide</td>
<td>60 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Aviation Maintenance Science</td>
<td>Daytona Beach</td>
<td>66 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Bachelor's Degree Program</td>
<td>Campus Locations</td>
<td>Program Length</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Aeronautical Science</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Aeronautics</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>Daytona Beach</td>
<td>129 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Aerospace Electronics</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Air Traffic Management</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Applied Meteorology</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Aviation Business Administration</td>
<td>Prescott</td>
<td>120 hours (PC)</td>
<td></td>
</tr>
<tr>
<td>Aviation Environmental Science</td>
<td>Prescott</td>
<td>120 hours (PC)</td>
<td></td>
</tr>
<tr>
<td>Aviation Maintenance Science</td>
<td>Daytona Beach</td>
<td>132 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Daytona Beach</td>
<td>128 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Computational Mathematics</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>Daytona Beach</td>
<td>127 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Daytona Beach</td>
<td>121 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Daytona Beach</td>
<td>129 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>Daytona Beach</td>
<td>130 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Global Security and Intelligence Studies</td>
<td>Prescott</td>
<td>122 hours (PC)</td>
<td></td>
</tr>
<tr>
<td>Homeland Security</td>
<td>Daytona Beach</td>
<td>122 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Human Factors &amp; Psychology</td>
<td>Daytona Beach</td>
<td>123 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Daytona Beach</td>
<td>127 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Professional Aeronautics</td>
<td>Worldwide</td>
<td>120 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Safety Science</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Software Engineering</td>
<td>Daytona Beach</td>
<td>127 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Space Physics</td>
<td>Daytona Beach</td>
<td>120 hours (DB)</td>
<td></td>
</tr>
<tr>
<td>Technical Management</td>
<td>Worldwide</td>
<td>120 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Technical Management - Logistics</td>
<td>Worldwide</td>
<td>120 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Technical Management - Occupational Safety &amp; Health</td>
<td>Worldwide</td>
<td>120 hours (WW)</td>
<td></td>
</tr>
<tr>
<td>Technical Management - Engineering Sciences</td>
<td>Worldwide</td>
<td>120 hours (WW)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master's Degree Program</th>
<th>Campus Locations</th>
<th>Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Aeronautics</td>
<td>Daytona Beach</td>
<td>36 hours (DB)</td>
</tr>
<tr>
<td>Master of Aeronautical Science</td>
<td>Worldwide</td>
<td>36-39 hours (WW)</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Description</td>
<td>Campus Locations</td>
<td>Program Length</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Daytona Beach</td>
<td>30 hours (DB)</td>
</tr>
<tr>
<td>Master of Business Administration in Aviation</td>
<td>Worldwide</td>
<td>33 hours (WW)</td>
</tr>
<tr>
<td>Master of Business Administration in Aviation Management or Human Resources</td>
<td>DB-Online</td>
<td>33 hours (DB)</td>
</tr>
<tr>
<td>Master of Business Administration in Finance</td>
<td>Daytona Beach</td>
<td>33 hours (DB)</td>
</tr>
<tr>
<td>Master of Human Factors &amp; Systems</td>
<td>Daytona Beach</td>
<td>36 hours (DB)</td>
</tr>
<tr>
<td>Safety Science</td>
<td>Prescott</td>
<td>36 hour (PC)</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>Daytona Beach</td>
<td>32/33 hours (DB)</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>Daytona Beach</td>
<td>30 hours (DB)</td>
</tr>
<tr>
<td>Master of Science in Logistics &amp; Supply Chain Management</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
<tr>
<td>Master of Science Electrical and Computer Engineering</td>
<td>Daytona Beach</td>
<td>30 hours (DB)</td>
</tr>
<tr>
<td>Master of Science in Mechanical Engineering</td>
<td>Daytona Beach</td>
<td>30 hours (DB)</td>
</tr>
<tr>
<td>Master of Science to Master of Business Administration in Aviation</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
<tr>
<td>Master of Science in Project Management</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
<tr>
<td>Master of Science in Space Education</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
<tr>
<td>Master of Science in Technical Management</td>
<td>Worldwide</td>
<td>36 hours (WW)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Degree Program</th>
<th>Campus Locations</th>
<th>Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy in Aviation</td>
<td>Online</td>
<td>90 hours (beyond baccalaureate degree) (DB) (PC)</td>
</tr>
<tr>
<td>Doctor of Philosophy in Engineering Physics</td>
<td>Daytona Beach</td>
<td>90 hours (beyond baccalaureate degree) (DB)</td>
</tr>
</tbody>
</table>

Evidence

APU-01-final-new
Daytona Beach 2010-2011 Catalog
Prescott 2010-2011 Catalog
Worldwide 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
Daytona Beach 2010-2011 Catalog
4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (Student complaints)

Narrative

Embry-Riddle Aeronautical University has adequate procedures for addressing written student complaints. Policies and procedures for student complaints are located in the student handbooks and campus catalogs for the Daytona Beach and Prescott campuses and in the Worldwide Catalog for Worldwide students, as indicated by the following:

- Students at the **Daytona Beach Campus** have access to a complaint procedure, named "Grievance Process," in the Daytona Beach Student Handbook [1] and "Student Grievance Procedure" in the Daytona Beach Catalog [2], available online and in print. All students receive printed handbooks at the beginning of the fall semester. The Student Court, a branch of the Student Government Association, hears student appeals and cases referred by administrative units. The Daytona Beach Campus Dean of Students [3] maintains complete records of written student complaints, including action and resolution.

