Academic Affairs Council

MEETING MINUTES

Date: Friday, November 4, 2016

Time: 10:45 a.m.

Place: ADM Board Room

I. Call to order

Jennifer Baine called to order the regular meeting of the Academic Affairs Council at 10:47 a.m. on Friday, November 4, in the ADM Board Room.

II. Roll Call

The following council members were present: Jennifer Baine, Dr. Mickey Best, Michael Champion, Keitha Davidson, Sarah Dilmore, Caroline Hammond, Donna Hendricks, Ken Kelley, Dr. Carolyn Langston, Brandy Mendoza, Cindy Meyer, Robert Norman, Dr. Jennifer Parks, Jim Roomsburg, Philip Shackelford, Susan Spicher, Karsten Tidwell, Dawn Tucker, Nancy Whitmore, and Dr. Jim Yates,

The following council members were excused: Leslie Appling, Dr. David Carty, Sherry Howard, Amy Sturdivant, and Ray Winiecki

The following guests attended the meeting: Linda Bates, Dr. John Spencer, and Marguerite Rodgers-Recorder

III. Approval of minutes from last meeting

Michael Champion made a motion to approve the minutes of the council meeting held on Friday, October 7, 2016. Dr. Jim Yates seconded the motion. The minutes were approved as written.

IV. Old Business

There was no old business to discuss.

V. Planning Council Report – *Jennifer Baine*

- Ms. Baine reported on the planning council meeting. The nominating committee proposal was sent forward from the planning council to the executive cabinet. Dr. Best said that it had been approved. He will be asking the Faculty Affairs committee for the names of faculty representatives to the council. Ms. Whitmore said that the representatives will come from the whole faculty, two from each division.
- The HLC schedule has been sent out and the councils will be involved. Classes should not be cancelled but coverage should be arranged, or the class should be left with something to do.
- Campus conversation will be on Thursday/Friday, November 10/11.

VI. VPL Information Sharing – *Dr. Mickey Best*

- There is an off-site peer reviewer for HLC and she is requesting course syllabi from various sections.
- Dr. Best completed his HLC peer-review training in Chicago.

VII. Standing Committee Reports

   a. **Academic Standards Committee –** *Chair: Karsten Tidwell*

Mr. Tidwell brought two proposals to the council for approval, as follows:

Accuplacer replaces the Compass test which has been discontinued by ACT. ADHE strongly recommends Accuplacer. (See attachment A).

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Attachment A: Accuplacer Cut Scores

Ms. Whitmore seconded the motion made by the committee.

Vote: All were in favor of adopting Accuplacer.

The second proposal was to create an honor roll (see Attachment B).

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Document

Attachment B: Honor Roll

Ms. Hendricks seconded the motion made by the committee.

Vote: All were in favor of creating an honor roll.

b. **Assessment Committee – ** *Chair: Jennifer Baine*

- There is a subcommittee working on an assessment web page that will be a resource for faculty.
- Professional Development is being planned for Monday morning, December 12. Basically, it will be about how to do assessment reports, how to put them in Weave, etc. There will also be a session on writing good action plans. This will be mandatory for new faculty, or optional for others.
- Will be working on cleaning up the U: drive and archiving files.

c. **Curriculum Committee – ** *Chair: Donna Hendricks*

Ms. Hendricks brought five items from the committee for approval:

The first two items are for the FIT grant (see Attachment C):

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Attachment C: FIT Grant Proposals

Two CPs have been created for the FIT grant, one in Computer Networking and one for a Computer Support Specialist. A question was asked about BSTD 0313 Fundamentals of Arithmetic, which is a course that has been discontinued. This course needs to be the basic studies math course. This course is for high school students. Ms. Hendricks said that the registrar wanted those basic studies courses on the curriculum in case the students are low in math.

Ms. Whitmore seconded the motion from the committee to approve these two CPs for the FIT grant, with the amendment for the math course (the name needs to be a current basic studies math course).

Vote: All were in favor of approval with the amendment. This now needs to go to the Planning Council, the Executive Cabinet, and then to ADHE.

The next item was a proposal for a name change, Intro to Networking to Networking Fundamentals (see Attachment D):

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Attachment D – Name change

Ms. Hendricks said that we are just looking at Networking Fundamentals name change, not the content of the course. She agreed that the degree plan needs to be updated to reflect current math courses.

Philip Shackelford seconded the motion from the committee to approve the name change.

Vote: All were in favor.

The next item was a proposal to delete CSCI 1112 and add CSCI 1114 (see Attachment E).

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Attachment E – delete CSCI 1112/add CSCI 1114

On this item, CSCI 1112 will be removed from course offering and in the catalog. CSCI 1114 is the reconfigured course for the Computer Information Technology degree plan.

Ms. Whitmore seconded the motion from the committee to approve this change.

Vote: All were in favor.

The next item was a proposal for changes in course descriptions in the catalog for OTA (see Attachment F).

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Attachment E – OTA Course Descriptions

All the changes in course descriptions have been combined into one request.

Dr. Jennifer Parks seconded the motion from the committee.

Vote: All were in favor of these changes.

d. **Distance Learning Committee –** *Chair: Robert Norman*

Mr. Norman reported that the Distance Learning Committee (DLC) has proposed deleting a paragraph from the Distance Learning Policies and Procedures Manual (see handout, second paragraph under Advanced).

Ms. Hendricks seconded the motion from the committee.

Vote: All were in favor of the deletion.

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Distance Learning Handout

Mr. Norman said that he would be ending his chairmanship of the DLC. The new chair of the committee will be Mr. Jim Roomsburg.

e. **Faculty Affairs Committee –** *Chair: Nancy Whitmore*

- Ms. Whitmore reported for the committee and said that the next meeting of the committee would be at 4 o'clock on Thursday, November 17, on East Campus.
- She said that there have been some problems with tracking PAFs.
- Dr. Best asked the Faculty Affairs Committee to look over the draft of the Online Faculty Handbook, which they did. Ms. Whitmore said that she has inserted the comments received into the draft (see below). She recommends that the draft be sent to the deans/departments/etc. so that they can check their sections. Ms. Whitmore said that campus security needed to be added to the list.

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Draft Faculty Handbook (with comments)

- Dr. Parks suggested that key players should be listed by title and not by name because of staff turnover. She also said that there needs to be a statement about when the document was created, when it's up for review/revision, process for making changes etc.
- Dr. Best said that the faculty manual falls in line with the process of our others manuals, people can come forward with suggestions through the shared governance structure.
- Dr. Best said, that regarding the faculty handbook and the HLC visit, the goal is to have a copy available by the time they visit, even if it's the latest draft, because they will ask for one.
- The committee is working on an answer to the question raised last month regarding the Distance Learning manual. There were questions about the maximum number of students in online classes.
- There was some discussion on uninvited visitors on campus and the definition of an open campus.

(Ken Kelley made a motion to extend the meeting by 15 minutes, Ms. Hammond seconded the motion. All were in favor and the meeting was extended).

- There was some extra general discussion on the online faculty manual.

f. **Library Committee –** *Chair: Dr. Carolyn Langston*

Philip Shackelford reported for the committee.

- The SouthArk events taskforce, which was created recently for programming and advanced planning, will now come under the purview of the Library Committee.
- A motion was made by the committee to have a community forum in the spring and fall of next year as a pilot.

Dr. James Yates seconded the motion from the committee.

Vote: All were in favor of the community forum.

VIII. New Business

There was no new business to discuss.

IX. Adjournment

A motion to adjourn was made by Ms. Whitmore and seconded by Ms. Hammond. The meeting was adjourned at 11:50 a.m.

Minutes submitted by: Marguerite Rodgers

To: Academic Standards Committee

From: Testing Department

RE: Cut Scores for Accuplacer

Effective December 1, 2016, the COMPASS test will no longer be available for use as a placement test. Throughout the state and with the Arkansas Higher Education Department blessing, we are looking at moving from the COMPASS test to the Accuplacer test.

Accuplacer is a national normed test that has been used in many other areas of the country with much success in accurate placing of students. We have had the Accuplacer on campus for a couples of months and have had the developmental math and English instructors come take the test as well as some students to ensure that we have realistic and accurate cut scores. Below is the proposed cut scores for SouthArk.

SOUTH ARKANSAS COMMUNITY COLLEGE
Proposed

ACT			COMPASS			Accuplacer			Course Placement
English	+	Reading	Writing	+	Reading	Sentence Skills	+	Reading	
14 or below	AND	14 or below	41 or below	AND	50 or below	60 or below	AND	52 or below	English I
15 - 16		15 - 18	42 - 60		51 - 66	61 - 72		53 - 69	English II
17 - 18		19+	61 - 79		67 - 82	73 - 82		70 - 77	Composition I with Lab
19+		19+	80+		83+	83+		78+	Composition I
Mathematics			Algebra			Elementary Algebra			
16 or below			25 or below			49 or below			Elementary Algebra
17 - 18			26 - 40			50 - 77			Intermediate Algebra or Tech Math
19+			41+			78+			College Algebra

To: Academic Standards Committee

From: Student Forum

RE: Honor Roll

At the most recent Student Forum, students brought up the fact that we have Dean's List for student who take 12 semester hours, excluding developmental courses, and maintain a 3.0 grade point average.

The students pointed out that the majority of our students do not attend full time but deserve recognition for their efforts in maintaining good academic progression.

After a brief discussion with Dr. Jones, it was suggested that we create a designation of "Honor Roll" for those students who complete 6 – 11 hours with a 3.0 grade point average.

Catalog description:

Honor Roll

Degree seeking students will be placed on the Honor Roll if they earn a grade point average of 3.0 or higher on 6 or more semester hours completed during a regular semester. All courses attempted, except basic studies courses, will be used in computing the grade point average; however, if a student officially withdraws from a course and is assigned a "W", that course will not be used in computing the average. The Honor Roll will be released at the end of the fall and spring semester.

Curriculum Committee Information Sheet

Change or addition requested:

_____ new course
_____ modification of existing course
_____ change of course number
_____ change in curriculum/required courses/prerequisites
___X___ other ___creation of a new Certificate of Proficiency under Computer Information Technology___

Brief explanation of change/addition requested: (Use addition sheets if necessary. Scan and send to curriculum committee electronically) Create a Certificate of Proficiency, Computer Support Specialist to be awarded for the purpose of entry level employment and internships

Reason for requested change/addition: At the moment students receive no certification until the Technical Certificate which makes it difficult to obtain entry level employment or internships. Through the input of local businesses, it was determined that certificates of proficiency would solve this issue.

If request is for new or modified course, please attach syllabus to request.

		YES	NO
1.	Will additional faculty be required to make this change?		X
2.	Are Library Media Center resources adequate to meet requirements for this change?		X
3.	Will this change require purchase of additional equipment?		X
4.	Will this change require additional space?		X
5.	Which divisions will be affected by this change? Computer Information Technology majors only		
6.	Have you consulted division heads affected?	X	
7.	Have you consulted program heads affected?	X	
8.	If the change is a course, what is the projected enrollment?		
9.	If the change is a course, how often would this course be offered?		
10.	Does this change affect a general education course?		X
11.	If so, list major and degree.		

