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REVISED ME 2019
II. ACADEMIC POLICIES

Institutional Policy of Library & Learning Resources
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Policy on Student & Faculty Library Access
Policy on Transfer of Credits
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Institutional Policy on Library, Learning Resources & Support Services

Purpose: As an institution of higher education, learning materials are available to students & faculty which allow for growth and development within their profession. The purpose of this policy is to demonstrate that commitment.

Policy: The Larkin University Library will support the diverse information needs of our academic community by promoting academic excellence, enhancing research and discovery, and by fostering scholarship and success. This will be accomplished by providing adequate and appropriate Library collections, offering services to enhance skills of students and faculty, and by ensuring learning resources are available which support the programs and mission of the university.

University students and faculty have access to scholarly resources and in an environment which stimulates and supports academic inquiry. The relevant library resources and services, partnerships with faculty and staff in the education of our graduate and professional students, and in the development of information competence and research skills that will prepare students for lifelong success in the digital age.

A licensed librarian as well as library resources will be funded through the university budget to provide these services. A copy of the Overview of the library is attached to this policy and additional references materials on the library are available from the Director of Library Services.

Implementation: May 1, 2019

Maintenance and Review of the Policy: The implementation and monitoring of this mandatory policy is the responsibility of the Director of the Library. An annual report on library collections and usage will be provided to the president/CEO. This policy will be reviewed every four years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed: 
Next scheduled review date:
Larkin University Library Programs and Services
Overview

MISSION STATEMENT

The mission of the Larkin University Library is to support the diverse information needs of our academic community by promoting academic excellence, enhancing research and discovery, and by fostering scholarship and success; by facilitating student and faculty access to collections of scholarly resources, and providing quality assistance in an environment which stimulates and supports academic inquiry, accomplished through the delivery of relevant library resources and services, partnerships with faculty and staff in the education of our graduate and undergraduate students, and the development of information competence and research skills that will prepare students for lifelong success in the digital age.

Vision statement

The Library will be recognized as the research and learning hub of the Larkin University; to lead, anticipate and serve the academic needs of the faculty and graduate and undergraduate students; to engage and inspire the Larkin academic nursing community.

We envision the Library as:
- Providing a dynamic and comfortable space for study and teaching that is conducive to different types of learning styles, including quiet study and collaborative interactions;
- Supporting technology and delivery methods that ensure efficient access to information resources;
- Investing in information resources that foster critical thinking, information competence, and knowledge creation; and
- Supporting library faculty and staff who will ensure excellence in information literacy instruction and collection management, encourage diversity in its many forms, and assist in the discovery of relevant information resources.

Core Values

Excellence
- Support teaching and learning for our faculty and students
- Provide efficient access to scholarly information
- Deliver effective instruction toward information competence

Responsiveness
- Offer responsive and respectful service to our user community
- Provide a comfortable library environment
Library Overview

Communication
- Ensure positive and transparent communication
Diversity
- Support an appreciation of diversity and creativity
Innovation
- Adopt technology to achieve effective delivery of services and access to information resources
Collaboration
- Collaborate with others across campus to support research, teaching, and learning

Library Statement Of Purpose

The central purpose of the Library is to support the institution's goal to prepare graduate and undergraduate students for careers in their areas of study. The Library, along with the administration of the Larkin University, is dedicated to providing library and information services to the all students of the Larkin University.

The principal focus of the collection of resources is on the subjects covered in the major areas of study. To meet the, scholarly, informational and academic needs of students and faculty, access to materials is presented in a manner designed for ease and efficiency of use. Patrons may gain access to the online resources through the Library website. Electronic bibliographic instruction, information literacy instruction, guidance in conducting library scholarly research, and traditional reference services are also available.

The Library, maintained by The Director of Library Sciences, is designed as a central resource for information on library services available to students, faculty, staff, and administrators involved with Larkin University. We are committed to enhancing the curriculum and responding to the needs of the patrons. We welcome any suggestions to enhance the usefulness of the Library.

Library Objectives
- To develop collections of materials that support, enrich and satisfy the curricula and scholarly research needs of the Larkin.
- To encourage use of the library and its facilities by the general public and academic community.
- To aid and instruct all students, faculty and staff in the use of the library and to provide bibliographic guides to the contents of the collection.
- To investigate the changing educational needs of the community and to provide access to information, programs and services.
- To provide reference and research services by a variety of means, including printed materials and electronic resources.
- To provide a wide variety of mediated programs
Policy on Academic Freedom

**Purpose:** Academic freedom is the right of scholars, teachers, students, and trustees within the University to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction. That right shall be protected at Larkin University. The purpose of this policy is to provide a framework of the context and scope of academic freedom within the university community.

**Policy:** The right to academic freedom is of fundamental importance to an academic institution. It is the freedom to be judged as scholar, teacher, or student, based on legitimate intellectual and professional criteria, and not on personal beliefs, political views, religious or other individual preferences, unless they directly impact intellectual and professional achievement. This policy applies to faculty, students, trustees and members of the academic community. Guidelines on the application of academic freedom within the context of Larkin University are provided below for reference and explanation.

**Faculty.** The faculty member has an obligation to fulfill his/her teaching, research, and/or clinical responsibilities. As faculty, they accept the obligation to exercise self-discipline and judgment in using, extending, and transmitting their knowledge. The faculty members primary responsibility is to be an effective teacher and scholar. Based on mastery of his/her subject and his/her own scholarship, faculty are entitled to freedom in the presentation of his/her subject matter. However, it is improper for a faculty member to persistently introduce material into course content which has no relation to the subject, or not been approved by the faculty within the curriculum. Additionally, it is understood that faculty have other interests they pursue. However, the interests must not seriously compromise their primary responsibility. Because academic freedom includes the faculty member’s full freedom as a citizen, they must be vigilant that external activities, politics, and social actions do not conflict with expectations and responsibilities to students, colleagues and the institution.


**Students.** Students are entitled to an atmosphere conducive to learning as well as to fair treatment in all aspects of the teacher-student relationship. Faculty members cannot refuse to enroll or teach students on the grounds of students’ beliefs or possible use of the knowledge gained in a course. A faculty member may not use their authority in the instructional role to sexually harass, discriminate, or compel the student to make personal choices or actions based on their role or belief system. Evaluation of students and award of credit must be based on academic performance and not on irrelevant matters.
The Academic Community. As members of the academic community, faculty, students, administrators, and trustees have an obligation to respect the dignity of others, accept their right to express different opinions, and foster free expression of ideas both on and off the campus. If you call attention to grievances, you must not do so in ways that do not impair the functions of the University. Activities related to the University community should be carried out in ways which do not injure, discriminate or harass other individuals, or damage others property.