- Students at the **Prescott Campus** have access to a complaint procedure, named "Grievance Process," in the Prescott Student Rights and Responsibilities Handbook [4] and "Student Grievance Procedure" in the Prescott Catalog [5], available online and in print. New students receive printed handbooks at orientation; returning students receive a notice each year concerning the availability of a printed handbook. The complaint procedure includes information on student appeals. The Prescott Campus Dean of Students [6] maintains complete records of written student complaints, including action and resolution.

- Students at the **Worldwide Campus** have access to the following complaint procedures in the Worldwide Catalog, available online and in print: "Student Grievance" [7] and "Student Ombudsman" [8]. Worldwide campus staff and faculty have online access to the following procedures for handling student complaints in the Worldwide Procedures Operations Manual: "W-A-03: Student Grievances" [9] and "W-G-36: Procedures for Resolution of Student Issues" through the Office of the Student Ombudsman [10]. The Worldwide Campus Student Ombudsman maintains records of written student complaints, including action and resolution. Students taking courses online have access to their academic advisors for complaints and grievances. After the advisor receives the complaint or grievance, the information is then put into a form on the Worldwide campus intranet and forwarded to an online faculty-quality manager, per written policy [11].

All three campuses are in the process of incorporating software systems to be used by all academic and administrative departments as a central repository and tracking system for student complaints.

Evidence

- DB Student Handbook
- Grievance Procedure Daytona
- Daytona Beach 2011-2012 Catalog
- PR Student Handbook
- Grievance Procedure Prescott
- Prescott 2011-2012 Catalog
- Worldwide 2010-2011 Catalog
- Worldwide 2010-2011 Catalog
- w-a-03 Student Grievances
- w-g-36 Ombudsman
- F-X Online Query Resolution
4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. (Recruitment materials)

**Narrative**

Per University Academic Policy AP-01 [1], all recruitment materials and presentations must be compatible with the university catalogs, which are approved and endorsed as aligned with university policies, practices and regulations by the campus chief academic officers. Admission standards and ERAU's practices and policies are clearly stated on the ERAU's admissions Web site [2].

All materials used by Daytona Beach, Prescott and Worldwide campuses are presented as consistent and accurate representations of ERAU's programs and degrees. Brochures are compared to the campus academic catalog at the beginning of each fiscal year to ensure accuracy. Academic program marketing brochures are developed in collaboration with program coordinators and department chairs. Examples of undergraduate and graduate recruitment materials include, but are not limited to the following:

- International student brochure [3]
- Daytona Beach Campus Viewbook [4]
- Prescott Campus Viewbook [5]
- Daytona Beach Campus Blue Gold Connection brochure [6]
- Daytona Beach Campus transfer brochure [7]
- Ph.D. program brochures [8] [9]
- Worldwide Campus brochures [10]

**Evidence**

AP-01-final
admissionshome
Intl-Grad Road Piece
DB Campus Viewbook
ERAUPC_viewbook_2010
DB BlueGoldConnection Undergraduate Students
DB Transfer Information
phdep_brochure
PhDAviationBrochure
WW Recruitment Samples
4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Title IV program responsibilities)

Narrative

Embry-Riddle Aeronautical University (ERAU) is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments as supported by an independent annual audit, Schedule of Expenditures of Federal Awards and State Financial Assistance (OMB Circular A133 Compliance report [1]). The audit of the institution’s financial aid programs for the year ending June 30, 2010, reveals no material findings or issues of noncompliance. ERAU currently participates in several federal aid programs that are available to students, such as the Federal Perkins Loan program, the Federal Work-Study program, the Federal Pell Grant program and the Federal Supplemental Educational Opportunity Grant program [2]. The university continues to comply with the requirements and program responsibilities under Title IV [3].

There are no outstanding issues between the Department of Education (DoE) and ERAU with regard to the administration of the Title IV programs and no known complaints have been filed with the DoE regarding ERAU’s administration of Title IV. ERAU was recently approved for recertification [4] of its participation agreement [5] by the DoE. The institution submits the Fiscal Operations Report and Application to Participate Report [6] to the DoE in a timely manner and has not been placed on the reimbursement method or been required to obtain a letter of credit in favor of the DoE.

There are no significant unpaid dollar amounts due back to the DoE and the institution is not aware of any infractions of regulations that would jeopardize Title IV funding. ERAU’s most recent default-rate calculation for the Federal Direct Student Loan program is 3.9% for fiscal year 2008. For the Federal Perkins Loan program, ERAU’s cohort default rate was 5.74%, as reported on the Fiscal Operations Report for fiscal year 2010 [7].

Evidence

Embry Riddle Aeronautical University A133_FINAL
Federalfinancialaid
Eligibility & Certification Approval Report
DOE Formal Approval Letter, March 17, 2011
DOE Participation Agreement, March 17, 2011
FISAP Report 2010
FISAP Report 2010