Signature of Division Dean _James Yates_ (approve) do not approve

Digitally signed by James Yates
DN: cn=James Yates, o=South Arkansas Community College,
ou=Dean of Liberal Arts, email=jyates@southark.edu, c=US
Date: 2016.10.04 10:45:58 -05'00'

Signature of VP of Learning _____ approve do not approve

LETTER OF NOTIFICATION – 3

NEW OPTION, EMPHASIS or CONCENTRATION

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

1.   Institution submitting request: **South Arkansas Community College**

2.   Contact person/title: **Jim Roomsburg, Chairman of Business and Information Technology**

3.   Phone number/e-mail address: **(870)875-7251 jroomsburg@southark.edu**

4.   Proposed effective date: **January 1, 2017**

5.   Title of existing degree program: **Associate of Applied Science, Computer Information Technology, Computer Support Specialist**

   (Indicate if the degree listed above is approved for distance delivery)

6.   CIP Code: **11.0801**

7.   Degree Code: **0305**

8.   Proposed name of new option/concentration/emphasis: **Certificate of Proficiency, Support Specialist**

9.   Reason for proposed action: **A certification for students in concurrent programs to earn while in high school. This certification will help students obtain entry level employment with local business.**

10.   New option/emphasis/concentration objective: **Computer Support Specialist for assistance in IT departments and offices**

11.   Provide the following:
   a.   Curriculum outline - List of courses in new option/concentration/emphasis – Underline required courses – **All courses in the certificate are required**.
   b.   Provide degree plan that includes new option/emphasis/concentration Please **see Attached**
   c.   Total semester credit hours required for option/emphasis/concentration
      (Option range: 9–24 semester credit hours)   **12 total hours**
   d.   New courses and new course descriptions   **None**
   e.   Goals and objectives of program option   **Please see attached**
   f.   Expected student learning outcomes   **Please see attached**
   g.   Documentation that program option meets employer needs   **Boyette Study attached**
   h.   Student demand (projected enrollment) for program option   **24 year one, 38 year two**
   i.   Name of institutions offering similar program or program option and the institution(s) used as a model to develop the proposed program option **Please see attached**

12.   Institutional curriculum committee review/approval date:

13.   Will the new option/emphasis/concentration be offered via distance delivery?   **No** If yes, indicate mode of distance delivery:

14.   Explain in detail the distance delivery methods/procedures to be used: **Blackboard will be used to supplement instruction along with SIM Net.**

15.   Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used.   **Please see attached budget**

16.   Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:
Board of Trustees Notification Date:
Chief Academic Officer Date:

Letter of Notification - 3
Attachment - B

South Arkansas Community College
Certificate of Proficiency, Support Specialist

Certificate of Proficiency
Computer Support Specialist 2016

Name _____ Student ID # _____ Date _____

Course	Number	Course	Exempt	Completed	Enrolled	Transfer		
BSTD	0603	English I		X				
BSTD	0613	English II		X				
BSTD	0313	Fund of Arithmetic						

Requirements		Course			Semester	Grade	Credits	Comments
CSCI	1263	Windows Operating Systems						
CSCI	2023	Visual Basic for Windows						
	1323	Networking Fundamentals	OR					
	1814	Principles of Information Assurance						
CSCI	2143	Microcomputers: Business Application						
CSCI	1114	IT Essentials						
Substitutions		Must have form signed & attached						

Total Credit Hours	12						
SouthArk	Transfer	Current Hours	Overall Hours	GPA	Last 15 at SouthArk		Any 30 at SouthArk
					N/A		N/A

STUDENT MUST HAVE A 2.00 OR ABOVE CUMULATIVE GPA.

I understand that when seeking a degree, I may be required to enroll in basic skills courses as a result of my test scores and Arkansas Law, Act 1052, and it will take additional semesters to complete a degree.

Student _____ Date _____

Advisor's Signature _____ Date _____

Vice President of Learning_____ Date _____

Date expected to Graduate_____

Letter of Notification – 3   South Arkansas Community College
Attachment E   Certificate of Proficiency, Support Specialist

Goals and objectives of program option.

The goal of this program option is to provide students with a certification for entry level employment and internship opportunities.

Objectives for this option include;

Intermediate Competency in Microsoft Office Software
Familiarity with the Windows Operating System
Ability to do the following:
- install and delete software programs
- trouble shoot operating system issues
- install and remove hardware in a PC
- trouble shoot basic network issues
- connect a PC or device to a network

Letter of Notification – 3   South Arkansas Community College
Attachment F   Certificate of Proficiency, Support Specialist

Expected student learning outcomes

Students should be expected to be able to do the following;

- install and delete software programs
- trouble shoot operating system issues
- install and remove hardware in a PC
- trouble shoot basic network issues
- connect a PC or device to a network
- create and edit documents in Word, EXCEL, PowerPoint and Access

Letter of Notification – 3   South Arkansas Community College
Attachment I   Certificate of Proficiency, Support Specialist

Names of Institutions offering similar program or program option and the institution(s)
used as a model to develop the proposed program option.

Arkansas Tech University
U of A Fort Smith
U of A Monticello
ASU – Beebe
ASU – Mid-South
ASU – Mountain Home
College of the Ouachitas
East Arkansas Community College
North Arkansas Community College
Phillips Community College
Rich Mountain Community College
South East Arkansas Community College
SAU – Tech
U of A Community College at Batesville

No other college was used as a model to develop the proposed program option.

FIT Budget Year 1	August	September	October	November	December	January	February	March	April	May	June	July	Total
Personnel Salary													
Project Manager/Career Coach	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	3333.33	40,000
Instructor (F/T)		4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421		44,210
Tutors/Lab Assistants		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		10,000
Course Development		1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284		12,840
Faculty Stipends					1,250					1,250			2,500
Personnel Fringe													
Full Time 34.5%	1150	3118.225	3118.225	3118.225	3549.475	3118.225	3118.225	3118.225	3118.225	3549.475	3118.225	1150	34,345
Hourly 7.83%		78.3	78.3	78.3	78.3	78.3	78.3	78.3	78.3	78.3	78.3		783
Travel													
Local mileage for PM/CC	200	210	210	210	210	210	210	210	210	210	210	200	2,500
Supplies	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Hardware/Software for courses													
Subscriptions													
Office Supplies													
Printing Materials/Postage													
Food and Materials for Camp													
Other													
Professional Development													7,500
Support Services													6,000
Marketing/Promotion													6,000
Totals	7,183	15,945	15,945	15,945	17,626	15,945	15,945	15,945	15,945	17,626	15,945	7,183	196,578

Project Overview

- Information Technology skills gap analysis
- Employer survey
- Training inventory
- Secondary research and data analysis

Findings & Observations

- More training programs needed for higher-level positions

- Some courses at or above capacity in the region

- Network security is a growing area

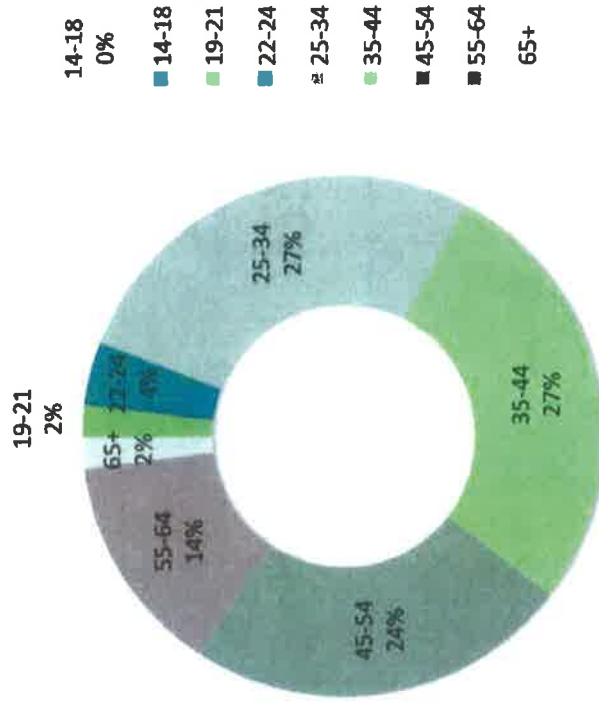- Some students are unprepared for IT coursework

Boyette
Strategic Advisors

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IT Occupational Overview

Wage Ranges

$21.27

$27.50

$34.99

25th Percentile

Median

75th Percentile

Occupation Age Breakdown

14-18
0%

19-21
2%

25-34
27%

35-44
27%

45-54
24%

55-64
14%

65+
2%

22-24
4%

- 14-18
- 19-21
- 22-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

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Employer Survey

Please rate your overall satisfaction with the information technology employees you hire in South Arkansas:

Pie chart:
- Very Satisfied 7%
- Dissatisfied 7%
- Satisfied 57%
- Neutral 29%
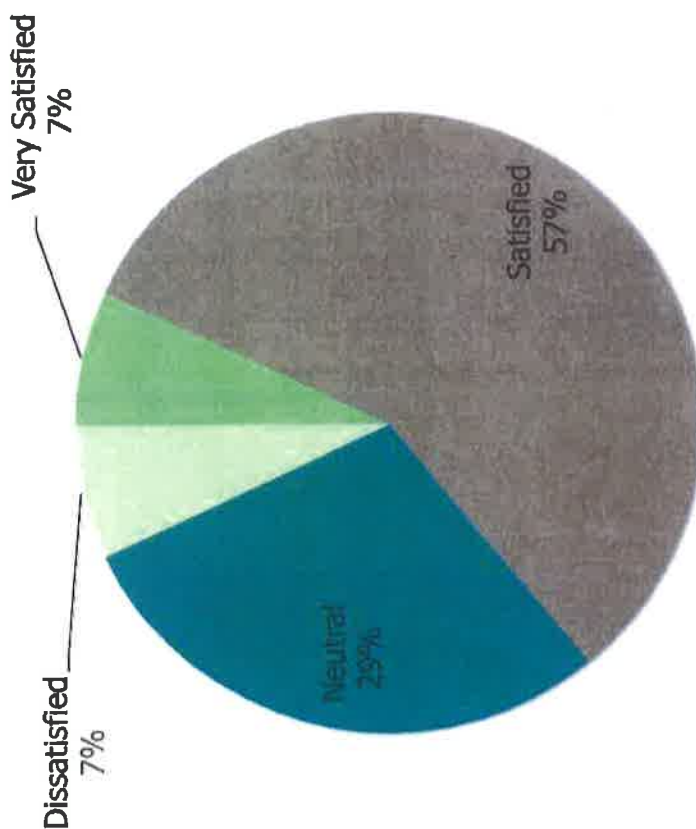
Employer Survey

Please rate the overall availability of IT employees in South Arkansas:

Pie chart:
- Very Difficult to Find Employees 23%
- Neither Easy nor Difficult to Find Employees 23%
- Difficult to Find Employees 54%

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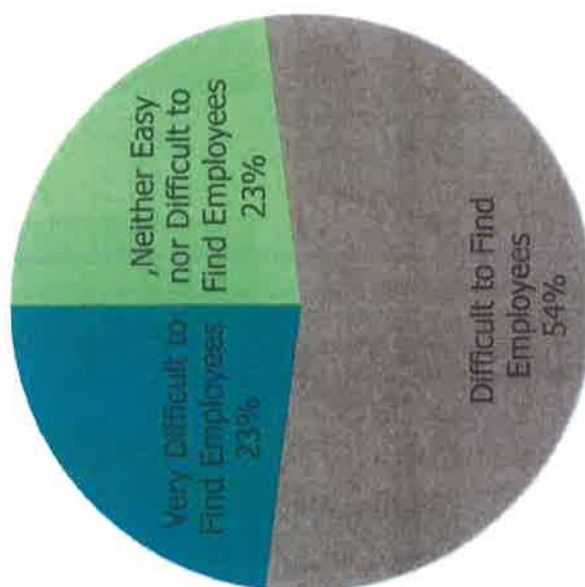
Education/Training Inventory

Two-Year Programs		
	SouthArk	SAU Tech
A+ Certification	✔	✔
Basic Computer Literacy Training	✔	✔
CCNA/Cisco	✔	
Database Management	✔	
Decision Support Systems		✔
HTML/CSS/XML	✔	
Java Script	✔	
Information Security	✔	✔
Linux Server	✔	

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Education/Training Inventory

Southern Arkansas University

Computer Science & Mathematics	College of Business
Cyber Security & Information Assurance	Information Systems
Computer Technology	
Computer Science	
Computer Gaming & Animation Design	

Recommendations

- Engage Employers

- Explore Internship Opportunities

- Create a Joint Marketing Effort

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Boyette Strategic Advisors

BoyetteStrategicAdvisors.com

Curriculum Committee Information Sheet

Change or addition requested:

_____ new course
___X___ modification of existing course
_____ change of course number
_____ change in curriculum/required courses/prerequisites
_____ other _____

Brief explanation of change/addition requested: (Use addition sheets if necessary. Scan and send to curriculum committee electronically)
When created, this course was not named correctly.

Reason for requested change/addition: New name more correctly identifies course objectives and is more aligned with similar courses at other similar institutions.

If request is for new or modified course, please attach syllabus to request.

		YES	NO
1.	Will additional faculty be required to make this change?	_____	_X_
2.	Are Library Media Center resources adequate to meet requirements for this change?	_____	_X_
3.	Will this change require purchase of additional equipment?	_____	_X_
4.	Will this change require additional space?	_____	_X_
5.	Which divisions will be affected by this change? Computer Information Technology majors only		
6.	Have you consulted division heads affected?	_X_	_____
7.	Have you consulted program heads affected?	_X_	_____
8.	If the change is a course, what is the projected enrollment?		
9.	If the change is a course, how often would this course be offered?		
10.	Does this change affect a general education course?	_____	_X_
11.	If so, list major and degree.		