The right to academic freedom by students, faculty and members of the academic community is the responsibility of each individual. In matters where academic freedom is potentially being jeopardized, it should be reported to the next level of supervision up to and including the Senior Leadership for investigation and resolution.

Implementation Date: May 1, 2019

Maintenance and Review of the Policy:
It is the responsibility of the senior leadership to monitor and ensure implementation of the Policy on Academic Freedom. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department. This policy will be reviewed every two years for its effectiveness.

Document History
Date adopted by Board of Trustees: 4-19
Date reformatted: 4-19
Date reviewed:
Next scheduled review date:
Policy on Admissions and Admission Requirements

Purpose: Larkin University is committed to having a diverse student body, but operates within federal, state, regional and professional standards in recruitment and admission of its student body. This policy is intended as a general guideline regarding admissions processes and admission requirements.

Policy: Larkin University is committed to providing a diverse and inclusive environment for students, faculty, staff and others in the Larkin community. Reference information providing more guidance and specificity concerning admissions processes and admission requirements can be found in the Catalog.

Admissions Policy:
Larkin University does not discriminate in the admission or progression policies of students, scholarship and loan programs, or other activities administered by the university on the basis of race, religion, national or ethnic origin, gender identity or expression, sexual orientation, marital status, non-disqualifying disability, age or military or veteran status. Admission policies are consistent with the mission of Larkin University. In addition, any recruitment materials and/or presentations accurately represent the practices, policies, and accreditation status of Larkin University. In the event independent contractors or agents are used during the recruitment process, they will be held to the same policies and principles as institutional employees. Larkin University only considers applicants that are US citizens or hold a valid Permanent Resident/Resident Alien (green) card issued during the year of planned matriculation. Larkin University is not currently accepting coursework from foreign colleges and universities, nor are we eligible to issue an I-20 for international students.

Admission Requirements:
Anyone wishing to pursue studies at Larkin University must complete an application to the desired program. Specific application requirements are available for each individual program in the appropriate section of the Catalog. All documents used to support admission requirements become the property of the University and cannot be photocopied or returned. Any concealment or misrepresentation of previous registration, coursework, academic or disciplinary record in undergraduate and/or graduate programs may immediately cancel or nullify the application for admission to Larkin University, and may be grounds for dismissal and/or revocation of coursework or degree conferred, if discovered at a later date.

Implementation: May 1, 2019
Maintenance and Review of the Policy: Student Affairs and Admissions working collaboratively with the Admissions Representative, Registrar and Dean of the respective college are responsible for the implementation and monitoring of this mandatory policy. This policy will be reviewed every three years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Larkin University
18301 N. Miami Ave.
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Policy on Advertising and Student Recruitment

Purpose: The purpose of this policy is to ensure that Larkin University is marketing materials & activities, student recruitment and the use of the University brand reflect the university’s programs & services and align with the mission and strategic plan as well as potential students meet admission requirements of the program. Adherence to this policy will ensure that all marketing activities reflect a positive and consistent image for the University, consistent with the University values.

Policy: The way that Larkin University presents itself to the world influences the perception and image that potential students and the general public have of the University. These perceptions are influenced by how the University’s name, logo, key advertising and marketing messages, and methods of student recruitment are used. Ultimately, all of these contribute to the overall success of the institution.

All aspects of Larkin University’s brand management and marketing including advertising, student recruitment, student recruitment events, promotional publications, online and social media marketing, branding and design of corporate materials and templates is managed by the Chief Executive Officer working in close cooperation with other departments and colleges within the university. The CEO and designees have responsibility for ensuring that student recruitment, marketing strategies and the related promotional materials are accurate, ethical, maintain the integrity and contribute to the reputation of the institution. This policy applies to all members of the Larkin community as well as external parties undertaking advertising and recruitment activities on behalf of the University. Larkin University will comply with the Advertising and Student Recruitment document approved by SACSCOC in August 2018. A full text of this document is attached to this policy.

Implementation: May 1, 2019

Maintenance and Review of the Policy:
The CEO and his designees will be responsible for the implementation and monitoring of this mandatory policy. This policy will be reviewed every two years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Policy on Calculation of Credit Hours

**Purpose:** A “Credit Hour” is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term. Students are awarded credit for classes based upon the Carnegie unit. The assignment of semester credit is based on requirements set by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) and corresponds to Carnegie Unit Guidelines. The calculation is applied uniformly to all course offered by Larkin University. The calculation of credit hours policy is designed to establish guidelines for both faculty and students in amount of content hours and study hours expected in courses.

**Policy:** A “credit hour” is the unit of measuring educational credit, usually based on the number of classroom hours per week throughout a term. Students are awarded credit for classes based on the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks. In certain circumstances, it is possible to have more hours, but not less. To earn credit, students must demonstrate competency in the defined learning outcomes.

A credit hour (based on the Carnegie Unit) is defined as a minimum of 3 hours of student engagement per week for a 16-week course. For reference, this represents 1-hour lecture plus 2 hours of study; or if the course is a lab it would be 3 hours of lab per week of the semester. By definition student activities include class lectures, discussions group activities, case analysis, reading, study time, and assignments. Therefore, a student is expected to spend approximately 9 hours or more per week on a 3-credit, 16-week course. Students preparing for 3-credit exams are expected to spend approximately 144 hours or more in preparation.

**Implementation Date:** May 1, 2019

**Maintenance and Review of the Policy:** The Registrar and Dean of each college in consultation with the Dean should ensure the appropriate assignment of credits for each course offered by Larkin University. This mandatory policy will be reviewed annually by the Senior Administration for its effectiveness by direct feedback from the CEO’s Council. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

**Document History**

*Date adopted by Board of Trustees: 4/2019*

*Date reformatted: 4/2019*

*Date reviewed:*

*Next scheduled review date:*
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Collaborative Academic Agreements

**Purpose:** The completion of a graduate or professional degree may require training in technical education under the guidance of a health care provider, or research team member. Students may or may not be awarded credit for this experiential learning education. This policy defines collaborative education agreements and described how they facilitated at Larkin University.

**Policy:** Collaborative academic arrangements are agreements between institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and accredited or nonaccredited degree-granting institutions of higher education throughout the world for purposes of awarding academic credits and/or educational program completion credentials, e.g., certificates, diplomas, degrees or transcripts. At Larkin University, these primarily occur as “affiliation agreements” whereby institutions provide clinical or research facilities and training for students as part of the completion of their degree program.

