

配套方案三：制訂私立大學校院整體發展獎助及補助作業之政策文件

現況說明：相較國外諸多高等教育評鑑系統而言，我國私立大學校院整體發展獎助作業審查尚缺乏對評鑑意義、精神、原則、目標等確立，並據以形成私立大學校院整體發展獎助及補助作業之政策文件。為更明確闡示我國實施「私立大學校院中程校務發展計畫」與「私立大學整體發展獎助及補助作業原則」之內涵，本案擬建議重新檢討與審視前述制度之意義、精神、目的、政策等，以更實現此工具之目的與價值。

建議說明：本案擬參考國外高等教育評鑑系統之政策規劃，並考量我國高等教育實際需要，制定私立大學校院整體發展獎助及補助作業之精神、目的、目標、原則等政策文件。所謂政策是指主管機關對重要事務或議題的原則性、整體性、前瞻性看法。經由政策的訂定，可幫助主管機關釐清施政的方向與優先順序，增加施政清晰度。本方案針對我國私立大學校院校務發展評審與獎助及補助制度政策內容之設計見表十一。

參考資料：一、南卡羅來納高等教育委員會任務、功能、目標，見表十三。
二、美國奧勒根州立大學評鑑政策要覽，見表十四。
三、美國 ABET 技術認證政策要項，見表十五。

表十二、私立大學校院整體發展獎助及補助作業政策文件內容(草案)

一、政策前言

二、方針政策

1. 制度精神 (必要時修正)
2. 制度任務 (必要時修正)
3. 制度功能 (必要時修正)
4. 制度目標 (每三年依實際需要修正)

三、相關政策

1. 評審標準作業政策 (每三年依實際需要修正)
2. 評審委員會組成政策 (每三年依實際需要修正)
3. 獎助及補助款分配與運用政策 (每三年依實際需要修正)
4. 評審申請與範圍政策 (每年依實際需要修正)
5. 評審結果公告政策 (每三年依實際需要修正)
6. 申請單位資料稽查政策 (每年依實際需要修正)
7. 資料出版與揭露政策 (每年依實際需要修正)
8. 獎助及補助作業事宜政策 (每三年依實際需要修正)
9. 評審結果申訴政策 (每年依實際需要修正)
10. 獎助及補助與公共關係政策 (每年依實際需要修正)
11. 申請單位違規處理政策 (每年依實際需要修正)
12. 申請單位類別歸屬政策 (每三年依實際需要修正)
13. 獎助及補助成效擴散政策 (每年依實際需要修正)

表十三、南卡羅來納高等教育委員會任務、功能、目標

(一) 任務

南卡羅來納高等教育委員會將以促進經濟成長和人文發展為目標來提升本州教育系統的品質和效率

(二) 功能

為完成委員會的任務聲明，下述的功能將被執行：

1. 提供家長及學生適當有關高等教育資訊，並提供高等教育的機會
2. 回顧過去計畫並同意新計畫的執行程度，也要評估現存的學術計畫
3. 藉由年度發款（根據組織績效衡量）來維持固定模式，並提交主要的改進要求給 Budget and Control Board and General Assembly
4. 負責掌管所有會影響本州的高等教育法案，其中包含了州立、地區性及聯邦計畫案
5. 對於給與「次級團體」獲得高等教育的機會，負起監督衡量的角色
6. 檢視並核發非公立教育團體執照
7. 藉由平均所獲得的資料、研究、調查等資料，提供州長或是 the Budget Control Board 建議，另外 General Assembly 是非常注重本州高等教育政策、扮演角色以及架構運作的單位
8. 維持遍及全州的高等教育資料蒐集工作
9. 重新檢視大學肄業學生的最小承認標準，其中必須包含州內及州外

(三) 目標

為使組織運作，下列目標將建立並對未來工作方向提出指導及相關佐證

1. 藉由商業界及產業界對於高等教育在經濟成長及人文發展方向共同努力，使得南卡羅來納將領先於全球。
2. 和州長、立法機關、州代理、父母和學生持續維持正向關係，並提供正確的資訊。
3. 公立學院及大學應表現出所需的及發展適宜的獎助制度。
4. 公私立高等教育機構應提出其策略性議題並確定在評價及改善上由持續的進行。
5. 保證提供州內次級團體一個公平的教育機會以及管道。
6. 大學應提供組織機構更高的學習方式，尤其是提升「質」與「差異
7. 擴大本州居民 postsecondary 教育機會，肯定學生的成就並藉由管理多樣化的高等教育計畫來鼓勵更好的教學及研究。

表十四、美國奧勒根州立大學評鑑政策內容

ACCREDITATION POLICIES

The next two sections of the Handbook include policies that complement and illuminate the eligibility requirements, standards, and procedures found in the preceding portions of the Handbook. Section A includes specific policies relating to institutional accreditation. Section B includes general policies on accreditation. These policies pertain to all candidate and member institutions of the Northwest Association of Schools and Colleges.