James Yates
Digitally signed by James Yates
DN: cn=James Yates, o=South Arkansas Community College, ou=Dean of Liberal Arts, email=jyates@southark.edu, c=US
Date: 2016.10.04 10:48:16 -05'00'

Signature of Division Dean _____ approve   do not approve

Signature of VP of Learning _____ approve   do not approve

September 22, 2016

Curriculum Committee
South Arkansas Community College

Re: Renaming CSCI 1323

Dear Committee;

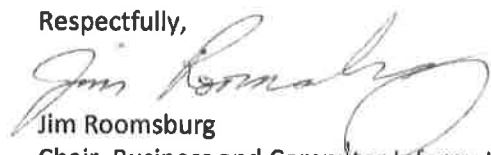This is a request to rename CSCI 1323

From: Introduction to Networking

To: Networking Fundamentals

This course was accidentally named incorrectly when it was created. This is not an introductory course but is in fact a foundational course for the Networking track under the Computer Information Processing Program. Renaming the course brings it in line with similar courses at similar institutions and will facilitate smoother transferability to those other institutions. Additionally, renaming the course will clarify for students and the general public the true purpose of the course.

Thank you for your assistance.

Respectfully,

Jim Roomsburg
Chair, Business and Computer Information Technology

Technical Certificate
Computer Information Technology 2015

Name _____ Student ID # _____ Date _____

Course	Number	Course	Exempt	Completed	Enrolled	Transfer		
BSTD	0603	English I						
BSTD	0613	English II						
BSTD	0313	Fund of Arithmetic						
BSTD	0413	Elementary Algebra						
BSTD	0513	Interm Algebra						

Requirements		Course			Semester	Grade	Credits	Comments
First Semester		**Fifteen (15) hours**						
ENGL	1113	Composition I						
CSCI	1263	Windows Operating Systems						
CSCI	1513	Computer Careers and Professional Development						
ADMS	1003	Introductory Accounting **OR**						
ACCT	2003	Principles of Accounting I						
CSCI	2023	Visual Basic for Windows						
Second Semester		**Fifteen (15) hours**						
CSCI	2143	Microcomputers: Business Application						
BUS	2063	Business Communications						
BUS	2043	Customer Service and Support						
MATH	1023	College Algebra **OR**						
MATH	1333	Math for Business Applications						
CSCI	1323	Networking Fundamentals						
CSCI	1433	Intro to Web Design (Web Dev. Option)						
Substitutions		**Must have form signed & attached**						

Total Credit Hours	30						
SouthArk	Transfer	Current Hours	Overall Hours	GPA	Last 15 at SouthArk	Any 30 at SouthArk	

STUDENT MUST HAVE A 2.00 OR ABOVE CUMULATIVE GPA.

I understand that when seeking a degree, I may be required to enroll in basic skills courses as a result of my test scores and Arkansas Law, Act 1052, and it will take additional semesters to complete a degree.

Student _____ Date _____

Advisor's Signature _____ Date _____

Vice President of Learning _____ Date _____

Date expected to Graduate _____

Associate of Applied Science

Computer Information Technology

(Computer Support Specialist)

Name _____ SSN _____ Date _____

Course Number		Course	Exempt	Completed	Enrolled	Transfer	
BSTD	0603	English I					
BSTD	0613	English II					
BSTD	0313	Fundamentals of Arithmetic					
BSTD	0413	Elementary Algebra					
SAS	0103	SouthArk Success					
Requirements		**Course**		**Semester**	**Grade**	**Credits**	**Comments**
Fall		**Fifteen (15) hours**					
ENGL	1113	Composition I					
CSCI	1263	Windows Operating System					
ADMS	1003	Intro to Accounting					
CSCI	1513	Introduction to Computer Careers					
CSCI	2023	Visual Basic Programming					
Spring		**Fifteen (15) hours**					
BUS	2063	Business Communications					
CSCI	2143	Microcomputer: Business Applications					
CSCI	2043	Customer Service and Support					
MATH	1333	Math for Business Applications **OR**					
MATH	1023	College Algebra					
CSCI	1323	Networking Fundamentals					
Fall		**Fourteen (14) hours**					
CSCI	1813	Principles of Information Assurance					
ECON	2003	Macroeconomic Principles					
CSCI	2223	**EXCEL OR**					
CSCI	2203	Database					
CSCI	1114	IT Essentials					
ENGL	1123	Composition II **OR**					
ENGL	2043	Technical Writing for Industry					
Spring		**Sixteen (16) hours**					
CSCI	1713	Alternative Operating Systems					
SPCH	1113	Speech					
CSCI	11X2	Certification Boot Camp					
CSCI		Internship /Special Project/Restricted CSCI Elect.					
CSCI		CSCI Restricted Elective					
List of Acceptable Electives							
CSCI	1433	Intro to Web Design					
CSCI	2413	Advanced Microcomputer Bus. Applications					
CSCI	2533	HTML/CSS/XML					
		Other CSCI courses with approval of Dean					
Substitutions		Must have form signed & attached					

Total Credit Hours   60

Southark	Transfer	Current Hours	Overall Hours	GPA	Last 15 at Southark	Any 30 at Southark

STUDENT MUST COMPLETE 60 HOURS AND HAVE A 2.00 OR ABOVE CUMULATIVE GPA.

I understand that when seeking a degree, I may be required to enroll in basic skills courses as a result of my test scores and Arkansas Law, Act 1052, and it will take additional semesters to complete a degree.

Student _____ Date _____

Vice President AA _____ Date _____

Advisors Signature _____ Date _____

Date expected to Graduate_____

Curriculum Committee Information Sheet

Change or addition requested:

_____ new course

___X___ modification of existing course

_____ change of course number

___X___ change in curriculum/required courses/prerequisites

_____ other ___removal of CSCI 1112 from Course offering/catalog, renaming of CSCI 1114___

Brief explanation of change/addition requested: (Use addition sheets if necessary. Scan and send to curriculum committee electronically) Removal of CSCI 1112 from the Course Catalog and associated degree/certificates and renaming CSCI 1114 to reflect a course consolidation.

Reason for requested change/addition: This course pairing was originally designed for the Computer Information program taught through the Secondary Technical Center program. This program was discontinued. Course modifications to course CSCI 1114 makes CSCI 1112 obsolete.

If request is for new or modified course, please attach syllabus to request.

		YES	NO
1.	Will additional faculty be required to make this change?		X
2.	Are Library Media Center resources adequate to meet requirements for this change?		X
3.	Will this change require purchase of additional equipment?		X
4.	Will this change require additional space?		X
5.	Which divisions will be affected by this change? <u>Computer Information Technology majors only</u>		
6.	Have you consulted division heads affected?	X	
7.	Have you consulted program heads affected?	X	
8.	If the change is a course, what is the projected enrollment?		
9.	If the change is a course, how often would this course be offered?		
10.	Does this change affect a general education course?		X
11.	If so, list major and degree.		

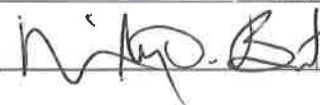Signature of Division Dean _____ James Yates _____

Digitally signed by James Yates
DN: cn=James Yates, o=South Arkansas Community
College, ou=Dean of Liberal Arts,
email=jyates@southark.edu, c=US
Date: 2016.10.04 10:46:53 -05'00'

(approve)   do not approve

Signature of VP of Learning _____   (approve)   do not approve

September 22, 2016

Curriculum Committee
South Arkansas Community College

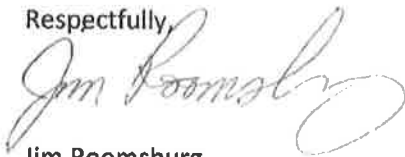Re: Removal of CSCI 1112 and Renaming CSCI 1114

Dear Committee;

This is a request to remove CSCI 1112 IT Essentials A
AND
Rename CSCI 1114 from IT Essentials B to IT Essentials.

This course pairing was originally designed for the Computer Information program taught through the Secondary Technical Center program. This program was discontinued. Course modifications to CSCI 1114 makes CSCI 1112 obsolete. Additionally, by modifying CSCI 1114 and consolidating the curriculum, CSCI 1114 is now more transferable to similar programs.

Thank you for your assistance.

Respectfully,

Jim Roomsburg
Chair, Business and Computer Information Technology

Associate of Applied Science

Computer Information Technology

(Computer Support Specialist)

Name _____ SSN _____ Date _____

Course Number		Course	Exempt	Completed	Enrolled	Transfer	
BSTD	0603	English I					
BSTD	0613	English II					
BSTD	0313	Fundamentals of Arithmetic					
BSTD	0413	Elementary Algebra					
SAS	0103	SouthArk Success					

Requirements		Course		Semester	Grade	Credits	Comments
Fall		**Fifteen (15) hours**					
ENGL	1113	Composition I					
CSCI	1263	Windows Operating System					
ADMS	1003	Intro to Accounting					
CSCI	1513	Introduction to Computer Careers					
CSCI	2023	Visual Basic Programming					
Spring		**Fifteen (15) hours**					
BUS	2063	Business Communications					
CSCI	2143	Microcomputer: Business Applications					
CSCI	2043	Customer Service and Support					
MATH	1333	Math for Business Applications **OR**					
MATH	1023	College Algebra					
CSCI	1323	Networking Fundamentals					
Fall		**Fourteen (14) hours**					
CSCI	1813	Principles of Information Assurance					
ECON	2003	Macroeconomic Principles					
CSCI	2223	EXCEL **OR**					
CSCI	2203	Database					
CSCI	1114	IT Essentials					
ENGL	1123	Composition II **OR**					
ENGL	2043	Technical Writing for Industry					
Spring		**Sixteen (16) hours**					
CSCI	1713	Alternative Operating Systems					
SPCH	1113	Speech					
CSCI	11X2	Certification Boot Camp					
CSCI		Internship /Special Project/Restricted CSCI Elect.					
CSCI		CSCI Restricted Elective					
List of Acceptable Electives							
CSCI	1433	Intro to Web Design					
CSCI	2413	**Advanced Microcomputer Bus. Applications**					
CSCI	2533	**HTML/CSS/XML**					
		Other CSCI courses with approval of **Dean**					
Substitutions		**Must have form signed & attached**					

Total Credit Hours	**60**						
Southark	**Transfer**	**Current Hours**	**Overall Hours**	**GPA**	**Last 15 at Southark**	**Any 30 at Southark**	

STUDENT MUST COMPLETE 60 HOURS AND HAVE A 2.00 OR ABOVE CUMULATIVE GPA.

I understand that when seeking a degree, I may be required to enroll in basic skills courses as a result of my test scores and Arkansas Law, Act 1052, and it will take additional semesters to complete a degree.

Student _____ Date _____

Vice President AA _____ Date _____

Advisors Signature _____ Date _____

Date expected to Graduate_____

This is a SouthArk Master Syllabus. The course syllabus distributed by the Instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
CSCI 1114

Course Title
IT Essentials 1

Course Description
The IT Essentials: PC Hardware and Software curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology

College Mission
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

☒Critical Thinking   ☐Responsibility   ☐Communication

ACTS Course☐   Program Course ☒

ACTS Outcomes

Program Outcomes

		Learner Outcomes for all CIS Majors*
PO1	Troubleshooting	Identify and resolve technical issues using appropriate technologies or analytical tools.
PO2	Business communications	Demonstrate communications skills in a business environment.
PO3	Hardware/Software Skills	Demonstrate proficiency as defined by the CIT department, in recognized industry software or hardware.
PO4	Business Ethics	Identify situations that present ethical dilemma inherent in information technology.
		Computer Support Specialist Option*
TSO1	Support Track - Customer Support	Identify and create strategies to support or train end users with their IT resources.
TSO2	Support Track - Documentation	Prepare or use documentation appropriate to an Information Technology task.
TSO3	Support Track - Operating Systems	Differentiate among various operating systems.
TSO4	Support Track - Technology Evaluation	Evaluate technology needs of end users.
		*Learning outcomes are based on U.S. Department of Labor IT 2012 Competency Model and Association of Computing Machinery Committee for Computing Education in Community Colleges.

Course Outcomes

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO1	Describe the internal components of a computer	1, 3, 14, 15		PO3				TestOut PC Pro Certification Exam
CLO2	Describe the aspects and importance of safety and environmental issues including potential hazards and proper safety procedures with respect to computer maintenance.	2, 14, 15		PO3				TestOut PC Pro Certification Exam
CLO3	Assemble a computer system - including installing and configuring the motherboard, adding hard disks and optical drives, adding memory, adding and configuring I/O devices and display adapters	3, 4, 5, 6, 7. 8. 9, 10, 11, 14, 15		PO3 TSO3				TestOut PC Pro Certification Exam
CLO4	Troubleshoot hardware and software problems using system tools and diagnostic software	13, 14, 15		PO1 PO3 TSO3				TestOut PC Pro Certification Exam
CLO5	Respond to customer inquiries and assist with the resolution of technical issues	2, 14, 15		PO1 PO2 PO3 TSO1 TSO4	CT3			TestOut PC Pro Certification Exam
CLO6	Use job-related professional behavior including communication skills, tact, notation of privacy, confidentiality and respect for the customer and customers' property	2, 12, 14, 15		PO1 PO4 TSO2 TSO4				TestOut PC Pro Certification Exam

Unit Outcomes/ Competencies
IT Essentials Unit Objectives

Module 1 – Computing Overview
This module introduces the students to the PC Pro and the basic skills a student should have before taking this course, and the content of the PC Pro course. Students will learn how to use the simulator to complete the lab exercises. This module also provides an overview of the basic elements and functions of computer hardware and operating systems.