It is the responsibility of the Dean of the respective college to ensure that an affiliation agreement has been secured with any institution accepting Larkin University students for academic credit as part of the educational program. It is the responsibility of Larkin University to ensure the quality of the education, quality of the faculty and facility and appropriate evaluation of student performance.

Additionally, in order to ensure the integrity of collaborative academic arrangements, agreements signed by Member institutions must address the following SACSCOC issues and include the following disclaimer. A full text document of this SACSCOC document is attached for reference.

**Disclaimer Statement.** Member institutions entering into collaborative academic agreements with Partner institutions not accredited by SACSCOC are required to use the following “disclaimer statement” in their materials describing the relationship. The Member institution is also responsible for reviewing, approving and monitoring the Partner institution’s statements of relationship to ensure conformance with this disclaimer.

"[Name of Member institution(s)] is accredited by the Southern Association of Colleges and Schools' Commission on Colleges to award [state degree levels here] degrees. [Name of Partner institution] is not accredited by the Commission on Colleges and the
accreditation of [name of Member institution] does not extend to or include [name of Partner institution] or its students. Although [name of Member institution] accepts certain course work in transfer toward a credential from [name of Partner institution], or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from [name of Member institution]. This decision is made by the institution subsequently considering the possibility of accepting such credits.”

Implementation: May 1, 2019

Maintenance and Review of the Policy: It is the responsibility of the respective college Dean at Larkin University to implement and monitor compliance with this mandatory policy. All affiliation agreements are to be signed and approved in advance of any student education at the site. Copies of all affiliation agreements must be on file in the Office of the Dean. This policy will be reviewed every two years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 11/9
Date reformatted: 1/19
Date reviewed:
Next scheduled review date:
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

COLLABORATIVE ACADEMIC ARRANGEMENTS:  
POLICY AND PROCEDURES

- Policy -

Collaborative academic arrangements are agreements between institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and accredited or non-accredited degree-granting institutions of higher education throughout the world for purposes of awarding academic credits and/or educational program completion credentials, e.g., certificates, diplomas, degrees or transcripts.

Institutions describe collaborative academic arrangements in many different ways, most commonly identifying them as dual or joint educational programs, affiliations, partnerships, consortial agreements, and other similar terms. Dual enrollments—high school students taking college courses for concurrent credit—are not included in this policy.

The most common forms of collaborative academic arrangements are dual educational programs and joint educational programs. For the purposes of accreditation and review by SACS Commission on Colleges, the following definitions apply:

- A dual educational program is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal and signature.

- A joint educational program is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals and signatures of each of the participating institutions.

Institutions using alternative terms for either of the two educational programs/functions above are responsible for following the procedures that pertain.

Because the SACSCOC accreditation that has been awarded to a Member (accredited) institution is not transferrable to a Partner institution—either in actuality or appearance—SACSCOC reserves the right to prohibit the use of its accreditation to authenticate credit courses or programs offered with organizations not so accredited. Member institutions are responsible for ensuring the integrity of their accreditation and of their education programs when entering into collaborative academic arrangements.

In accordance with the SACSCOC policy on substantive change, Member institutions are responsible for notifying and providing SACSCOC with signed final copies of the agreements governing their collaborative academic arrangements. These agreements must address the requirements set forth in the collaborative academic arrangements policy and its 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. Those institutional responsibilities are outlined in the procedures below.
Procedures

Scope. These procedures apply to collaborative academic arrangements as defined above.

Ensuring the Integrity of the Collaborative Arrangements

In order to ensure the integrity of collaborative academic arrangements, agreements signed by Member institutions must address the following issues.

Disclaimer Statement. Member institutions entering into collaborative academic agreements with Partner institutions not accredited by SACSCOC are required to use the following "disclaimer statement" in their materials describing the relationship. The Member institution is also responsible for reviewing, approving and monitoring the Partner institution's statements of relationship to ensure conformance with this disclaimer.

"[Name of Member institution(s)] is accredited by the Southern Association of Colleges and Schools' Commission on Colleges to award [state degree levels here] degrees. [Name of Partner institution] is not accredited by the Commission on Colleges and the accreditation of [name of Member institution] does not extend to or include [name of Partner institution] or its students. Although [name of Member institution] accepts certain course work in transfer toward a credential from [name of Partner institution], or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from [name of Member institution]. This decision is made by the institution subsequently considering the possibility of accepting such credits."

Institutional Names on an Academic Credential. For undergraduate academic credentials, students taking courses from participating institutions in a collaborative arrangement may be awarded the academic credential from the SACSCOC-accredited institution when 25% or more credits were earned through that institution’s own direct instruction.

For graduate academic credentials, students taking courses from participating institutions in a collaborative arrangement may be awarded the academic credential from the SACSCOC-accredited institution where one-third or more of the credits were earned through that institution’s own direct instruction. If the student earns less than a majority and more than one-third of the credits through instruction offered by SACSCOC-accredited institution, the Member institution must submit documentation in accord with the policy “Comprehensive Standard 3.6.3: Documenting an Alternative Approach.” The institution’s documentation for an Alternative Approach will be forwarded to the SACSCOC Board of Trustees for approval.

Use of the SACSCOC Logo. Neither Member nor Partner institutions may use the SACSCOC logo. Its use is reserved exclusively for the Southern Association of Colleges and Schools Commission on Colleges.

Ensuring the Quality of the Credits Recorded on Transcripts.

When evaluating, accepting, and transcripting credits awarded through collaborative academic arrangements, the Member institution must:

1. Examine courses transferred in or transcripted from Partner institutions to ensure that they meet the requirements of the Member institution and the requirements of The Principles of Accreditation. (See section “Applicable SACSCOC requirements” on page 4.)
2. Assess and monitor effectively courses and components completed through instruction by Partner institutions. This assessment and monitoring should be done by academically-qualified persons.
3. Record on the academic transcript the name of the institution from which a course is taken. If a Member institution desires to transcript as its own a course taken through a Partner institution, it must be able to demonstrate that the instruction was accomplished under the Member’s own supervision and included approval of the academic qualifications of each instructor in advance and the regular
evaluation of the effectiveness of each instructor. The Member institution's approach might include the joint appointment of instructors.
4. Disclose fully the nature of the collaboration on the transcript of the institutions awarding the credential.
5. Reflect accurately in its catalog the courses being offered through the collaboration if they are available to its own students as part of an educational program.
6. Ensure that qualified and competent faculty at each participating institution agree on the content and teaching methodologies of courses and educational programs and on the qualifications of the faculty members who teach in the programs. Qualifications of teaching faculty must comply with the faculty competence requirements of the Principles of Accreditation.
7. Ensure that the educational outcomes of a major or concentration offered as part of a collaborative arrangement are (1) comparable to the outcomes of the same major or concentration offered by the institutions in the collaborative arrangement or, if not offered by any of the participating institutions, (2) comparable to the outcomes of a peer institution external to the collaborative arrangement that offers the same educational program's major or concentration.
8. Ensure that, within the collaborative arrangement, there is appropriate faculty accountability to the institutions accepting the credit, perhaps through dual faculty appointments or other approaches that include evaluation by the accepting institution.