SECTION A

Specific Policies Relating to Institutional Accreditation :

1. Accreditation Liaison Officer
2. Substantive Change
3. Disclosure of Accrediting Documents and Commission Actions, Examples of Major and Minor Substantive Changes for Candidates/New Members and Well-Established/Experienced Institutions
4. Conflict of Interest
5. Public Notification and Third Party Comments Regarding Full-Scale Evaluations
6. Contractual Relationships with Organizations Not Regionally Accredited
7. Principles of Good Practice in Educational Courses and Programs Offered Outside the United States
8. Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration
9. Non-Credit, Extension, and Continuing Education Studies
10. Postsecondary Education Programs on Military Bases
11. Military-Sponsored Educational Programs
12. Considerations When Closing a Postsecondary Educational Institution
13. Teach-Out Agreements
14. Complaints Regarding Member or Candidate Institutions
15. Appeals Policy and Procedure
16. Communication of Commission Action Regarding Recommendations
17. Public Disclosure of Information Regarding Type of Accreditation Granted, Criteria, Accreditation Procedures, Evaluation Schedule, and Commissioners and Commission Staff
18. Policy on Commission Action Regarding Institutional Compliance Within Specified Period
19. Policy on Publication of Adverse Actions

20. Policy on Notification to Appropriate Accrediting Agencies and State Agencies Regarding Institutions' Accreditation

SECTION B

Policies Relating to Institutional Accreditation

1. Role and Value of Accreditation
2. Periodic Review of Member Institutions
3. Code of Good Practice in Accrediting in Higher Education
4. Relationship Between General and Specialized Accrediting Agencies
5. Interagency Cooperation in Accreditation
6. Evaluation of Institutions Operating Interregionally
7. Accreditation of Operationally Separate Units
8. Dual Accreditation and Institutional Description
9. Training for New Commissioners
10. Selection and Representation of Commissioners and of Evaluation Committees
11. Notification to the United States Department of Education
12. Program Length and Tuition and Fees
13. Reviewing Accreditation Standards to Ascertain Their Validity and Reliability
14. Policy on Providing Advanced Public Notice of Proposed Accreditation Criteria to Member Institutions and Other Interested Parties
15. Policy on Dissemination of Commission's Directory of Accredited Institutions

表十五、美國 ABET 技術認證政策要項

(一) 目的：

Among the purposes of the Accreditation Board for Engineering and Technology (hereafter referred to as ABET), the following relate to accreditation.

1. Organize and carry out a comprehensive process of accreditation of pertinent programs leading to degrees, and assist academic institutions in planning their educational programs.
2. Promote the intellectual development of those interested in engineering, technology, computing, and applied science professions, and provide technical assistance to agencies having professional regulatory authority applicable to accreditation.

(二) 責任

1. ABET accomplishes its purposes through standing committees and commissions. The commissions include the: Engineering Accreditation Commission (EAC), Technology Accreditation Commission (TAC), Computing Accreditation Commission (CAC), and Applied Science Accreditation Commission (ASAC). The accreditation commissions are charged with the following responsibilities:
 - (1) The accreditation commissions shall propose policies, procedures, and criteria to the ABET Board of Directors for approval. The Board of Directors shall review policies, procedures, and accreditation criteria and may specify changes to be made in them to the appropriate accreditation commissions.
 - (2) The accreditation commissions shall administer the accreditation process based on policies, procedures, and criteria approved in advance by the Board of Directors. The accreditation commissions shall make final decisions, except for appeals, on accreditation actions.
2. Procedures and decisions on all appeals to accreditation actions shall be the responsibility of the Board of
3. Accreditation decisions are based solely on the appropriate criteria, policies, and procedures as published by ABET. Other documents published by ABET or Participating Bodies are advisory in nature.

(三) 評鑑目標

In keeping with the broad purposes of ABET, as given above, accreditation is intended to accomplish the following specific objectives:

1. To identify to the public, prospective students, student counselors, parents, educational institutions, professional societies, potential employers, governmental agencies, and state licensing or certification boards, specific programs that meet minimum criteria for accreditation.
2. To provide guidance for the improvement of the existing and development of future educational programs in engineering, technology, computing, and applied science areas.
3. To stimulate the improvement of engineering, technology, computing, and applied science education in the United States.