Module 2 – PC Technician
This module examines the roles of the PC technician: protection and safety of users and computers, acting in a professional manner, maintaining computer systems, troubleshooting systems, and utilizing Windows tools and utilities to view configuration information and manage computers.

Module 3 – System Components
In this module students will learn concepts about the components that make up computer systems. Students will explore the basics of cases, form factors, power supplies, motherboards, PC expansion buses, processors, memory, BIOS, video, and cooling devices.

Module 4 – Peripheral Devices
This module teaches the students about the following peripheral devices: IO interfaces, USB devices, IEEE 1394-based products, display devices, and sound devices. Students will also receive guidelines for installing devices.

Module 5 – Storage
This module discusses concepts about the storage of digital data. Students will become familiar with storage devices, storage device interfaces, optical media, and file systems. They will also learn details about managing files, using RAID arrays, and optimizing hard disk performance.

Module 6 – Networking
This module examines the fundamentals of networking. Student will learn of the components that make up a network. They will learn about network addressing, networking media (cabling), IP configuration settings, 802.11 wireless networks, Infrared (IrDA) and Bluetooth.

Module 7 – Printing
In this module students will learn concepts about selecting, installing, configuring, and managing printers. They will learn about different types of printers, printer languages, and the components that make up network printing.

Module 8 – Mobile Devices
This module discusses portable computing devices. Topics covered include classifications for portable devices, components in a notebook system, PC cards, batteries, and power management.

Module 9 – Windows System Management
This module discusses basic concepts of system management which include installing and managing applications, updating Windows and non-Microsoft software, protecting a system through backups, managing virtual memory, handling system errors, and providing system recovery for a system that does not work properly.

Module 10 – System Implementation
This module discusses the elements of pre-installation, installation, and post installation of the Windows Operating Systems.

Module 11 – File Management
This module examines the location of system files, file extensions and file attributes, and the commands to manage files. Students will also learn how to configure NTFS permissions, change file ownership, share a file, and work with offline files.

Module 12 – Security
In this module students will learn the basics of securing a computer system. Concepts covered include; protecting against malware and social engineering attacks, authenticating to validate a user, configuring BIOS security, utilizing encryption technologies, physically securing computer systems, and employing firewalls.

Module 13 – Troubleshooting
This module discusses troubleshooting of hardware devices, operating systems, networks, notebooks, and printer devices.

Module 14 – Capstone Exercises
This module contains 2 exercises that allow the students to practice all the skills they have acquired during this course.

Module 15 –Practice Exams
In Practice Exams students will have the opportunity to test themselves and verify that they understand the concepts and are ready to take the certification exam. The practice exams are divided into three separate areas and will contain examples of the types of questions that a student will find on the actual exam:

Assessment Description(s)
TestOut PC Pro Certification Exam

Materials and Technological Requirements
TestOut PC Pro English 4.1.0
ISBN: 978-1-935080-42-8
Browser Compatibility ⦿
> Supported ⓔ 20+ ⓔ 10+ ⓔ 11+ ⦿ 8+
> Partially Supported ▣ iPad
> Not Supported ⬤

Access to the Internet
Earbuds or headphones

Class Attendance Policy
Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may

drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week .... 2 absences
Courses that meet twice per week... 3 absences
Courses that meet four times per week .... 5 absences

Summer Session

Courses that meet four times per week in a five week session .... 3 absences
Courses which meet two evenings per week in a 10 week session .... 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function
Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave
For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
3) Resume their studies where they left off once they return to classes
4) Be allowed to make up any missed work related to medical leave
5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy
Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:
• Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.

• Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement
South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services
Library Homepage: http://southark.libguides.com/homepage Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:
If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System
In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team
At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 8/25/2016

Curriculum Committee Information Sheet

Request for: Occupational Therapy Assistant Course Description Changes (requested 9/2016)
Time Frame: For 2017-2018 College Catalog

Change or addition requested:

_____ new course
_____ modification of existing course
_____ change of course number
_____ change in curriculum/required courses/prerequisites
X____ other <u>Change in Course Descriptions</u>

Brief explanation of change/addition requested: (Use addition sheets if necessary. Scan and send to curriculum committee electronically)

Need to revise several current College Catalog course descriptions.

Reason for requested change/addition:

This course needed a change of pre-requisite courses listed with description.
OCCU 2304

This course needed general wording change and change with pre-requisite courses.
OCCU 2504

These courses needed a change in details regarding fieldwork requirements and pre-requisite courses.
OCCU 2514
OCCU 2524

These courses needed a more general description to allow for inclusion of various pieces of occupational therapy educational material relevant to the general topic of the course.
OCCU 2003
OCCU 1404
OCCU 2101
OCCU 2113
OCCU 2201
OCCU 2203
OCCU 1503
OCCU 1303
OCCU 2303
OCCU 2402
OCCU 1502
OCCU 2412

If request is for new or modified course, please attach syllabus to request.

	YES	NO
1. Will additional faculty be required to make this change?	_____	___x_

2.   Are Library Media Center resources adequate to meet
        requirements for this change?   __x__   _____

3.   Will this change require purchase of additional equipment?   _____   __x_

4.   Will this change require additional space?   ____   __x__

5.   Which divisions will be affected by this change? <u>Health and Natural Science</u>

6.   Have you consulted division heads affected?   __x___   _____

7.   Have you consulted program heads affected?   <u>x - OTA</u>   _____

8.   If the change is a course, what is the projected enrollment?   <u>NA</u>

9.   If the change is a course, how often would this course be offered? <u>NA</u>

10.   Does this change affect a general education course?   _____   __x__

11.   If so, list major and degree.   <u>NA</u>

Signature of Division Dean_____ approve   do not approve

Signature of VP of Learning _____ approve   do not approve

Attached:
Current and Proposed Course Descriptions and Rationale for:
        OCCU 2003
        OCCU 1404
        OCCU 2101
        OCCU 2113
        OCCU 2201
        OCCU 2203
        OCCU 1501
        OCCU 1303
        OCCU 2303
        OCCU 2304
        OCCU 2402
        OCCU 1502
        OCCU 2412
        OCCU 2504
        OCCU 2514
        OCCU 2524

South Arkansas Community College
Occupational Therapy Assistant Program
Course Description Changes
9/2016

Overall course descriptions have been shortened and broadened to allow for a more general picture of occupational therapy within a population or situation. Within the Student Individual Student Objectives and the Topic Outline on each syllabus specific details are provided for what is offered in each course.

Current	Proposed	Rationale for Change
OCCU 2003 BODY STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY LABORATORY Prerequisite: OCCU 1003. Relate musculoskeletal body structures and functions within occupational performance and occupational therapy evaluation. Learning focus includes: muscle palpation, active range of motion assessment, manual muscle strength assessment, and passive range of motion intervention within the occupational therapy process. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2003 BODY STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY LABORATORY** Prerequisite: OCCU 1003. Acceptance into the Occupational Therapy Assistant Program. Relates musculoskeletal body structures and functions within occupational performance. Learning focus includes occupational therapy process of evaluation and intervention.	Allow for any intervention or evaluation that focuses on body structures and functions.
OCCU 1404 MENTAL HEALTH AND OCCUPATIONAL THERAPY INTERVENTIONS Prerequisite: OCCU 1003, 2101, 2103, 2113, 2203. Occupational therapy evaluation and intervention of individuals with psychosocial disorders. Focus on occupation, social skills, coping skills, therapeutic use of self and the healthcare team. Acceptance in the Occupational Therapy Assistant Program.	**OCCU 1404 MENTAL HEALTH AND OCCUPATIONAL THERAPY INTERVENTIONS** Prerequisite: OCCU 1003, 2103, 2003. Acceptance in the Occupational Therapy Assistant Program. Occupational therapy evaluation and intervention of individuals with mental illness and mental health concerns. Learning focus includes occupation performance and the occupational process.	Allow for any aspect of the OT Process (evaluation, intervention, outcomes) which affect those with mental health concerns or mental illness)
OCCU 2101 CLINICAL INTERVENTIONS LABORATORY Prerequisite: OCCU 1003. Practice of hands-on therapy skills for person transfers, muscle location, safety with functional mobility, adaptive dressing, developmental screening, adaptive therapeutic equipment, vital signs, reflex testing, sensory techniques, observation skills, culture self-assessment, client interview, and use of self therapeutically. Acceptance in the	**OCCU 2101 CLINICAL INTERVENTIONS LABORATORY** Prerequisite: OCCU 1003, OCCU 2103, OCCU 2003. Acceptance in the Occupational Therapy Assistant Program. Practice of hands-on therapy skills for safety with functional mobility, compensatory occupational performance intervention, clinic activities, and life skills.	Allow for any type of therapy skills associated with occupational performance.

Occupational Therapy Assistant Program.		
OCCU 2113 PEDIATRICS AND OCCUPATIONAL THERAPY INTERVENTIONS Prerequisite: OCCU 1003. Study of human development with emphasis on tenets of occupational therapy practice for reflex movement, postural control, cognition, perception, sensory integration, oral motor, and hand development, as it relates to gross and fine motor skills. Focus on family, early intervention, childhood occupations. Acceptance in the Occupational Therapy Assistant Program.	**OCCU 2113 PEDIATRICS AND OCCUPATIONAL THERAPY INTERVENTIONS** Prerequisite: OCCU 1003, OCCU 2103, OCCU 2003. Acceptance in the Occupational Therapy Assistant Program. Study of human development with emphasis on tenets of occupational therapy practice for occupational performance, based on the occupational process in the pediatric population and across the lifespan. Learning focus includes family, individual, and childhood occupational activities.	Allow for all aspects for development and all aspects of occupational therapy which affect pediatric population.
OCCU 2201 FIELDWORK LEVEL I Prerequisites: OCCU 1003, 2101, 2103, 2113, 2203. Develops documentation and observation skills in clinical areas and applies theory to observation and experiences. Various occupational therapy settings. Practical skills associated with service delivery. Service Learning addressed. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2201 FIELDWORK LEVEL I** Prerequisites: OCCU 1003, 2103, 2003. Acceptance into the Occupational Therapy Assistant Program. Development of observation skills, practical skills, and manipulation of service delivery activities in clinical settings. Application of theory and the occupational therapy process to various occupational therapy settings.	Allow for activities associated with Fieldwork Level I objectives and visits.
OCCU 2203 GERIATRICS AND OCCUPATIONAL THERAPY INTERVENTIONS Prerequisite: OCCU 1003. Occupational therapy intervention with elderly. Study of aging process, diseases and conditions, settings, health and wellness, health literacy, reimbursement, public policy/advocacy, culture, ethics, caregiving, interventions and assistant roles. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2203 GERIATRICS AND OCCUPATIONAL THERAPY INTERVENTIONS** Prerequisite: OCCU 1003, 2103, 2003. Acceptance into the Occupational Therapy Assistant Program. Learning focus includes the occupational therapy assistant's role, occupational performance, and utilization of the occupational process with the older adult.	Allow for all aspects of the occupational therapy process associated with the geriatric population.
OCCU 1501 OCCUPATION INTERVENTION ANALYSIS AND APPLICATION I Prerequisite: OCCU, 2103, 2003. Task activity analysis, teaching and learning process of therapeutic interventions and therapeutic procedures throughout the lifespan. Tools, basic techniques,	**OCCU 1501 OCCUPATION INTERVENTION ANALYSIS AND APPLICATION I** Prerequisite: OCCU, 2103, 2003. Acceptance in the Occupational Therapy Assistant Program. Task activity analysis, teaching and learning process of therapeutic	Allow for all types of activities associated with occupational therapy intervention and processes used to determine the best intervention choices.