Ensuring Compliance with Accreditation Requirements

The Member institution is responsible for ensuring that SACSCOC has timely access to the Partner institutions' materials, physical site(s) and personnel in conjunction with accreditation activities.

Applicable SACSCOC requirements. Accreditation standards (The Principles of Accreditation) and policies that impact the implementation of collaborative academic agreements are listed below. Because these standards apply whether the credit is transcripted by a Member institution or by a Partner, they should be considered when developing the collaborative academic arrangement documentation and, if necessary, the substantive change prospectus. (An institution should not provide a prospectus unless directed to do so by the Commission; rather, an institution should provide documentation in accord with the appropriate category outlined on pages 6-8.)

1. Integrity (Section 1)
2. Institutional Mission (CR 2.4)
3. Faculty (CR 2.8 and CS 3.7.1)
4. Learning Resources and Services (CR 2.9)
5. Institutional Effectiveness: educational programs, to include student learning outcomes (CS 3.3.1.1)
6. Academic program approval (CS 3.4.1)
7. Admission policies (CS 3.4.3)
8. Acceptance of academic credit (CS 3.4.4)
9. Practices for awarding credit (CS 3.4.6)
10. Consortial relationships/contractual agreements (CS 3.4.7)
11. Institutional credits for a degree (CS 3.5.2 and CS 3.6.3)
12. Student records (CS 3.9.2)
13. Physical facilities (CS 3.11.3)
14. Substantive change (CS 3.12.1)
15. Program curriculum (FR 4.2)
16. Publication of policies (FR 4.3)
17. Program length (FR 4.4)
18. Student complaints (FR 4.5)
19. Recruitment materials (FR 4.6)
20. Policy: Academic Collaborations
21. Policy: Substantive Change for Accredited Institutions
22. Policy: Distance and Correspondence Education (if applicable)
Substantive Change for Dual Educational Programs. Entering into a collaborative academic agreement that is a dual educational program is a substantive change that requires prior notification but not prior approval. A Member institution must meet the provisions of Comprehensive Standards 3.4.4 (Acceptance of academic credit) and 3.4.7 (Consortial relationships/contractual agreements) of the Principles of Accreditation that expect it to assume responsibility for the academic quality of any course work or credit recorded on the institution’s transcript.

This collaborative arrangement does require that each participating institution properly notify the Commission and submit the required documentation prior to implementation. The required documentation consists of:

1. A notification letter that includes a statement of intent, the anticipated beginning date, a description of the proposed collaborative agreement, the complete address/location of the collaborative activity, and complete contact information for the lead person(s) at each participating institution
2. A copy of the final signed agreement prepared following notification.

Substantive Change for Joint Educational Programs. Because entering into collaborative academic agreements is a substantive change that requires notification and may require prior approval, Member institutions must meet the requirements of the SACSCOC Substantive Change Policy for reporting and seeking approval of the change. The accreditation status of the Partner institution(s) determines the applicable substantive change reporting and approval responsibilities, which are described below. Category One agreements are those made with other SACSCOC-accredited institutions. Category Two agreements involve a Partner institution accredited by another accreditor that is recognized by the United States Department of Education (USDE). Category Three agreements involve a Partner institution that is not accredited by a USDE-recognized accreditor.

Category One (a COC-Member institution with Partner institutions that are all SACSCOC-accredited)

Although this collaborative arrangement does not normally require a prospectus or approval, it does require that each participating institution properly notify the Commission and submit the required documentation prior to implementation. In addition, instructional activities within the agreement may require separate notification and approval if they constitute significant departures from existing activities at the Member institutions. The required documentation for Category One arrangements consists of:

1. A notification letter that includes a statement of intent, the anticipated beginning date, a description of the proposed collaborative agreement, the complete address/location of the collaborative activity, and complete contact information for the lead person(s) at each participating institution
2. A copy of the final signed agreement prepared following notification.

Category Two (a COC Member institution with at least one Partner institution that is accredited by a USDE-recognized accreditor other than SACSCOC)

This collaborative arrangement requires the SACSCOC-accredited institution(s) to properly notify the Commission, submit the required documentation, and secure approval prior to implementation. In addition, instructional activities within the agreement may require separate notification and approval if they constitute significant departures from existing activities at the Member institution(s). The required documentation for Category Two arrangements consists of:

1. A notification letter that includes a statement of intent, the anticipated beginning date, a description of the proposed collaborative agreement, the complete address/location of the collaborative activity, and complete contact information for the lead person(s) at each participating institution
2. A copy of the final signed agreement prepared following notification.
3. Documentation that the non-SACSCOC Partner institution(s) are not on a public sanction
4. Documentation that the courses or programs of the non-SACSCOC Partner institution(s) are consistent with the educational purpose and goals of the SACSCOC-accredited institution(s)
5. Documentation that the institution meets the provisions of Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), including the analysis of credits accepted in transfer
6. A plan to monitor and ensure that the quality of contributions made by the partner institution(s) meets SACSCOC expectations
7. A plan produced by the SACSCOC-accredited institution(s) ensuring that the collaborative arrangement does not result in the appearance of extending SACSCOC accreditation to Partner institutions through promotional materials, academic publications, student transcripts, credentials verifying program completion, and releases to the news media.
8. Prototypes of official academic documents (e.g. student transcript, degree, diploma, certificate) representing the collaborative relationship

Category Three (a COC Member institution with at least one Partner institution that is not accredited by a USDE-recognized accreditor)

This type of collaborative arrangement requires the SACSCOC-accredited institution(s) to properly notify the Commission, submit the required documentation, and secure approval prior to implementation. In addition, instructional activities within the agreement may require separate notification and approval if they constitute significant departures from existing activities at the Member institution(s). The required documentation for Category Three arrangements consists of:

1. A notification letter that includes a statement of intent, the anticipated beginning date, a description of the proposed collaborative agreement, the complete address/location of the collaborative activity, and complete contact information for the lead person(s) at each participating institution
2. A copy of the final signed agreement prepared following notification
3. A description of (1) any external governmental or accrediting agency approval of the institution(s) or program(s) involved in the collaboration, not to include that of the SACS Commission on Colleges, (2) the process of quality assurance used by the agency granting this approval, and (3) any required legal or licensing approvals
4. Documentation that the courses or programs of the non-SACSCOC Partner institution(s) are consistent with the educational purpose and goals of the SACSCOC-accredited institution(s)
5. Documentation that the institution meets the provisions of Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), including the analysis of credits accepted in transfer
6. Documentation that faculty involved in the collaboration are qualified to teach assigned components or courses and a description of the means by which the SACSCOC-accredited institution(s) will monitor these qualifications (Submit a completed COC Faculty Roster Form.)
7. Documentation describing the physical and learning resources that will support the collaboration
8. A plan to monitor and ensure that the quality of contributions made by the partner institution(s) meets applicable SACSCOC requirements
9. A plan produced by the SACSCOC-accredited institution(s) ensuring that the collaborative arrangement does not result in the appearance of extending SACSCOC accreditation to Partner institutions through promotional materials, academic publications, student transcripts, credentials verifying program completion, and releases to the news media.
10. Prototypes of official academic documents (e.g. student transcript, degree, diploma, certificate) representing the collaborative relationship

When necessary to ensure compliance with SACSCOC requirements, the Commission may request additional information concerning any of these collaborative academic arrangements.

Approved: SACSCOC Board of Trustees, June 2010
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Compliance with Title IV Funding

Purpose: Larkin University plans to participate in Title IV funding at a future time. The purpose of this policy is to demonstrate the university's commitment to be in compliance with Title IV funding requirements at all times.

Policy: Although Larkin University does not currently offer Title IV funding, Larkin University operates under the guidelines set forth in Title IV

Title IV Requirement: Title IV is a term that refers to federal financial aid funds. Federal regulations state that any federal funds disbursed to a student's account in excess of allowable charges must be delivered to the student. Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

Reference: Federal Title IV funds include: Direct Subsidized/Unsubsidized Loan, Direct Graduate Plus Loan, Direct Plus Loan, Pell Grant, SEO Grant and Perkins Loan. Title IV Allowable Charges include: Tuition, Mandatory Fees, and Room & Board if contracted with the University.

Implementation: Feb. 1, 2019

Maintenance and Review of the Policy: Upon approval for Title IV funding, The Director of Financial Services will be responsible for the implementation and monitoring of this mandatory policy in collaboration with the Dean of each respective college. This policy will be reviewed every two years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.
Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Policy on Credit & Program Completion

Purpose: Larkin University (LU) recognizes the value of credit completion for all students regarding retention, progression and degree attainment. Larkin University has established practices and procedures for measuring credit completion, satisfactory academic progress, and program completion. Students must meet the standards of credit completion and program completion in order to be successful at LU.

Policy: Credit completion progress standards apply to all students at Larkin University who have attempted 9 or more credits, regardless of the number of term credits they attempt from that point forward. Credit completion progress standards will apply to all credit bearing courses at Larkin University. The standard will be applied consistently and uniformly within each college, even though the number of credit hours required, or term length of the program may vary. Course completion rate are calculated by dividing the total attempted credits by the number of credits successfully completed as defined in the University catalog. Larkin University will determine credit completion progress (Satisfactory Academic Progress or SAP) following the posting of final grades for each semester. Students will be notified by the Academic Department if they are in jeopardy of not meeting the standard for SAP.

The University Catalog specifies the maximum time for degree completion of each program. Since Larkin University does not accept transfer credits, 100% of the credits toward the completion of the degree must have been taken at LU. The University Catalog also details the specific protocols to follow for any student who is not making SAP toward the completion of the degree program or within the required timeframe. It is vital that faculty and administrators work collaboratively with students experiencing program difficulties to provide resources, support and appropriate monitoring for students to make informed academic decisions regarding the pursuit of their educational goal.

Implementation: May 1, 2019
Maintenance and Review of the Policy: The Registrar should ensure the appropriate progression of each student within the respective program offered by Larkin University. The calculation of satisfactory academic progress (SAP) is to be computed no less than annually for each student. The University Catalog details the protocol to follow when a student fails to make academic progress. This mandatory policy will be reviewed annually by the Senior Administration for its effectiveness by direct feedback from the CEO’s Council. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.
Policy on Distance & Correspondence Education

Purpose: The purpose of this policy is to ensure compliance with all SACSCOC requirements for Distance or Correspondence Education Programs offered by Larkin University.

Policy: Distance or Correspondence Education Programs are not currently offered by Larkin University. Should they become available, Larkin University will commit to following all guidelines and requirements. For reference the full text of the SACSCOC Policy is attached to this document.

Implementation: May 1, 2019

Maintenance and Review of the Policy: The President/CEO and Larkin University Senior leadership would be responsible for the implementation and compliance of this policy. This policy will be reviewed every four years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
DISTANCE AND CORRESPONDENCE EDUCATION

Policy Statement

Definition of Distance Education

For the purposes of the Commission on College’s accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Policy Statements

1. At the time of review by the Commission, the institution demonstrates 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.

2. At the time of review by the Commission, the institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

3. At the time of review by the Commission, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

4. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.
5. Institutions must ensure that their distance and correspondence education courses and programs comply with the Principles of Accreditation. This applies to all educational programs and services, wherever located or however delivered.

Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education

With the underlying concept that the Principles of Accreditation apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

Mission

If an institution offers significant distance and correspondence education, it should be reflected in the institution’s mission.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction.

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.

Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.

Academic support services are appropriate and specifically related to distance and correspondence education.

Program length is appropriate for each of the institution’s educational programs, including those offered through distance education and correspondence education.

For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution’s mission and is based upon fields of study appropriate to higher education.

For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Faculty

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.
Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

**Institutional Effectiveness**

Comparability of distance and correspondence education programs to campus-based programs and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

**Library and Learning Resources**

Students have access to and can effectively use appropriate library resources.

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

**Student Services**

Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

**Facilities and Finances**

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

*Document History*

Adopted: Commission on Colleges, June 1997

Updated in accord with the revised Principles, December 2006

Revised: SACSCOC Board of Trustees: June 2010

Edited: January 2012

Reformatted: July 2014; August 2018
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Faculty Role in Governance & Curriculum

**Purpose:** Larkin University recognizes the importance of giving faculty primary responsibility for maintaining the quality of educational programs as well as participation in the governance of the institution. The purpose of this policy is to ensure the role of the faculty specified in the by-laws of the institution.

**Policy:** The responsibilities and authority of the Faculty on academic and governance matters at Larkin University are established in the By-Laws of the institution, Article IX. The University Faculty shall be composed of the University Administration, all deans, professors, associate professors, and assistant professors, and all other full-time members of the instructional staff, Registrar, and the University Librarian, and such other persons as may be designated by the President/CEO and approved by the Faculty, College Deans, and Executive Committee or the Board of Trustees.

The role of the faculty will include, but is not limited to:

**Curriculum & Research:** The University Faculty shall be responsible for the conduct of instruction and research in the various colleges in the University. The Faculty may also consider and make recommendations to the President/CEO regarding any and all phases of education at the University. Faculty will maintain and update the curriculum through the appropriate committee process.

**Governance:** These roles are carried out through faculty representation on College committees. Committees provide Faculty a voice in policy development and in decisions related to College governance. Faculty members also play a role in governance matters through participation in institutional planning, college planning and the annual budget planning process. It is the intention that Faculty will participate in the decision-making concerning the affairs of the institution and colleges. Therefore, it is the responsibility of all faculty members to contribute and participate in meaningful ways to the governance of the institution and college.

**Other:** The University Faculty shall approve and recommend to the Board of Trustees the persons it deems fit to receive degrees or other marks of distinction, and the establishment of any new degree or diploma. As part of the role of a faculty member, there is a reasonable expectation that all faculty members attend and participate in any meeting of the institution or faculty. The University Faculty may organize and exercise its functions through appropriate councils, committees, or other bodies.

**Implementation:** May 1, 2019
Maintenance and Review of the Policy: The CEO working in collaboration with the Dean of each respective college will implement and monitor this mandatory policy through the CEO council meetings. This policy will be reviewed every three years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Faculty & Student Support Services

**Purpose:** Larkin University understands that the core of our success is the learning environment that we provide for students and faculty, as well as the entire Larkin community. We are committed to providing an environment that is conducive to the personal and professional growth and development of faculty, students and administrators. This purpose of this policy is to provide a general overview of some of the support services available to faculty, staff, students and administrators.

**Policy:** Larkin University will provide a stimulating and safe learning environment consistent with the educational programs, services and mission of the University. Faculty and student support programs and services will include educational and professional development, academic support services, wellness, and improved educational outcomes. These programs and services will contribute to the overall success of the University. Specific programs and services are detailed in the Employee Handbook as well as the Student Handbook of each college and should be used in the review of this policy.

An overview of the types of services provided with examples are identified below:

- **Campus Security** - full-time security personnel and identification card access into the Larkin facility, monitored parking, routine campus patrols

- **Information Technology** - inclusive of a complete web presence, website, databases, e-mail accounts, technology support

- **Library & Learning Resource Center** - a robust collection of print & electronic materials, 24/7 gateway access to numerous resources, Wi-Fi, quiet study environment

- **Labs** - research facilities for enhancement of education and publication of scholarly work by students and faculty

- **Advising systems** - for all students & faculty for guidance in the progression of their academic program and career goals
**Academic support** - assistance in study & testing skills, time management, tutoring, or other services to enhance academic performance

**Health & Wellness** - support through access to Behavioral or Medical resources, ADA needs, Alcohol/substance abuse issues, and the Professional Resource Network (PRN)

**Career and Post-Graduate Placement Guidance** – support in preparing students for employment or advanced training opportunities after graduation.

**Financial Literacy** – Guidance for students to assist in financial decision making during their enrollment and after graduation.

The above list is not intended to be complete but represents a sample of what is available for faculty and students. Reference to the specific employee handbook or student handbook is highly recommended or contact Human Resources or the Dean of the respective College for suggestions or concerns.

**Implementation:** May 1, 2019

**Maintenance and Review of the Policy:** The effectiveness of this policy requires the full effort of the Larkin Community. A safe, secure and supportive environment contributes to our success. Support services are provided, but their continued development requires input to ensure all needs are being met. The implementation and monitoring of this policy will be the collaborative responsibility of the Dean of each College, Human Resources and the leadership of both the faculty and student bodies. This policy will be reviewed every two years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

**Document History**

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Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Institutional Obligation for Public Disclosure

Purpose: The purpose of this policy is to ensure that all communications to the students, constituents and the public regarding Larkin University are timely, complete, accurate and broadly disseminated consistent with our policy of integrity and requirements of accreditation.

Policy: Larkin University adheres to the SACSCOC policy on Institutional Obligations for Public Disclosure. The policy states, "A candidate or accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient."

Policy Sections

- Larkin University's catalog and handbooks describe the University consistent with its mission statement and are available in print and on the university website.
- Larkin University's print and electronic communications consistent and accurately portray the conditions and opportunities available at the University.
- Larkin University publishes the location and programs with a description of programs and services in both the catalog and handbooks.
- Larkin University publishes goals for student achievement in the student handbook and success of students in achieving goals on the website.
- Larkin University provides valid documentation for any statements and promises regarding matters such as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.
- Larkin University publishes its current accredited status accurately and explicitly.

Implementation: May 1, 2019
Maintenance and Review of the Policy:
The CEO and Dean of each respective college working collaboratively are responsible for the implementation and monitoring of this mandatory policy. An annual review of university documents and website will confirm alignment of content. This policy will be reviewed every three years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4-14
Date reformatted: 4-17
Date reviewed: 
Next scheduled review date:
INSTITUTIONAL OBLIGATIONS FOR PUBLIC DISCLOSURE

Policy Statement

A candidate or accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information provided to the public includes the following:

- The institution’s current catalogue describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. Institutions relying on electronic catalogues ensure the availability of archival editions sufficient to serve the needs of alumni and former and returning students.

- All forms of print and electronic communications officially representing the institution are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution. (See also SACSCOC’s policy “Student Advertisement and Recruitment.”)

- The institution publishes the locations and programs available at branch campuses, and other off-campus instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.

- The institution publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.

- The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Representation of status with SACSCOC

The institution is expected (1) to be accurate in reporting to the public its status with SACSCOC and (2) to publish the name of its primary accreditor and its address and phone number in accordance with federal requirements. In order to meet these requirements, the institution publishes one of the following statements in its catalog or website:

Statement for Accredited Institutions

(For example: (Name of member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, and doctorate). Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of (name of member institution).

Statement for Candidate Institutions
(Name of candidate institution) is a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, doctorate). Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of (name of candidate institution).