safety addressed for exercise, occupation, crafts, and wellness. Acceptance in the Occupational Therapy Assistant Program.	interventions and therapeutic procedures throughout the lifespan. Learning focus is on tools, basic techniques, and safety addressed in relation to therapeutic interventions.	
OCCU 1303 GROUP INTERVENTION SKILLS Prerequisite: OCCU 1003, 2103, 2003. Group process and dynamics; occupational therapy intervention and activity across the lifespan. Development of leadership and skills for group intervention in various settings. Acceptance in the Occupational Therapy Assistant Program.	**OCCU 1303 GROUP INTERVENTION SKILLS** Prerequisites: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501. Acceptance in the Occupational Therapy Assistant Program. Group process and dynamics; occupational therapy intervention and activity across the lifespan. Development of leadership and skills for group intervention in various settings. Service Learning addressed.	Allow for therapeutic processes associated with group work with all types of populations and group processes regardless of reason.
OCCU 2303 ADVANCED CLINICAL MANAGEMENT Prerequisites: OCCU 1003, 2101, 2103, 2113, 2203. Occupational therapy service management to include documentation, ethics, reimbursement, laws, quality programs, infection control, evidence based practice, management/leadership roles, occupational therapy process, healthcare continuum, career readiness, and professional relationships/teams. Acceptance in the Occupational Therapy Assistant Program.	**OCCU 2303 ADVANCED CLINICAL MANAGEMENT** Prerequisites: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501. Acceptance in the Occupational Therapy Assistant Program. Occupational therapy duties included in, but not limited to, role of occupational therapy assistant as: manager, team member, supervisor, director, coordinator, case manager, research assistant, fieldwork educator, case coordinator, and staff member responsible for service management tasks.	Allow for service management duties associated with all roles associated with the occupational therapy assistant.
OCCU 2304 ADVANCED OCCUPATIONAL THERAPY INTERVENTIONS Prerequisite: OCCU 1003, 1303, 1404, 1503, 2101, 2103, 2113, 2201, 2203, 2303. Study and practice of advanced concepts and techniques of occupational therapy evaluation and intervention. Safe therapeutic interventions learned and practiced for various populations. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2304 ADVANCED OCCUPATIONAL THERAPY INTERVENTIONS** Prerequisites: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501. Acceptance into the Occupational Therapy Assistant Program. Study and practice of advanced concepts and techniques of occupational therapy evaluation and intervention. Safe therapeutic interventions learned and practiced for various populations.	No change in content of description, just in list of pre-requisites.
OCCU 2402 PHYSICAL DYSFUNCTION AND OCCUPATIONAL THERAPY INTERVENTIONS I Prerequisite: OCCU 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501.	**OCCU 2402 PHYSICAL DYSFUNCTION AND OCCUPATIONAL THERAPY INTERVENTIONS I** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501.	Allow for examination of multiple physical based diagnosis, conditions, and situations of physical rehabilitation in which the occupational therapy assistant will

Occupational therapy process regarding acute and chronic conditions (neurological, degenerative, immune deficiency). Occupational therapy tenets and psychosocial considerations considered. Acceptance into the Occupational Therapy Assistant Program.	Acceptance into the Occupational Therapy Assistant Program. Occupational therapy process regarding physical-based acute and chronic conditions. Includes occupational therapy tenets and psychosocial components. Evaluation and intervention activities addressed.	be expected to perform various aspects of the
OCCU 1502 OCCUPATION INTERVENTION ANALYSIS AND APPLICATION II Prerequisite: OCCU 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501. Task activity analysis, teaching and learning process of therapeutic interventions and therapeutic procedures throughout the lifespan. Tools, basic techniques, safety addressed for crafts, fine arts, leisure, activity, vocation, and occupation. Acceptance in the Occupational Therapy Assistant Program.	**OCCU 1502 OCCUPATION INTERVENTION ANALYSIS AND APPLICATION II** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501. Acceptance in the Occupational Therapy Assistant Program. Continuation of concepts and skills from OCCU 1501 for: Task activity analysis, teaching and learning process of therapeutic interventions and therapeutic procedures throughout the lifespan. Learning focus is on tools, basic techniques, and safety addressed in relation to therapeutic interventions.	Allow for smooth transition of material from partner course, OCCU 1501, and continuous flow of learning similar minded material.
OCCU 2412 PHYSICAL DYSFUNCTION AND OCCUPATIONAL THERAPY INTERVENTIONS II Prerequisite: OCCU 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502. Occupational therapy process regarding acute and chronic conditions (burns, orthopedic, cardiac, musculoskeletal, arthritic, joint replacement, pulmonary, oncology). Occupational therapy tenets and psychosocial considerations considered. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2412 PHYSICAL DYSFUNCTION AND OCCUPATIONAL THERAPY INTERVENTIONS II** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502. Acceptance into the Occupational Therapy Assistant Program. Continuation of concepts and skills from OCCU 2402 for: Occupational therapy process regarding physical-based acute and chronic conditions. Includes occupational therapy tenets and psychosocial components. Evaluation and intervention activities addressed.	Allow for smooth transition of material from partner course, OCCU 2404, and continuous flow of learning similar minded material.
OCCU 2504 ADVANCED CLINICAL INTERVENTION SKILLS Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502. Therapeutic intervention techniques and evaluations for various client populations. Simulated client case situations. In/out of class demonstrations of various client based	**OCCU 2504 ADVANCED CLINICAL INTERVENTION SKILLS** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502. Acceptance in the Occupational Therapy Assistant Program. Therapeutic intervention techniques and evaluations for various client populations. Content includes, but is	No change in content of description, just in general wording and list of pre-requisites.

professional skills. Prepare for Fieldwork Level II and career expectations. Acceptance in the Occupational Therapy Assistant Program.	not limited to, simulated client case situations and demonstrations of various client based professional skills, both in and out of the classroom. Purpose is preparation for Fieldwork Level II and career expectations.	
OCCU 2514 FIELDWORK LEVEL II-A Prerequisite: OCCU 1003, 1303, 1404, 1503, 2101, 2103, 2113, 2201, 2203, 2303, 2304, 2404, 2504. Supervised full time (full-time clinical internship for 8 weeks), in-depth, hands-on clinical experience. Must complete within 18 months of academic course work. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2514 FIELDWORK LEVEL II-A** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502, 2412, 2504. Acceptance into the Occupational Therapy Assistant Program. Supervised full-time clinical internship which includes in-depth, hands-on clinical experience. Must complete within 18 months of academic course work.	Removal of length of rotation secondary to length could be changed for ADA requirements. Mandate from accrediting body is rotation length is full-time or equivalent.
OCCU 2524 FIELDWORK LEVEL II-B Prerequisite: OCCU 1003, 1303, 1404, 1503, 2101, 2103, 2113, 2201, 2203, 2303, 2304, 2404, 2504. Supervised, full time (full time clinical internship for 8 weeks), in-depth, hands-on clinical experience. Must complete within 18 months of academic course work. Acceptance into the Occupational Therapy Assistant Program.	**OCCU 2524 FIELDWORK LEVEL II-B** Prerequisite: OCCU 1003, 2103, 2003, 1404, 2101, 2113, 2203, 2201, 1501, 2304, 2402, 2303, 1303, 1502, 2412, 2504. Acceptance into the Occupational Therapy Assistant Program. Supervised full-time clinical internship which includes in-depth, hands-on clinical experience. Must complete within 18 months of academic course work.	Removal of length of rotation secondary to length could be changed for ADA requirements. Mandate from accrediting body is rotation length is full-time or equivalent.

FACULTY MANUAL

OCTOBER 2016

Table of Contents

Part I: Introduction and Basic Information about SouthArk

This handbook is designed to give new full-time and adjunct Faculty a resource for becoming acquainted with South Arkansas Community College (SouthArk). Hopefully, it will help you understand the expectations for Faculty at SouthArk, as well as the resources available to you. In many cases, you will find links to the College's web page or other resources. This is designed to give the user a convenient shortcut to the most current information. Documents embedded in the handbook will be periodically updated. While the handbook may not answer every questions you have, it will provide you with a central starting point when seeking answers that can be accessed online from any location with an internet connection.

History Mission and Core Value

Reading through this section will give the new faculty member a good sense of who SouthArk is and what values the college promotes.

http://www.southark.edu/catalogs/current/institutional-information/about-the-college.pdf

SouthArk Strategic Plan

SouthArk strives for continuous improvement. The Strategic Initiatives outline the college's key area of focus for growth and improvement. http://www.southark.edu/operations-2/strategic-planning

Important Dates for the 2016-2017 Academic Year

http://www.southark.edu/admissions-enrollment/admissions-academic-calendar

Final Exam Schedule for the Current Semester

You are expected to give your final test at the time shown. This eliminates potential conflicts for students. Do not make modifications to this schedule without the getting the approval of your Dean. Students who have unusual circumstances and need to take an exam after the deadline for grades must request an "Incomplete" and fill out the required paperwork, assuming that you agree to allow them to do so.

Students who are enrolled in a program may have a final exam schedule within the program and it will not conflict with the published final exam schedule.

http://www.southark.edu/admissions-enrollment/exam-schedule

The SouthArk College Catalog

When in doubt about courses, programs, services or student policies, look for it in the catalog.

http://www.southark.edu/admissions-enrollment/course-catalog

Academic Leadership

The Office of the Vice President of Learning (VPL) is responsible for overseeing all academic divisions including Liberal Arts, Health & Natural Sciences, Career and Technical Education. The VPL also oversees Distance Learning and the Library. Dr. Mickey Best is currently SouthArk's VPL and can be reached at 864-7155 or by e-mail at MBest@southark.edu. The link below shows the organizational chart for the Academic area.

http://www.southark.edu/images/Org_Chart_-_Academic_Affairs_no_names_7-7-16.pdf

Division of Career and Technical Education

The Division of Career and Technical Education promotes excellence in learning, teaching, and service by providing quality education in Career and Technical program areas. The division prepares students to

meet the diverse needs of business and industry in the community. Normally classes in this division meet on the East Campus. Dean Ray Winiecki at 864-7110 or RWiniecki@southark.edu. More details on specific programs can be found with this link. http://www.southark.edu/academic/careertech

GED courses are found within the office of _____.

Division of Health and Natural Sciences

The Division of Health and Natural Sciences at South Arkansas Community College promotes excellence in learning, teaching, and service in the health and natural sciences by providing quality education to meet the needs of diverse communities. A variety of health occupation programs are offered, along with the supporting sciences such as biology and chemistry. The division is led by Dean Caroline Hammond at 864-7102 or chammond@southark.edu. Follow his link to learn more. http://www.southark.edu/academic/health-and-natural-sciences

Division of Liberal Arts

The division of Liberal Arts serves the post-secondary educational needs, both higher education and Basic Studies, of both the district and the state principally by offering general education courses and the first two years of a baccalaureate degree. The division centers its mission on a high quality general education program emphasizing the liberal arts and critical thinking skills. It seeks to prepare students for the world of work and for further education. In addition the division includes program majors such as Early Childhood Education, Criminal Justice, Business, Computer Technology, and Media. The Dean is Dr. James Yates who can be reach at 864-7156 or JYates@southark.edu. This link provides more information on instructional areas. http://www.southark.edu/academic/liberal-arts

Payment of Salary

The designated payday during the academic year is the last college work day of the month. Part-time faculty members will be paid monthly in four equal payments on the last College work day of the month (Sept.-Dec. & Feb.-May). Faculty working five-week summer sessions will be paid on the last college work day of the month in which the session ends. Payments for faculty working long-summer sessions will be paid in two (2) equal payments on the last college work day in June and July. Each dean will submit to the Personnel Office the appropriate Personnel Action Form (PAF) that designates the terms of employment and amount to be paid for each part-time faculty. The PAF must be received by the Personnel Office at least ten (10) days prior to the next payday (the day checks are distributed).

Checks may be picked up by the employee from the cashier in the bookstore on pay day; otherwise they will be mailed. Checks will not be issued until the appropriate payroll forms are on file in the personnel office. Checks will not be issued prior to scheduled pay dates. A request for direct deposit may be submitted to the Office of Human Resources.

Employee Grievances

South Arkansas Community College recognizes that problems involving employer-employee relations will arise from time to time. It is in the best interest of both the College and the employee to resolve these matters as soon as possible at the lowest level possible. In cases where resolutions cannot be reached either the department, or the College's designated Grievance Officer will support efforts to facilitate their process. In order that employees may be assured fair consideration of their problem(s), a means of review and appeal, without prejudice, to higher levels of authority has been established. Appeals of employee evaluations should follow procedure number 2.11, section VI. This link will take you to the Administrative Procedures Manual page dealing with the grievance process.

http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-two/2-12-grievance-process

Part 2: Faculty Duties

Responsibilities of All Faculty, Whether Adjunct or Full-time

All instructional personnel are expected to dedicate their energies and loyalties to the service of their students. A major responsibility of all instructional personnel is to meet every scheduled class period. Instructors are not permitted to change the assigned hours or days for class meetings or to dismiss class without prior approval of the Vice President for Learning. Instructors must not permit any outside interests to interfere with their obligations to the students.

Not the current policy

Academic Integrity

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering and/or soliciting information on a quiz, test or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If upon investigation the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the College's Student Due Process procedure.

Assessment

Assessment of the student learning outcomes for the course is a responsibility of every faculty member. ~~whether part-time or full-time. This is something that must be planned from the very beginning of the semester, rather than thrown in during Finals Week.~~ Begin by checking the Master Syllabus for your course to determine what the learning outcomes are for the course and the plan for assessing them. If you are the only instructor for the course, you may have some flexibility in designing test questions to be embedded in your unit tests or selecting projects with the assessment outcomes in mind. If you are teaching a course which has other sections taught by other instructors, you will need to coordinate your assessment measures with them to make sure the same measures are used and that sections are reported together. ~~are identical, or at least comparable~~. Work with the lead instructor for that course to plan assessment or if you are the lead instructor, work with other section instructors to assess the course. When in doubt, ask for help from your Dean, Divisional Assessment Coach, or a full-time instructor teaching the course. You are only going to have assessment results to report at the end of the semester if you plan it from the beginning. Assessment materials can be found in Appendix 1 of this handbook.

Canceling Classes

Classes may be canceled for three reasons: (1) emergency situations (severe storms or building emergencies), (2) illness of the instructor, and (3) approved instructor leave. When the instructor is ill or prevented from meeting class, the instructor should contact the appropriate Dean and/or the Vice President for Learning (VPL) by 8:00 a.m. for day classes or by 4:00 p.m. for evening classes. If the class is within a program the Program Director should be notified by phone or email. If possible, a substitute will be assigned to meet the class so that cancellation is not necessary. An online instructor who will be unavailable on some days should notify students and his/her direct supervisor via email.

Classroom Assignments and Changes

Classrooms are assigned when the class schedule is developed. If problems arise with assigned rooms (e.g., not enough chairs), changes may be requested through the VPL. **Do not** change rooms until such change is official and rooms are properly posted.

Email

To access your email account from off campus: Go to www.southark.edu. Click on the email link at the top of the page. Enter your username and password. This is the same as if you were signing in on campus. Contact the IT department if you experience any difficulties. Please use your SouthArk email rather than personal email accounts when conducting official duties and check your email on a regular basis between classes.

Grade Books and Records

It contains a gradebook. According to the APM and to remain in compliance with our Student Aid programs, teachers must keep attendance. Accurate records of student attendance, presences or absences, must be maintained at all times. An instructor must maintain accurate class records of students' grades and attendance. Grade books may be obtained from central supply located in the bookstore (SSC112), 1st floor of the El Dorado Conference Center. Since the Financial Aid Office or other administrative offices may need attendance record for a student, it is also necessary to maintain an electronic version of your attendance records, which can be easily shared or e-mailed to those with a legitimate need for the information.

Instructor Absences

Instructor absences are discouraged. All classes should meet for the scheduled session in the scheduled location. If an exceptional situation occurs, the problem should be discussed with the Vice President for Learning or the appropriate Dean. If the class is within a program, the Program Director should be notified. In case of illness, notify the appropriate dean. If they are not available, please notify the VPL secretary or the division secretary. Please be sure to speak with a person rather than leaving a message.

Student Advising and Office Hours

Each instructor has a responsibility to help students be successful in class and to develop realistic educational goals. In keeping with this responsibility, a part-time instructor should be available approximately one hour per week for each class assigned. It is suggested that the instructor be available for a few minutes before and after the class and as needed by appointment.

Full-time instructors are expected to post and keep office hours. The most common office hour requirement for full-time faculty is 10 ten hours per week; however, this may vary for clinical instructors. In case an instructor is away from his or her office during office hours, leave a note on the office door. For any Secondary Technical Center instructors, and instructors being paid for additional duties check with your Dean to clarify the minimum office hours required for your position. (is this what you intended to write?)

Syllabus

There are two syllabi for classes. One is called the Master Syllabi and will be the _____ for the course. The other is called the Couse Syllabus. All instructors are expected to use Blackboard as a Learning Management System (LMS). A complete course syllabus including course description, text and other required course materials, objectives, course outline of content, grading criteria, and attendance requirements must be given to each student at the beginning of the semester. Providing that syllabus through Blackboard is recommended. Faculty members are required to file copies of class course syllabi with the Vice President for Learning (VPL) and department dean before or during the first week of classes. Please consult with the appropriate dean or VPL regarding specific competencies/objectives to be included. Templates for the master and course syllabi can be found on the SouthArk website here Employee Forms: http://www.southark.edu/human-resources-2/employee-forms (this link does not work)

Finding the Master Syllabus for Your Course

From the next page:

Master Syllabus

As a full-time instructor, you will be instructed by your Dean to prepare a Master Syllabus for the courses you teach, unless another instructor has already created one. These will periodically need to be updated as student outcomes, course content or assessment measures change for the course. A template is included in the Appendix. See your Dean or Division Assessment Coach for assistance.

Use this link to find the master syllabus for your course for your course before developing your course syllabus. Your course description, student learning outcomes and assessment measures must be taken from the master syllabus. Courses: http://www.southark.edu/academic/mastersyllabi

Book Adoptions

As a faculty member you will be required to select appropriate learning materials, including textbooks for your class. If you are teaching a section of a course with multiple sections, that choice may have been made by another instructor. All sections of the course should be using the same textbook. Generally these decisions are made several months in advance, as required by state law. When selecting a textbook, you should consider how well it matches the objectives and outcomes of the course, whether the material is current, the ancillary materials available to enrich the course, and minimizing the cost to the students. The forms for textbook selection will come from through your Dean's Office. Please adhere to the deadlines given to you by the Dean, since they are based on compliance with a state law.

Mandated Reporter Training in Arkansas

Since an instructor may have secondary students taking a college course for concurrent credit without realizing it, all SouthArk faculty are required to take the Mandated Reporter training Aren't all faculty required to take this? It prepares educators to spot signs of child abuse and neglect, as well as clarifying their role in reporting it. Once a year, preferably just before the beginning of the fall semester, each SouthArk instructor should log-in to this short self-paced course and complete it. It usually takes no more than 90 minutes the first time and goes even more quickly in subsequent years. When you have completed it, print copies of your certificate. Send one to your Dean, Send a copy of the certificate to Human Resources for their files, and keep one for your own files. The link is below.

https://ar.mandatedreporter.org/UserAuth/Login!loginPage.action

Additional Duties of Full-time Faculty

       Teaching Loads, Alternative Duties, and Overload Pay

The faculty workload at South Arkansas Community College for full-time faculty members in the Liberal Arts, Natural Sciences, and Business is 15-semester hours and ten office hours. For full-time faculty in the Technical Education a full workload is based on 25-contact hours (class, labs, etc.) and ten service hours. In the Health Sciences Programs a full workload consists of 30-contact hours, to include office hours. A full faculty load is defined, for the purposes of eligibility for overload pay as follows:

I.   When scheduled for full load, a faculty member must teach a minimum of 150 Student Semester Credit Hours (SSCH) per semester in order to be eligible to receive overload pay. [In the event that a faculty member is originally scheduled to teach an overload (more than that specified above) the largest number of SSCH generated by any combination of courses that constitute a full load will be considered as part of the faculty member's base load, and

II. Each of a faculty member's courses must be filled at least to 50% of capacity, as determined by the original record for the course contained in the College's POISE registration system, for the faculty member to be eligible to receive overload payment. The courses considered must be the courses that are used to accrue the 150 SSCH used in Part A of this definition. If courses are aggregated to make up the 50 percent of capacity requirement, the SSCH will also be aggregated and the courses will not be considered as separate.

The administration may alter the general rule on an individual faculty member's workload to accommodate team teaching, clinical supervision, combined classes, program accreditation and development activities, and other cases that do not fit the general rule. South Arkansas Community College will continue to monitor faculty workloads at other Arkansas technical and community colleges and will maintain workloads in conformity with similar institutions in the state.

I.   Overload Teaching
     Overload teaching will be compensated at the same rate as adjunct instructors are paid per semester hour. Overload teaching will be voluntary except in those cases where a combination of complete classes (e.g., four classes of four semester hours each or similar combinations) exceeds the prescribed number of hours constituting a full load, in which case the instructor will be assigned the additional teaching load and will be compensated for the additional hour(s) at the relative percentage based on the number of hours in a full semester load.

II. Summer Employment
     Summer employment will not be required or assured for full-time faculty members unless they are on a 12-month contractual obligation. Compensation for summer employment will be at the same rate as adjunct instructors during the regular semester.

III. Alternative Duties
     Alternative duties such as community service classes, curriculum development, or other special projects may be assigned to make a full-time workload equivalent. Attempts will be made to assign alternative duties consistent with the education, training and professional status of the faculty member. The faculty member and the faculty member's immediate departmental supervisor will be consulted as to the nature and scope of the alternative duties before they are assigned.

See more here Administrative Procedures Manual - Chapter Three - Teaching Load

This is a repeat of the above …The faculty work load at South Arkansas Community College for full-time faculty members in the Liberal Arts, Natural Sciences, and Business is 15 semester hours and ten office hours. For full-time faculty in the Technical Education a full workload is based on 25 contact hours (class, labs, etc.) and ten service hours. In the Health Sciences Programs a full workload consists of 30 contact hours, to include office hours. A full faculty load is defined, for the purposes of eligibility for overload pay as follows:

1. When scheduled for full load, a faculty member must teach a minimum of 150 Student Semester Credit Hours (SSCH) per semester in order to be eligible to receive overload pay. [In the event that a faculty member is originally scheduled to teach an overload (more than that specified above) the largest number of SSCH generated by any combination of courses that constitute a full load will be considered as part of the faculty member's base load, and

2. Each of a faculty member's courses must be filled at least to 50% of capacity, as determined by the original record for the course contained in the College's POISE registration system, for the faculty member to be eligible to receive overload payment. The courses considered must be the courses that are used to accrue the 150 SSCH used in Part A of this definition. If courses are aggregated to make up the 50 percent of capacity requirement, the SSCH will also be aggregated and the courses will not be considered as separate.

The administration may alter the general rule on an individual faculty member's workload to accommodate team teaching, clinical supervision, combined classes, program accreditation and development activities, and other cases that do not fit the general rule. South Arkansas Community College will continue to monitor faculty workloads at other Arkansas technical and community Colleges and will maintain workloads in conformity with similar institutions in the state.

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2. Summer Employment
   Summer employment will not be required or assured for full-time faculty members unless they are on a 12-month contractual obligation.. Compensation for summer employment will be at the same rate as adjunct instructors during the regular semester.

3. Alternative Duties
   Alternative duties such as community service classes, curriculum development, or other special projects may be assigned to make a full-time workload equivalent. Attempts will be made to assign alternative duties consistent with the education, training and professional status of the faculty member. The faculty member and the faculty member's immediate departmental supervisor will be consulted as to the nature and scope of the alternative duties before they are assigned.

Service to Committees, Community, Students

Institutional Service is an important part of full-time faculty duties at SouthArk. Faculty will be expected to serve on at least one college committee. SouthArk believes in self-governance and the input from all faculty is critical to that process. See your Dean about possible committee ==assignments==. Regular attendance is expected at committee meetings, unless you are excused because of other college business.

Likewise, involvement in community events or some area of service to community is expected. This can be negotiated with the Dean as a part of the evaluation process.

Full-time faculty are expected to be present at a graduation ceremonies at least once per year. Attendance at certain other events critical to professional development or the life of the collect may be required occasionally. Faculty should be supportive of the college's major events and student activities with their attendance. Even though students may utilize an Advising Coach, faculty are also expected to act as advisors to the students during registrations, particularly in matters unique to that professional field.

The shared governance committee structure is shown below.

Shared Governance: http://www.southark.edu/operations-2/shared-governance

To find out what issues are being discussed and what policies are being changed, check out the minutes of the SouthArk Committees involved in self-governance. Meeting Minutes: http://www.southark.edu/operations-2/meeting-minutes

Recruitment of Students

Even though SouthArk employs a full-time recruiter, recruiting is a responsibility of every SouthArk employee. During the year there will be numerous festivals, career fairs, and other events at which SouthArk has a recruiting presence. Contact ==the (title change) Recruitment/Student Activities Specialist or a Recruitment Committee member for opportunities to help== at these events. An enthusiast instructor is always the best recruiter for his/her own program. SouthArk employees are encouraged to serve as guest speakers at local schools, civic clubs and professional organizations. These often turn into opportunities to recruit potential students for the college. Unplanned recruiting opportunities for the college often pop up at stores, restaurants, and various events as you encounter people who want to upgrade their skills. Speak positively about the college and try to acquire some basic knowledge of the various programs at SouthArk so that you can be a recruiter in these situations.

Professional Development

All faculty are expected to participate in activities designed to maintain their effectiveness in their respective disciplines. These may include, but are not limited to, participating in workshops, seminars and other continuing education events; research activities; writing for publication; and/or other activities as agreed upon by the faculty member and the Dean.

==**This belongs on a previous page**==

==**Master Syllabus**==

==As a full-time instructor, you will be instructed by your Dean to prepare a Master Syllabus for the courses you teach, unless another instructor has already created one. These will periodically need to be updated as student outcomes, course content or assessment measures change for the course. A template is included in the Appendix. See your Dean or Division Assessment Coach for assistance.==

==**Advisory Committees for Program Areas**== ==define areas somewhere==

Every program offering an A.A.S., a T.C. or a C.P. should have a program advisory committee for the area. Normally a Faculty member will take the lead for selecting experts from local industry and other partners to serve on the committee. Committees range in size from about 6 to 20 members depending of

nature of the local businesses in involved. These committees should meet at least once per year and some meet as many as four times per year. Once per semester is recommended as general rule. The committee should designate a chairperson from among its members. In many cases, faculty members may need to recruit someone to run for this post. It is best if the committee is "Industry driven" with the chair taking an active role in setting the agenda, in addition to presiding.

Curriculum changes, major upgrades in equipment or other large expenditures, student achievements, and assessment findings should be reviewed by the Advisory Committee. Generally the instructor, dean and a senior level administrator are present at these meeting to interact with industry and get their recommendations.

Standard Full-time Faculty Job Description

The job description below is the standard faculty job description. Please be aware that yours job description may vary in some areas, depending on the specifics of your position and subject area.

Faculty Job Description:

South Arkansas Community College seeks to employ faculty who strive for excellence, positively engage students in the learning process, and are committed to personal and professional growth. Faculty who possess such qualities embrace continuous improvement and demonstrate enthusiasm for effective teaching and learning facilitation through formal evaluation. Their competence and expertise is documented through earned education or formal training and maintained through on-going professional development. They seek to work effectively with diverse populations, maintain collegiality, and collaborate with others particularly about the scholarship of teaching and learning. Finally, they demonstrate and promote high ethical standards and academic honesty.

Primary Area of Responsibility [TEACHING]:

- Teaches students effectively in assigned courses and maintains office hours for student consultation in accordance with procedures outlined in the South Arkansas Community College Administrative Procedures Manual (APM);
- Uses knowledge of diverse communities and learning styles and has the ability to incorporate diversity of delivery of such learning styles in instruction;
- Structure a learning environment in which all students are treated equitability equitably and respectfully;
- Advises students with regard to the course syllabus which shall include detailed content related to associated learning outcome expectations and policy and procedural guidelines put in a link for these policies and guidelines outlined by the college;
- Develop and administer learning activities/measurements over the course of an assigned semester and final examinations to students during the scheduled exam periods and in accordance with college policies;
- Maintains correct and up-to-date student records of attendance and academic achievement as required by law, the institutional Governing Board, and the South Arkansas Community College Administrative Procedures Manual (APM);

Secondary Area of Responsibility [INSTITUTIONAL SERVICE] link to this and why the [   ]?

- Performs professional activities and assumes professional responsibilities as agreed upon with the discipline/program division dean;
- Participates in development and support of their assigned discipline/program by recommending textbooks and materials, and revising curricula;

- Consults with discipline/program division dean and faculty/staff colleagues to achieve shared goals and visions;
- Actively participates in annual evaluation processes related to job performance as directed by the South Arkansas Community College Plan for Faculty evaluation and incorporate associated strategies to address continuous improvement for development and learning;
- Utilizes technology to facilitate learning, access data, maintain records, generate reports as required, and communicate with others appropriately and effectively;
- Meets professional assignments in accordance with the institution's calendar and contractual obligations;
- Demonstrates commitment to the college mission and shared goals and values through active participation in planning activities;
- Serves on, attends, and actively participates in the activities of college committees as assigned;
- Participates in campus commencement exercises and attends other professionally mandated institutional meetings and activities as directed;
- Complies with South Arkansas Community College Governing Board Policy link to this policy needed and state and federal policy;
- ~~Demonstrates accountability for a 40 hour work week.~~ Faculty are required to be available on the campus for a ~~minimum of 30 hours per week during the regular operational hours reflected in the Monday through Friday schedule.~~
- The faculty workload at South Arkansas Community College for full-time faculty members in the Liberal Arts, Natural Sciences, and Business is 15-semester hours and ten office hours. For full-time faculty in the Technical Education a full workload is based on 25-contact hours (class, labs, etc.) and ten service hours. In the Health Sciences Programs a full workload consists of 30-contact hours, to include office hours.
- The teaching responsibility credit and contact hour requirements are, by discipline/program, as follows: What is the reference for this? Please link to the APM

Discipline/Program	Credit	Contact
Accounting	15	15
Administrative Assistant Technology	15	15
Art	12	18
Automotive Service Technology	12	18
Basic Studies	15	15
Biology	12	15
Business/Entrepreneurship/Management	15	15
Chemistry	12	18
Communication/Speech	15	15
Cosmetology	12	18
Criminal Justice	15	15
Early Childhood Education/Education	15	15
Economics	15	15
Emergency Medical Technology	12	18
English/Languages	15	15
Health Education/Health Science	15	15
Health Information Technology	15	18
Government/History/Political Science	15	15
Industrial Equipment Maintenance	12	18
Mathematics	15	15

Discipline/Program	Credit	Contact
Medical Laboratory Science	12	18
Microbiology	12	18
Music	15	15
Nursing Assistant	12	18
Occupational Therapy Assistant	12	18
Philosophy	15	15
Physical Education	15	15
Physical Therapist Assistant	12	18
Practical Nursing	12	18
Process Technology	12	18
Psychology	15	15
Radiologic Technology	12	18
Registered Nursing	12	18
Respiratory Therapy	12	18
Sociology	15	15
Surgical Technology	12	18
Theatre	15	15
Welding Technology	12	18

Nothing herein shall prohibit the college president from assigning the faculty member to another activity or function which may serve to enhance professional development, enhancement of learning for students or advancement of the institution's role in the community or service area.

Submitted by VPL. Approved 03.04.2015

Faculty Duties in the APM

Get the latest updates to Faculty Duties from the Administrative Procedures Manual with the link here. Administrative Procedures Manual - Chapter Three not found!

Part 3: Policies and Procedures to Know and Share with Students

Policies below are item that should be shared with students in your syllabus and discussed in your first class meeting.

Americans with Disabilities Act (ADA) Information

Any student request for special accommodations should be directed to the Vice President for Student Services or to the designated Disability Counselor. That person will notify you of required accommodations. It is important that faculty go through this process so that the students' needs are properly assessed and documented. Making accommodation on your own, without going through this process, leaves you vulnerable to students without the same needs requesting the accommodation. This link may be helpful when referring students to the Disability Counselor:

http://www.southark.edu/student-services/student-success-services/disability-support-services

SouthArk does not tolerate gender discrimination.

Employees are expected to report all incidents of sex/gender based misconduct that are suspected or reported to them. The Title IX page provides information on gender discrimination, how to report it, and a link to a report form. Please make sure your students are aware of this. For more Information, use this link:

http://www.southark.edu/student-services/title-ix

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

FERPA and the privacy of student records.

Instructors should share a student's grades information and other information from their records only with the student. Parents, friends, spouses and other outside parties must have a waiver signed by the student to access that information, even if the student is present in the room. Other departments with a legitimate need to know such as the Registrar or Financial Aid can be provided with student gradebook information. This would include the high school for students taking classes concurrently. When in doubt, ask your Dean or check the link provided.

http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-four/4-04-privacy-of-student-records

Attendance, Early Alert, and Withdrawals for Excessive Absences

Class Attendance Policy

It is important for an Instructor to maintain accurate student attendance records and to have that information available in an electronic format. Students are expected to attend all classes in which they are enrolled.

If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No makeup work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted as excessive absences. Students not attending the entire class period may be counted absent for that period.

An instructor <u>may</u> drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning notification forms will be sent to the students advising them of the consequences of non-attendance and urging them to contact their instructors immediately. Excessive absences will be defined as follows:

Regular Semester

Courses which meet once per week .... 2 absences
Courses that meet twice per week .... 3 absences
Courses that meet three times per week .... 4 absences
Courses that meet four times per week .... 5 absences

Summer Session

Courses that meet four times per week in a five-week session .... 3 absences
Courses which meet two times per week in a ten-week session .... 3 absences

Students enrolled in special programs should contact their program director regarding specific attendance requirements for their program.

Scheduled Absences

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
3) Resume their studies where they left off once they return to classes
4) Be allowed to make up any missed work related to medical leave
5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
6) Be given a reasonable time frame in which to complete missed coursework

Withdrawal for Excessive Absences

Class absence forms are electronic. Blank copies of these forms are sent from the VPL office.

To report excessive absences:

The instructor fills out the form, **t**hen signs, dates, and sends to Marguerite Rodgers in the Vice President for Learning's office. The VPL office will mail the student a copy of the notice and retain a copy for their records.

After the prescribed waiting period, if nothing has been resolved, **the instructor will fill out the bottom portion of the form, sign, date, and send to the Registrar's office** and the student will be dropped with a WE. Please do NOT send this request to the VPL Office. The instructor will retain a bottom copy for his/her records. The Registrar's office will notify financial aid office after the instructor's wishes have been executed.

If the student has contacted the instructor and the situation has been resolved, no further action is required. If the situation reoccurs, the recommendation is to start proceedings over, beginning with a new form. However, if the instructor wishes, the original form may be filled out and submitted to the Registrar at that time.

Early Alert

In an effort to ensure student retention and success, SouthArk employs an ==Early Alert== system to identify and support at-risk students as soon as possible in a given semester. The intent of early alert is to provide assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans.

The early alert system relies on faculty to report students in their classes who are struggling with attendance, engagement, conduct, and/or academic performance. Throughout the semester, beginning with the first week of classes, faculty members will report through the early alert system online to the Dean of Enrollment Services any students about whom they have these concerns. The Dean of Enrollment Services will refer students to their appropriate student advising coach, who will then consult with the faculty making the referrals, if necessary, before attempting to contact the students by email, phone calls, letters, and/or, in some cases, visits to the classroom.

Students referred through the early alert system will be required to work on a corrective action plan with their student advising coach, to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the student advising coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the early alert system so that the instructor is kept informed of the progress in resolving issues. The online form may be accessed through the "My Campus" portal on the website. You may want to get assistance from your Dean or another faculty member the first time you wish to send an early alert.

Behavioral Review Team

SouthArk wants to avoid the tragedies that have occurred on other campuses in which students with emotional or psychological issues have become violent and taken the lives of others. In such situations there are often many people who have seen warning signs, but didn't know where to report them. SouthArk has created a Behavioral Review Team (BRT) to compile and investigate incidents of unusual behavior. Students, faculty and staff are encouraged to report behaviors that seem strange or potentially dangerous to the BRT. Actual crimes should still be reported to the Campus Security or local law enforcement. This is the link to report unusual behaviors to the BRT.

http://www.southark.edu/student-services/behavioral-review-team-brt

Part 4: TEACHING DO'S AND DON'TS

This list may be helpful to the first-time instructor. Being either a student or an instructor can be rewarding as well as frustrating at times. The following Do's and Don'ts are related to the most frequent complaints logged by students:

DO

- Prepare for each class carefully.
- Grade and return student assignments promptly.
- Encourage student participation in discussions.
- Clarify for students which topics and facts are important.
- Maintain a professional demeanor with students.
- Treat students with courtesy and respect.
- Be ==enthusiastic== and sincere about the subject you are teaching.

- Answer questions asked by students.
- Be available to help students, before or after class.
- Be clear about grading, schedule, and course requirements.
- Use a variety of teaching methods.
- Start class sessions on time and teach the number of minutes listed for each class.

DON'T

- Cut classes short (extremely important). If you plan to do this, let your dean or VPL know in advance. Your Dean, the Information Desk, your Program Director and your students should know where class is meeting or if it is not meeting due to illness, classroom change, or outside project.
- Use the classroom as a captive audience to discuss your personal life.
- Berate or demean students, faculty, or staff.
- Use inappropriate language or relate jokes that offend any race, religion, or either sex.
- Give pop tests or extra assignments as a form of punishment.
- Change meeting times or rooms without discussing changes with the VPL.
- Become overly familiar with students.

Part 5: Using Blackboard --Even for Face to Face Classes

All instructors are expected to use Blackboard as a Learning Management System (LMS). For classes that meet in the classroom, course syllabi, handouts, and announcements are among some of the items expected to be kept on Blackboard for each class.

The following links will guide you through the basics of Blackboard. See the Distance Learning staff with any questions you may have.

Using the Grade Center

https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_2014_and_2015/Instructor/120_Grade_Center/003_Grade_Center_Interface

Building Content with Blackboard

https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_2014_and_2015/Instructor/090_Course_Content/010_Create_Content/010_Create_Course_Areas_for_Content

Creating Announcements for Your Students

https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_2014_and_2015/Instructor/060_Communication/030_Announcements

The Email Feature for Communicating with Students

Blackboard knows your students e-mail addresses. It provides a very quick way to communicate with the student that has too many absences or other special situations.

https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_2014_and_2015/Instructor/060_Communication/010_Email

Additional Information for Those Teaching Online or Hybrid Courses

This link provides contact information for the distance learning staff when you need training or assistance.

http://www.southark.edu/admissions-enrollment/distancelearning/contact-us

All the Other Stuff You Might Want to Know about Blackboard

http://www.southark.edu/admissions-enrollment/distancelearning/faculty/training

Best Practices Online and Blended or Hybrid Instructors Department of Distance Learning

Information on this can be found in the Distance Education Policies and Procedures Manual available at this link to APM 3.18.

http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-three/3-18-distance-education-policies-and-procedures-manual

An Online Rubric to Measure Quality

https://blackboard.southark.edu/bbcswebdav/pid-90708-dt-content-rid-329760_1/courses/OFH-1000.90/BbExemplaryCourseRubric_Nov12final.pdf

link not found

Part 6: Faculty Evaluation

Faculty Evaluation Plan

This link will take you to the most current plan:

http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-two/2-16-annual-faculty-evaluation

The forms are available here http://www.southark.edu/human-resources-2/employee-forms

Part 7: Assessment

All Faculty, including adjuncts (adjuncts might depend on a full-time instructor to be the "lead" instructor; how will they know what to do to set up for assessment?) , are expected to assess the course outcomes for their classes. This needs to be based on the course outcomes and assessment instruments described in the master syllabus for the course. Planning for assessment begins with the preparing of your syllabus, rather than the ending of a semester. If you are teaching a course for the first time, get a copy of the Master Syllabus for the course. See the explanation and the templates to develop your Master Syllabus and your Course Syllabus. Your course syllabus will need to follow it closely. Your Dean or Assessment Coach can provide you with help in correctly developing these syllabi.in the matter. If you determine that another instructor is teaching the course, consult with them him or her and coordinate the assessment methods before class gets started. to see exactly what they are using as an assessment instrument.

Certain questions designed for assessment can be embedded into unit tests or assignments. This eliminates the need for having separate exams for assessment purposes. You do need to be aware of which sets of questions that you are using to assess that student outcomes. It is generally inappropriate to simply use an entire unit test, since there is often subject matter there other than the material in the outcome. All sections of a particular class need to assess the same outcomes using the same or very similar assessment measures in order to have consistent results. The assessment result will be due after finals are taken and grades assigned. You have not completed your obligation to the college until the course outcomes have been assessed. The software for that is WEAVE. You will need to sSeek the assistance of your Division's Assessment Coach to use the software and enter appropriate data.

The Academic Assessment Manual can be found in APM 3.17 on the SouthArk website here http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-three/3-17-academic-assessment-manual

Part 8: Instructional Resources

Copy Machines

In order to use the copy machines, new instructors must obtain a code number from their mentor or from the dean. Problems encountered while using the machines should be reported to the Business Office on the campus where the copier is located. Copy machines are located in Room 113 (inside Room 116) of the Ben Whitfield Classroom Building, in Room 205 of the Administration Building on the West Campus, in the Workroom located on the first floor of the (TEC) Computer Technology Building on the West Campus, in Room 290 of the Health Science Center on the West Campus, and in Room 115 of the Billy McGehee Building on the East Campus.

Classrooms/Labs

Classrooms and labs should be left in an orderly manner. All equipment and supplies should be returned to their proper location. Waste should be disposed of in proper receptacles. Computers and projectors have remote controls that belong to them. Do not remove them from their rooms. Do not change their plugs; call IT for assistance with any equipment associated with the computer or projector.

Classroom Assignments and Changes

Classrooms are assigned when the class schedule is developed. If problems arise with assigned rooms (e.g., not enough chairs), changes may be requested through the secretary for your division VPL.

Do not change rooms until such change is official and rooms are properly posted.

Key Policy

Requests for keys must be submitted to the appropriate dean (who completes the authorization form). Any keys checked out must be turned in to the personnel office before a final check is issued for that semester. To be added, all keys? Or for part-time only?

Library

Can Philip Shackleford write the section?

A full-service library is located across the parking lot at the East end of the fountain. behind the Administration Building. Instructors may place materials on reserve, schedule library orientations, assign videos and…what else, please let Philip Shackleford finish this section . The librarian is available to keep the library open after 6:00 p.m. after MLK day or afater Labor day and never on Sunday in the summer? for class research. Schedule at least 7 days in advance with library personnel before bringing thea class to the Library.

The library operating hours are available on the Library Home Page, posted on the door, and available via the phone. The following hours are current hours; however, there may be additional closings due to holidays. The library is usually closed the Sunday before and/or after a holiday. The hours are posted on the Library Home Page (http://southark.libguides.com/home) and on the door. Exceptions will be noted on those two locations. The phone message provides the usual business hours and may not reflect special closings.

7:30 a.m. 6:00 p.m.   Monday, Tuesday, Wednesday, Thursday
7:30 a.m. Noon   Friday
1:00 5:00 p.m.   Sunday

http://southark.libguides.com/homepage

Audio/Visual Equipment

Most classrooms have a projector connected to a computer both with remote controls. Some classroom computers come with the Smart Ink program installed. Call the IT department for assistance. Do not unplug or rearrange plugins, do not remove controls. Someone needs to write this paragraph better than this!!!! If an instructor needs a program on the classroom computer, …what to do?

Exactly what is available from the library. Update this section.

media presentation equipment available. Overhead projectors (using transparencies) are available for check-out from the library. We provide training between 8:00 a.m. and 6:00 p.m. There is no assistance provided by the library staff after 6:00 p.m. If an overhead lamp goes out, please move one in from another room and send an email to librarystaff@southark.edu or call 864-7115 leaving a message a lamp needs replacing. Be sure and include the building and room. Please return the projector you used to the original classroom. There should be an extra lamp inside the overhead projector. Videos/DVDs are

~~available for check-out before 5:30 p.m. or email a request and the item will be brought to the room before 6:00 p.m.~~

~~**The Testing and Learning Center**~~

Let Casey Martin complete this section

~~Located in SouthArk Student Center 225, The Learning Center (TLC) provides a nurturing, student-oriented learning environment for all SouthArk students. Staffed by professional tutors, the Center offers free tutoring in math, writing, the sciences, and business, as well as assistance with most campus computer programs. Personnel will also administer and proctor make-up exams in The Learning Center upon an instructor's request. In addition, TLC can be reserved for class use of computers on a first-come, first-served basis. Please contact TLC Director Casey Martin at Ext. 197 for scheduling information. TLC is located in Room 220 of the Student Center. TLC is open six days a week while fall and spring semesters are in session. Holiday and summer hours vary. For more information, contact The Learning Center at (870) 864-7196 or go to http://www.southark.edu/student-services/testing-center~~.

Bookstore

The bookstore is located on the first floor of the SouthArk Student Center (SSC112) and is the official source for all required textbooks and other student supplies including white board markers, gradebooks, pens, pencils, and . . . Bookstore hours: Monday-Thursday 8:00 a.m.-6:00 p.m., Friday 8:00 a.m.-12 noon. Teachers shall work with the deans to obtain instructor copies of texts and other supplies.

Student Advising

Each instructor has a responsibility to help students be successful in class and to develop realistic educational goals. In keeping with this responsibility, a part-time instructor should be available approximately one hour per week for each class assigned. It is suggested that the instructor be available before and after class or as needed.

In addition, SouthArk has a team of Advising Coaches. One is assigned responsibility for your division or program area. They will assist the students with scheduling classes, utilizing Financial Aid & other special programs for which the student might qualify, and tracking student progress through their program curriculum. More information on Advising Coaches can be found at the link provided: http://www.southark.edu/student-services/academic-advising

Instructional Supplies

Adjunct faculty should consult with the supervising dean. Grade books, supplies, and materials are available in the supply room. On the West Campus, the supply room is located in the SouthArk Student Center 112 (bookstore). Items should be requested Monday through Friday 8:00 a.m. - 5:00 p.m. On West Campus, the hours are extended to 7:00 p.m. on Tuesdays. For assistance with lab supplies, please contact the appropriate dean.

Field Trips

The approval of the VPL is necessary for all field trips requiring students to be absent from classes. Please check with your Dean for appropriate paperwork for field trips. It is also an expected courtesy to notify your Dean of guest speakers visiting your class.

Lost and Found

Items left on college property that appear to have been lost or misplaced by the owner should be turned in to a security officer or at the switchboard on either campus. Lost and found items are located in the Bookstore. A list of these items will be posted on the bulletin board each month.

Mailboxes

Part-time faculty members are provided mailboxes located in Room 113 (inside Room 116) of the Ben Whitfield Classroom Building on the West Campus and in the East Campus mailroom (MCG115). Class rosters, grade rosters, notices of meetings, telephone messages, and other vital communications are distributed through the campus mail. **Please check your mailbox every time you are on campus.**

Textbooks

Part-time faculty members are expected to use the textbook selected by their full-time counterpart. If a textbook has not been selected by a full-time faculty member, the part-time instructor and the dean will do so.

Appendix:

Links to other important documents:

Concurrent Credit Classes (Other than Secondary Career Center)

http://www.southark.co/images/concurrent-enrollment/facultyhandbook-concurrentenrollmentprogram.pdf

Employee Benefits

http://www.southark.edu/images/human-resources/southark_employee_handbook_2015.pdf

Health Insurance Plan

http://www.southark.edu/images/administration/forms/AHEC_PLAN_DOCUMENT_MARCH_14_2011.pdf

Health Insurance Benefits

http://www.southark.edu/images/human-resources/schedule_of_benefits_-_ppo_plan.pdf

Ending Employment at SouthArk

http://www.southark.edu/operations-2/administrative-procedures-manual-apm/chapter-two/2-15-separation-of-service

design, and emerging technologies. The Department of Distance Learning shall maintain a regular faculty training schedule at various skill levels.

SouthArk's Department of Distance Education provides specific training that is tailored to three categories of educators: Beginning, Intermediate, and Advanced.

Beginning

Faculty who do not have formal training in the pedagogy or development/design of either a hybrid (blended) or online course must complete training modules before teaching for the first time. Distance Education staff have prepared a series of lessons designed to provide an overview of the process of course development and design. Upon successful completion of this instruction, the faculty member submits a fully designed course to the Director of Distance Education who, in consultation with a review team, evaluates the course and recommends it to a supervising dean for use in a schedule. The process may require adaptations/changes the faculty member will need to address prior to final approval and recommendation.

Intermediate

Faculty who have taught using the hybrid or online platforms may wish to enhance their course further. Additionally, this instruction will be useful for faculty who have assessed their course and determined they need to change/update its content. This instruction also lends itself well to faculty who, in consultation with a supervising dean, have identified areas for improvement. More in-depth instruction about the various benefits of Blackboard as the institutional LMS is explored beyond the beginning level.

Advanced

Faculty who have determined they want to bring more creative and technical elements into their hybrid/online course may benefit from this instruction. More advanced tools of the LMS are emphasized for increased communication and interaction with students.

The Distance Learning Department provided a list of training available at SouthArk to faculty. Review Excel Worksheet with a list of course descriptions. The Distance Learning Committee (DLC) ranked the courses when considering basic, intermediate and advanced professional development for online faculty. These findings have not yet been presented to the Distance Learning Committee. I believe the DLC should review the findings of the committee's rankings. In addition, in the last year we have had quite a few faculty members complete Quality Matters training and I feel these faculty should review the DLC findings. Current QM faculty should have an opportunity to talk with DLC regarding the basic, intermediate and advanced professional development tracks and provide input before DLC forwards recommendations to the Professional Development Committee.

Beginning:

Content	Content Description
Announcements	Learn how to create, reorder, edit and delete announcements.
Grade Center	Become familiar with setting up the Grade Center, creating and managing grade columns, entering grades.
Course Menu Add-Delete	The Course Menu: How to Re-Arrange, Add and Delete Items