In all cases, when accredited status is affirmed in institutional catalogs and other official publications, it is stated accurately and is not misrepresented.

- Accreditation granted by an institutional accrediting body has reference to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like “this program is accredited,” or “this degree is accredited,” are incorrect and misleading.

- “Free-standing” institutions offering programs in a single field (e.g., a school of art, engineering, or theology) and granted accreditation by a regional or national institutional accrediting body alone, clearly state that this accreditation does not imply specialized accreditation of the programs offered.

- No statement may be made about the possible future accreditation status with SACSCOC (e.g. “(Name of institution) has applied for candidacy with the Southern Association of Colleges and Schools Commission on Colleges”).

- The phrase “fully accredited” is not used, since partial accreditation is not possible.

Use of the SACSCOC Logo and Stamp of Accreditation

The SACSCOC “flame” Logo is trademarked, and its use by any member institution or other entity other than SACSCOC, Inc., is strictly prohibited. SACSCOC has also developed a trademarked Stamp of Accreditation for the exclusive use of member institutions. This Stamp may be used in conjunction with the full statement regarding accreditation provided above. Member institutions which have provided that full statement in the appropriate document(s) may choose to make reference to their accreditation status in flyers and other recruiting materials. In that case, the Stamp may appropriately be used with such abbreviated references, as well.

Document History
Approved: SACSCOC Board of Trustees, June 2014
Revised: SACSCOC Board of Trustees, June 2017
Revised: SACSCOC Board of Trustees, June 2018
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Instructor of Record

Purpose: The purpose of this policy is to identify the primary instructor for a course offered by Larkin University. The primary instructor must be identified on the Faculty Roster for the accrediting body; must be appropriately credentialed to teach the course; be assigned a percentage of work effort toward the course; and be evaluated by the students in the course and by the academic department offering the course.

Policy: The instructor of record (Course Director) at Larkin University is the primary instructor for a course, except in courses that a team-taught, in which instructors share the responsibilities for the course. The instructor of record (IOR) has overall responsibility for the development and implementation of the course syllabus, for the day to day delivery of the course, for the course addressing the student learning outcomes implied by the course syllabus, and for the issuing of course grades. In most circumstances, the instructor of record is the individual who delivers the course. It is not acceptable for an individual to be listed as the IOR while another individual substantially carries out the duties of the IOR. This instance would carry negative consequences for both the person and the academic department.

Implementation Date: May 1, 2019

Maintenance and Review of the Policy: It is the responsibility of the appropriate dean to ensure compliance with this mandatory policy by identifying an IOR for each course in the department in collaboration with the respective chair. The policy will be monitored through course survey data obtained for each course offering. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department. This policy will be reviewed every four years for its effectiveness.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Larkin University
18301 N. Miami Ave.
Miami, FL 33169

Policy on Library Staffing

**Purpose:** The purpose of this policy is to establish guidelines for the Director of the Library and ensure employees in the library function in the manner established by the American Library Association.

**Policy:** The Director of the Library will supervise and coordinate library staff, services, collections, equipment, planning, assessment, budget and library facilities. All employees of the Larkin University Library will adhere to the Code of Ethics of the American Library Association. Additional reference material on library staffing is attached to this policy.

**Implementation:** May 1, 2019

**Maintenance and Review of the Policy:** The Director of Library Services is responsible for the implementation and monitoring of this mandatory policy. This policy will be reviewed every four years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

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**Document History**
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed: 
Next scheduled review date:
Larkin University

LIBRARY STAFFING POLICY

The Director of the Library supervises and coordinates Library staff, services, collections, equipment, planning, assessment, budget, and facilities. The professional staff provides information literacy instruction for classes, individual reference guidance, and professional development workshops for faculty. Professional staff members work cooperatively to develop the collections, maintain Library systems, develop web page content, and supervise technical staff.

Library academic technicians maintain clerical and technical Library operations with training provided by the professional staff. Circulation, materials processing, course reserves, shelving, serials maintenance, and patron assistance are provided by the technicians.

Library student workers provide support to both technicians and librarians, as delineated in their job descriptions.

Library staff members adhere to the Code of Ethics of the American Library Association.

Code of Ethics for Library Employees

The statement which follows sets forth the ethical obligations of individuals as Library staff members:

1. To maintain the principles of the ALA Library Bill of Rights and the Freedom to Read Statement.
2. To maintain the principles of the Library mission statement and unifying principles.
3. To understand and execute the policies of the University, its Colleges and Library, and to express in a positive manner any concern or objection with the policies, philosophy or programs of these institutions.
4. To maintain an objective and open attitude of understanding, courtesy, and concern for the patrons' needs.
5. To protect the essential confidential relationship which exists between a library user and the library.
6. To serve all patrons equally according to their needs.
7. To make the resources and services of the Library known and easily accessible to all current and potential users.
8. To avoid any possibility of personal financial gain at the expense of the employing institution.
9. To be aware of the obligations of employment and of what constitutes abuse of working conditions and benefits.
10. To acknowledge the importance of the work done by all staff in all divisions of the Library.
11. To maintain a sense of loyalty, respect, and cooperation in our relationships with fellow staff.
12. To carry out assignments so that fellow staff members need not assume added responsibilities, except in times of emergency.
13. To share knowledge, experience, and expertise with others.
14. To use the resources of the Library and University in an efficient and economical manner,
consistent with the best service to the library user.
15. To use care and discretion to distinguish between private actions and speech, and those actions and speech which are taken in the name of the institution. This policy should be interpreted as consistent with the rights of an individual to take part in public debate, and to engage in social or political activity.

Based on the ACRL/ALA Standards for Libraries in Higher Education, 2011 (Standard 8)

8. Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

8.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

8.2 Library personnel have education and experience sufficient to their positions and the needs of the organization.

8.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.

8.4 Library personnel contribute to the knowledge base of the profession.

8.5 Library personnel are professionally competent, diverse, and empowered.

8.6 Personnel responsible for enhancing and maintaining the library’s IT infrastructure keep current with library technology applications and participate in ongoing training.
Policy on Minimum Degree Requirements

Purpose: There are certain minimum requirements for all degree programs which are offered at Larkin University. The purpose of this policy is to confirm that it is the responsibility of the student to know and meet all requirements for the degree being sought. Students should work in coordination with the Catalog as well as the specific college and/or his faculty advisor to ensure all requirements are met prior to the expected completion date.

Policy: Graduate & Professional students are expected to be aware of and to comply with the general requirements for the degrees they are pursuing as outlined in the university Catalog. In addition to the general requirements, students are expected to conform to any additional requirements set by the student’s college or academic unit. The student working in collaboration with their faculty advisor, Dean of their respective college and Registrar should ensure all degree requirements are met prior to the expected completion date of the program.

Master’s/doctorate and professional degree programs vary in the number of hours of required coursework to complete the degree. Refer to the appropriate program description for specific requirements in the university Catalog. The student’s program must be approved by the major academic unit. A student may be required to take courses beyond the minimum to ensure balance and depth in the discipline.

Implementation: May 1, 2019

Maintenance and Review of the Policy: The faculty advisor and Dean of the respective college are responsible for ensuring that students conform to this mandatory policy. This should be monitored by semester, but no less than annually for each student as part of the process for progression of students. This policy will be reviewed every three years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4-19
Date reformatted: 4-19
Date reviewed:
Next scheduled review date:
Policy on Roles & Responsibilities of the Administration

Purpose: The purpose of this policy is to establish guidelines for the role and responsibilities of members of the administration of Larkin University and to distinguish the role of administration from the role of the President/CEO and BOT.

Policy: The specific duties and responsibilities of administrative positions at Larkin University are assigned by the president in accordance with law and college policy. The general duties and responsibilities of each administrator include the following:

1. To plan, organize, and administer the activities of his/her department, office, or division efficiently.
2. To keep informed of new developments relating to his/her function and to maintain a creative and experimental attitude toward change, to continuously improve the operation of his/her area of responsibility.
3. To recommend the organizational structure and staffing that complement his/her area of responsibility.
4. To interview and recommend to the president personnel for hire.
5. To annually evaluate all faculty and staff within his/her reporting structure.
6. To establish and maintain an organizational climate that encourages the development, retention, and a high level of morale among personnel.
7. Keep his/her immediate supervisor informed of activities of the unit, particularly of major or unusual developments, and seek their advice and counsel.
8. To promote an integrated effort in the administration of the college by cooperating with other administrators and staff and coordinating and communicating activities with theirs.
9. To maintain effective relations with faculty, students, and community, and other educational/clinical institutions and to interpret college policies and programs accurately and constructively.
10. To recommend the budget for his/her department, office, or division and, within limitations established by the board or President, and to administer that budget.
11. To serve on committees and councils as directed by board policies and procedures or by his/her immediate supervisor or the President.
12. To represent Larkin University and attend professional meetings or events as authorized by his/her immediate supervisor.
13. To provide information and reports to the board at the request of the President.
14. To implement a plan to supervise students attending courses and at clinical internships
15. To perform any other duties assigned or delegated by his/her immediate supervisor.

Implementation: May 1, 2019

Maintenance and Review of the Policy: The President/CEO and Dean of each college is responsible for the implementation and monitoring of this mandatory policy. Performance review and evaluation of administrators will be done annually and should reflect compliance in both general categories as well specific responsibilities assigned by the immediate supervisor. This policy will be reviewed every four years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.
Larkin University  
18301 N. Miami Ave. 
Miami, FL 33169  

Policy on Student & Faculty Library Access

**Purpose:** The Larkin University Library serves as the central resource for information on library services available to students, faculty and administrators involved with Larkin University. The purpose of this policy is to clarify access and services provided by the Library.

**Policy:** The Larkin University Library is organized to support the institution’s programs and mission and is committed to providing library and information services to the students, faculty, administration and Larkin community. Additional reference materials are available from the Director of Library Services.

**Resources:** The Larkin University Library (LU) supports the needs of our academic community with a robust collection of print and electronic resources, subject-specific scholarly journals and a library website with a 24/7 gateway to an extensive compendium of knowledge to promote professional and educational achievement. In addition to the print collection, the campus library is ADA compliant, maintains computers with software for scholarly writing and presentations; offers Wi-Fi access to the Internet for academic endeavors and scholarship; houses a printer; an electronic Smartboard; and provides a quiet study environment to cultivate learning and encourage accomplishment. Professional library personnel, accredited by the American Library Association and certified by the Medical Library Association as an Association of Health Information Professional (AHIP) provides students, faculty and staff with reference consultation and assistance, interlibrary loan services, and information literacy instruction for a successful and enriching educational experience.

**Access:** The privilege of library access is granted to all faculty, students, administrators and members of the Larkin community. Access is granted through university issued email and identification card. All resources can be electronically accessed from any computer from the Larkin University website.

**Library Hours:** The Library is staffed Monday-Friday from 8am-4pm. If you need assistance with library resources, beyond this time frame, please make arrangements with the library. Access to the library facility is available by using a university issued identification card any hours the building is open. Additionally, all electronic library resources can be accessed directly from any computer through the university website.
Instruction in the Use of Library Services: Tours of the library and its collection as well as classes in using library resources, evaluation of information and research skills are offered each term. They are listed on the library website. Additionally, faculty may make arrangements directly with the library for direct class instruction. All faculty, administrators and Larkin community members are welcome to arrange for small group or one on one sessions in any area of library service needed. The Library is a resource home for our community and meeting the group and individual needs of everyone is a top priority.

Implementation: May 1, 2019

Maintenance and Review of the Policy: The implementation and monitoring of this mandatory policy is the responsibility of the Director of Library Services, in collaboration with the senior leadership of the University. This policy will be reviewed every four years for its effectiveness. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department.

Document History
Date adopted by Board of Trustees: 4/2019
Date reformatted: 4/2019
Date reviewed:
Next scheduled review date:
Larkin University
1830 N. Miami Ave.
Miami, FL 33169

Policy on Transfer Credit

**Purpose:** Students who have completed courses at another accredited University, College or Institution may want to determine if courses must be repeated when they attend Larkin University.

**Policy:** Larkin University does not accept transfer credits from a previously attended University, College or Institution to meet the required courses to complete a degree. All courses required to receive a degree in a program must be completed at Larkin University. It is highly recommended that you determine that your attendance at this institution will meet your educational goals.

**Implementation Date:** May 1, 2019

**Maintenance and Review of the Policy:**
It is the responsibility of the Admissions Representative to be open and honest with all potential students of Larkin University to determine that we meet their educational goals. The Dean of each college is responsible for the monitoring and implementation of this mandatory policy. All administrative policies of Larkin University can be accessed electronically at ularkin.org or can be obtained from the Human Resources Department. This policy will be reviewed every two years for its effectiveness with direct input from the Office of Admissions.

**Document History**
Date adopted by Board of Trustees: **N/A**
Date reformatted: **N/A**
Date reviewed: **N/A**
Next scheduled review date: