

Academic Affairs Council

MEETING MINUTES

Date: Friday, March 3, 2017

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 10:48 a.m. on Friday, March 3, 2017, in the ADM Board Room.

II. Roll Call

The following council members were present: Leslie Appling, Jennifer Baine, Dr. David Carty, Micheal Champion, Sarah Dilmore, Caroline Hammond, Donna Hendricks, Dr. Carolyn Langston, Cindy Meyer, Robert Norman, Jim Roomsburg, Philip Shackelford, Ray Winiecki, and Dr. James Yates

The following council members were excused: Dr. Mickey Best, Sherry Howard, Brandy Mendoza, Amy Sturdivant, Karsten Tidwell, and Nancy Whitmore

The following council members were absent: Keitha Davidson, Ken Kelley, Susan Spicher, and Dawn Tucker

The following guests attended the meeting: Linda Bates, Dean Inman, and Mary Kate Sumner-Recorder

III. Approval of minutes from last meeting

Philip Shackelford made a motion to approve the minutes of the council meeting held on Friday, February 3, 2017. Jim Roomsburg seconded the motion. The minutes were approved as written.

IV. Old Business

- a. Master Syllabus - grading Scale - *Linda Bates*

Vote: Motion was made by Linda Bates to have the Assessment Committee review the previous meetings' item to put a grading scale in the master syllabus and then bring forward as a motion to Academic Affairs if they approve it. Caroline Hammond seconded. Approved by all.

V. Planning Council Report – Jennifer Baine

- a. Philip Shackelford mentioned that there was a contract sent out to a Strategic Planner to help with Strategic Planning. The retreat will be on April 6-7th.
- b. March 17, 2017 will be the next Planning Council at 10:45 in the Board Room. It was moved due to Spring Break. This will move the Administrative Affairs Council Meeting up earlier that day.

VI. VPL Information Sharing

- a. *No Report*

VII. Standing Committee Reports

a. Academic Standards Committee – Dean Inman

Vote: Motion by Dean Inman proposed that we accept the [WAGE certificate](#) to meet Basic Skill Requirements. Dr. Jennifer Parks seconded. Approved by all.

b. Assessment Committee – Chair: Jennifer Baine

i. Assessment Training Days:

1. Friday, March 31st, 8:30-10:30 TEC 203
2. Friday, April 21st, 10:30-12 (East Campus- Room will be announced)
3. Friday, May 5th, 8:30-10:30 HSC 272

c. Curriculum Committee – Chair: Donna Hendricks

Vote/Notification: Donna motioned to close the CNA and MLT Programs. Cindy Meyer seconded. All approved.

d. Distance Learning Committee – Chair: Jim Roomsburg

Next DL committee meeting, they will use Collaborate through Blackboard online to meet virtually.

Vote: Jim Roomsburg motioned to accept changes made in the Distance Learning [Policies and Procedures Manuel](#). Dr. Dave Carty seconded. Approved by all.

Vote: Robert Norman motioned to accept changes made in the [Campus Technology](#) section of the 2017-2018 Catalog. Caroline Hammond Seconded. Approved by all.

Vote: Cindy Meyer motioned for Distance Learning to discuss to reinstate minimum technology requirements for students and for the information to be found easily on the website. Dr. Jennifer Parks seconded it. Approved by All

Donna Hendricks suggested a training for faculty and staff on basic computer knowledge/downloads/ skills. Jennifer Baine suggested it needed to go to the Professional Development Committee.

e. [Faculty Affairs Committee](#) – Linda Bates

Vote: Linda Bates motioned that “The maximum number of students in online class will be the same as an equivalent face-to-face class, 24 students. It is recommended that instructors be paid by the student when enrollment is 25-31. If the number enrolled is 32 or more, the instructor will be paid for an additional section of the class.” Dr. Carolyn Langston seconded it. Favor – 6. Against -7. Motion does not pass. This is being sent back to faculty affairs. We request all comments/concerns/changes/requests need to be sent to faculty affairs to help them correct the statement so it can be brought back to AAC when ready.

(A Motion to extend the meeting by 5 minutes was made by Dr. Jim Yates. Philip Shackelford seconded. Approved by all.)

(A Motion to extend the meeting by 5 minutes was made by Philip Shackelford. Robert Norman seconded. Approved by All.)

f. Library Committee – Chair: Dr. Carolyn Langston

- i. Community Form at Library will be March 20th, 2017 at 6pm.

1. Statement on the [ASL State Documents Repository](#) - Philip recommends that we send the statement to Planning Council.

VIII. New Business

- a. [APM 1.10 Shared Governance Changes](#)

Vote: Philip motioned to approve the changes to the APM 1.10. Dr. James Yates seconded. Approved by acclamation with one nay.

(A Motion to extend the meeting by 5 minutes was made by Philip Shackelford.)

IX. Adjournment

A motion to adjourn was made by Micheal Champion and seconded by Robert Norman. The meeting was adjourned at 11:58am.

Minutes submitted by: Mary Kate Sumner

Proposal to Accept a WAGE Certificate of meeting Basic Skills Requirements:

With the change in the ADHE policy, each campus has the option to create different paths for the students to prove that they have met the basic skill requirements to be college ready.

Workforce Alliance for Growth in the Economy (WAGE) has developed a program of WAGEW certificates in four major areas: Industrial, Bank Teller, Office Technology and Customer Services II.

The mandatory requirements for all four certificates are: TABE grade level A of 12.9 in Reading, Math and Language along with other requirements.

A grade level of 12.9 on the TABE is equivalent to 19 on the ACT, therefore meeting the threshold of being considered college ready.

This will require a change in the catalog. Basic Student Courses on page 28.

Scores from the COMPASS, Accuplacer, ASSET, ACT and SAT are used to determine whether a student must take basic studies courses. *If a student can present a WAGE certificate, that will be taken in lieu of proper test scores.*

Change or addition requested:

- ☐ new course
☐ 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):

- **Notification of closure of the CNA and the MLT (MLS) programs**

Reason for requested change/addition:

- **CNA: Lack of enrollment, lack of approval by the Office of Long Term Care for program revision**
- **MLT (MLS): Lack of sustainable enrollment, lack of qualified program director, program cost**

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? _____HNS_____ | | |
| 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? _____N/A_____ | | |
| 9. If the change is a course, how often would this course be offered? _____N/A_____ | | |
| 10. Does this change affect a general education course?
the MLT program pre-requisite courses by a small amount) | ___X___ | (will decrease enrollment in |
| 11. If so, list major and degree. _____ | | |

Signature of Division Dean _____XX **approve** do not approve

Signature of VP of Learning _____XX **approve** do not approve

Distance Learning Policies & Procedures

Department of Distance Learning



February 2017

Mission

The mission of the Distance Learning Department is to provide greater access to higher education and to support the effective implementation of emerging technologies by faculty and students in distance or blended learning environments.

I. Goals:

- Ensure distance or blended-learning students have equitable institutional support and services as those provided to on-campus students.
- Promote knowledge and adoption of evidence-based design practices found to produce quality teaching and learning in distance and blended-learning environments.
- Provide training and support for distance and blended-learning faculty and students related to the implementation and use of emerging technologies.
- Evaluate the quality of distance and blended-learning environments.
- Collaborate with local community and industry leaders to expand and market our institution's distance learning course offerings.

II. Student Support Services

Distance learning students share the same admissions standards as traditional students and must follow the same process for enrollment at South Arkansas Community College. All prospective distance learning students may apply for admission, register for classes, and pay tuition and fees during registration periods. Students who wish to register for online courses must consult with an advisor by contacting the Office of Enrollment Services at (870) 864-7142. All necessary information related to enrollment, advising, registration, and withdrawing may be found on the SouthArk Admissions website: [<http://www.southark.edu/index.php/home-admissions>].

The following student support services are available for students at a distance:

- Students can fill out an application online and then mail in all the supporting documents, shot records, test scores and other transcripts.
- Once students have been advised, they can either register online via Campus Connect or they can fax or email a signed registration form, and Student Services staff will register them in the office.
- All students can withdraw from classes by sending a signed request to the Office of Enrollment Services, which will secure the necessary signatures.
- Students may access the graduation checklist on the website, and once they have completed it, can fax or email the signed copy to Enrollment Services for processing.

Similarly, distance learning students may apply for financial aid and access other student services, such as tutoring, counseling and the Virtual Career Center, on the Student Services college website, <http://www.southark.edu/index.php/home-student-services>; or may access additional Student Services information and policies via the Online Course Catalog at <http://www.southark.edu/index.php/course-catalog>.

III. Faculty Support and Development

The Department of Distance Learning shall provide faculty training opportunities to ensure that quality course design principles are implemented in online, hybrid or blended courses. Instructors who teach online, hybrid or blended courses are expected to continually improve their skills related to the institution's learning management system, accept quality assurance practices for course 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 Learning 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 Learning 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.

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

Content	Content Description
Tool Availability	Discover which tools are available in your course and which users have access to them.
Assignments	Learn how to create and edit an assignment, including descriptions, point value, and attaching files.
Check My Browser	Understand the importance of checking your browser.

Global Navigation and Quick Links	Learn how to Access the Global Navigation Menu and My Blackboard.
Rearranging Course List	View tips on how to re-arrange course listing in Blackboard.
Tests	Learn how to create a test, including how to add new questions and reorder them.
Course Roles and Enrolling Users	A review of Course Roles and Enrollment
Blackboard Retention Center	Learn how instructors track student progress and performance in courses throughout the semester.
Student Support Services	Become familiar with the Student Support services listed here.
Universal Design and Accessibility for Online Learning*	This course is an introduction to building online courses that are usable and accessible. The content is intended to inspire further exploration and advocacy for designing materials that benefit all students.
Campus Technology	This course provides an opportunity to practice using tools related to our institution's learning management system and other campus technologies essential for student success in technology-rich courses.

Intermediate:

Content	Content Description
Rubrics	This is a brief overview of the usefulness of rubrics, rubric components and how to use the Blackboard Rubric tool.
Instructor Record/Downloading Artifacts	This is a review on how to review grade book history, download data such as assignments from the grade center, and run grade book reports.
Quality Matters	These resources will familiarize you with Quality Matters (QM) professional development training and the QM rubric.
Tools for Communicating with Distance Students	A review of free tools to help online instructors communicate more easily with distance students.
Calendar	Instruction given on how to set up the Blackboard Course Calendar on Outlook
Content	Content Description
Universal Design*	This module provides an introduction to the principles of universal design and how you can apply them to online learning environments.
Item Analysis	Here is an overview of the item analysis tool in Blackboard.
Learning Styles*	Learn about designing appealing material to engage learners and promote successful outcomes.
Blackboard Collaborate: Getting Started	Learn the introductory skills and knowledge needed to begin facilitating web conferencing sessions using Blackboard Collaborate.
Blackboard Collaborate	Training resources for faculty interested in using Blackboard Collaborate are presented.

Advanced:

Content	Content Description
Online Video	A review of information chunking, scripting, and recording.
Blackboard Evaluation Reports/Statistics	Learn about the available statistics available in Blackboard.
Accessibility for Online Learning*	This module concentrates on the history of the legislation that opened education and training for people with disabilities.
Insight	An overview on the software that allows instructors to see and control all monitors and computers in the room and allows classroom collaboration among students and instructors.
Blackboard Collaborate: Moderator Access	Learn how to implement your new Moderator Access license including how to create web conferencing sessions and named moderator user accounts.
Blackboard Collaborate	Training resources for faculty interested in using Blackboard Collaborate are presented.
IPad and AirServer	<p>IPad training provides an overview of settings, setting up email and calendars, downloading apps, searching and connecting to Wi-Fi networks, and using AirServer.</p> <p>AirServer is an AirPlay receiver for Mac/PC. It allows you to stream content or Mirror your display from your iOS devices such as an iPad. With AirServer you can wirelessly beam your iPad display to your Mac or PC and from there to your projector, smartboard or HDTV. AirServer also supports multiple simultaneous connections, so one or more students could mirror their iPads to share their ideas and their work with the rest of the class.</p>

Distance Learning Levels of AchievementBeginning

To be considered beginning level distance learning faculty:

- Faculty must complete an online training course facilitated by the Distance Learning Department
- Upon completion of the online training course, the faculty must submit a complete course to the Director of Distance Learning

Intermediate

To be considered intermediate level distance learning faculty:

- Faculty must attend professional development related to distance learning; e.g., a workshop, webinar, or training session; or,
- Faculty must have demonstrated intermediate distance learning experience as confirmed by a recommendation from the supervising dean and Distance Learning staff

Advanced

To be considered advanced level distance learning faculty:

- Faculty must participate as a peer reviewer in the course review process; or,
- Faculty must have demonstrated advanced distance learning experience as confirmed by a recommendation from the supervising dean and Distance Learning staff

Quality Matters and Blackboard Best Practices

Continuous improvement for hybrid/online instruction is ensured through SouthArk's adoption of *Quality Matters* (QM) and Blackboard best practices in all levels of course and faculty hybrid/online pedagogy development.

The following rubric is used when developing a hybrid/online course to ensure the structure meets or exceeds quality.

Best Practices

Online and Blended or Hybrid

Instructors Department of Distance

Learning

Course Design

QM Standard 1, QM Standard 4, and QM Standard 6, BB Goals and Objectives, Content Presentation, BB Learner Support, BB Course/Institutional Policies & Support

- ┌ Instructor contains a Start Here module, unit or week with course introductory materials.
 - ┌ Explain course format or structure.
 - ┌ Identify and provide instructions on how to access course tools and technology.
 - ┌ Clearly explain netiquette expectations for all forms of communication in the course.
 - ┌ Provide information regarding relevant institutional policies and student success resources (i.e. technical help-desk, accessibility, plagiarism, cheating, and library).
 - ┌ Provides review of required prerequisites for course and technical competencies.
 - ┌ Instructor introduction provided to students in course.
- ┌ Course is organized in manageable segments such as by learning modules, units or week.
- ┌ A course calendar is provided with syllabus and denotes recommended dates for completing learning module, unit or weekly activities.
- ┌ Course content is presented in a variety of formats or learning activities.

Course Navigation

QM Standard 6, BB Content Presentation, BB Technology Use

- ┌ Course navigation is logical and consistent by module, unit or week.
- ┌ All course links provided (internal/external) are working and functional.
- ┌ Required and supplementary activities or course materials are clearly denoted.
- ┌ Publisher materials and other course content resources are integrated with institution's learning management system to support streamlined navigation.

Course Objectives

QM Standard 2, BB Goals and Objectives

- ┌ Overall course objectives and individual course objectives for individual learning units are provided
- ┌ Overall course and individual module, unit or week course objectives align and reflect desired outcomes and are clearly written and measurable.
- ┌ Individual module, unit or week learning objectives are easily visible and accessible within their respective folder.

Course communication

QM Standard 5, BB Learner Engagement, BB Communication Strategies, BB Interaction Logistics, BB Instructor Role and Information

- ┌ Instructor has provided a variety of communication strategies and opportunities for student to student, instructor to student and student to instructor interaction.
- ┌ Instructor has clearly published information regarding online office hours, response times for email, discussion and other forms of communication within the course.
- ┌ Instructor responds to all student inquiries within 24 hours of receipt.
- ┌ Instructor's policy and timeframe for returning graded course activities and assignments clearly written and available within course section.
- ┌ Instructor provides regular course announcements providing reminders and course updates.
- ┌ Course communication activities encourage students to feel part of a learning community.
- ┌ Students are asked to provide an introduction to other students in the course.
- ┌ Instructor maintains online presence by their participation, facilitation or monitoring of student communication within their course.
- ┌ A general discussion thread is available to allow students to communicate and ask questions regarding the course.
- ┌ Course learning activities provide opportunities for student to student interaction and collaboration.
- ┌ Instructor clearly communicates expectations for student interaction and participation in the course.

Course Evaluation or Assessment

QM Standard 3, QM Standard 4, BB Learner Engagement, BB Assessment

- ┌ The grading policy is clearly stated on the course syllabus.
- ┌ Assessments align with overall course objectives and/or individual learning objectives/goals.
- ┌ All course activities, assessments and assignments have descriptive instructions, point allocation and descriptive criteria of how students will be graded.
- ┌ Grades are managed and easily made accessible to students through the institution's learning management system.
- ┌ Course assessment provides opportunities for higher order thinking, problem solving and self-assessment.

Course Technology

QM Standard 4, QM Standard 6, BB Supportive Software

Required and optional software list provided along with instructions for installation requirements, proper installation and course implementation.

- └ Instructor clearly communicates if there is a cost associated with any course technology employed in the course it is clearly communicated to students.

File Management

BB Technical Accessibility Issues

- └ Videos and large files are available in smaller or manageable chunks to assist in reasonable download times.

Accessibility

QM Standard 8, BB Accommodations for Disabilities, BB Feedback

- └ Transcripts of videos or audio files are provided.
- └ Instructor provides opportunities for students to provide anonymous feedback regarding course design, delivery and navigation (accessibility).
- └ Course design keeps in mind appropriate use of color, text size, and provides audio and video controls.

IV. New Distance Course Approval Process

The approval process applies to courses that have never been taught online at South Arkansas Community College and use electronic delivery for 50% or more of the course.

A. Planning and Development

The instructor/course developer plans and develops the online course modules in a shell within the SouthArk course management system, following the standards of exemplary online courses adopted by SouthArk. The instructor/course developer submits a written proposal to teach an online course to his or her academic dean. The academic dean must approve the proposal before course development proceeds. The proposal should address the following questions and accompany the Curriculum Committee Information Sheet:

1. How does the proposed course fit into current departmental programs and long-range departmental plans for online courses/programs?
2. What is the anticipated enrollment?
3. What potential target populations exist for this course? If the course will target campus-based students, please provide rationale.
4. What percentage of the class will be Internet-based?
5. Beyond the support services provided by SouthArk, are other special resources required? Please explain.
6. Will students be required to come to the campus or other locations to meet any course requirements, including examinations?
7. What are your proposed time frames for course development?
8. What level of course development support do you anticipate needing from the SouthArk Distance Learning Department? Minimal, moderate, extensive? Please explain.
9. What measures will be taken to ensure that the students acquire and can demonstrate course competencies?

B. Timeline

1. Any course that is to be placed for the first time on the fall schedule of classes for registration must have submitted the initial proposal to the appropriate academic dean no later than the end of the spring semester.
2. Any course that is to be placed for the first time on the spring schedule of classes for registration must have submitted the initial proposal to the appropriate academic dean no later than the end of the summer term.
3. Any course that is to be placed for the first time on the summer schedule of classes for registration must have submitted the initial proposal to the appropriate academic dean no later than the end of the fall term.
4. Exception to the timeline should be submitted with justification to the dean of the division for approval.

C. Review

After the course has been developed by the instructor, the course will go through the following process:

1. The course will go to the Director of Distance Learning who will refer it to the appropriate reviewer(s) and inform the Distance Learning Advisory Committee.
2. The reviewer(s) will submit recommendations to the instructor/course developer for appropriate action and notify the Director of Distance Learning.
3. The Director of Distance Learning will provide general recommendation(s) to the Distance Learning Advisory Committee.
4. The course will go to the Curriculum Committee for approval with a recommendation from the Distance Learning Advisory Committee.
5. The course will go to the Academic Affairs Council for approval.
6. The course will go to the Executive Cabinet for final approval, only if the course being developed has budgetary implications.

D. Implementation

Following this process, the Director of Distance Learning will notify the academic dean if the course is approved or needs revision.

As the instructor teaches the course, he or she must work to ensure it fully meets the guidelines of SouthArk's designated quality assurance model.

V. Existing Distance Course Review Process

Each calendar year, the Director of Distance Learning will choose a number of distance learning courses to review roughly equal to 10% of the overall number of distance learning courses offered. In determining which courses to review, the director will take several factors into account, giving higher priority to courses with high enrollment and lower priority to courses that have been recently approved or reviewed.

A. Composition of Distance Course Review Teams

The review teams will consist of three members:

- The review team leader must be an Academic Dean or the Director of Distance Learning
- One review team member must be from the same division as the course under review
- The remaining member will be a faculty member from any division

The team members will be selected by the review team leader.

B. Distance Course Review Process

The courses will be reviewed according to the best practices rubric in the Distance Learning Policies and Procedures Manual. In performing the review, the reviewers will be charged with evaluating the content and design of the course--not the instructor's performance or engagement. The instructor's performance in the course will be evaluated by his or her Academic Dean as part of normal instructor evaluation. Each reviewer will independently complete the review, and then the two faculty reviewers will submit their reviews electronically to the review team leader.

C. Distance Course Review Results

Each reviewer will vote to assign one of three outcomes to the course:

- **Met standards:** The course has met the standards set forth in the best practices, and can continue to be taught as submitted.
- **Conditional:** The course met most of the standards set forth in the best practices, but needs some specific modifications. The course can continue to be taught as submitted, but the instructor must submit evidence to the review team leader that the requested modifications have been made.
- **Not met:** The course has serious concerns with regard to best practices. The course cannot be offered again in its current form until the instructor submits evidence to the review team leader that the requested modifications have been made.

The outcome of the review will be presented to the affected instructor(s) by the review team leader. The team leader will inform the instructor(s) of any necessary modifications to the course, as well as a timeline for submitting those modifications. The team leader will report the results of the course review to the Director of Distance Learning.

VI. Faculty Compensation and Work Load

- A. All SouthArk faculty members are encouraged to integrate innovative uses of technology into their classes that support the highest quality learning experiences for SouthArk students.
- B. Development of an online course will be factored into the instructor's teaching load as a regular course or in a method yet to be determined.
- C. If the online course is taught as an overload by a full-time faculty member or an adjunct, faculty will receive the standard overload adjunct course salary.
- D. SouthArk's instructional administration will review issues with online faculty course loads on a case-by-case basis.
- E. Online or hybrid courses that have been deemed exemplary or of high quality through an external review process will receive faculty recognition.

VII. Standard Components of the Electronic Syllabus

Instructors are required to follow the syllabus guidelines as outlined in Section 3.06 of the APM as well as items listed below. Any additional information may be added as the instructor sees fit.

- A. Course Date:** Instructors should clearly indicate if the course dates do not follow all official college calendar dates and deadlines.
- B. Course Content:** Instructors should give an outline of the content that will be included in the course.
- C. Required Text and Other Required Materials:** Instructors will also need to inform students on the expectations to obtain the text and other materials.

- D. Course Calendar:** Instructors should give students a course calendar which offers deadlines and dates of all required course activities and assessments. Also, instructors should indicate any scheduled face-to-face meetings for exams, field trips, and other needs. Students should be informed of penalties that will be enforced on any assignments that are submitted late. For example, “Your grade on any assignment will be reduced 5% for each day it is submitted late.” Professors/instructors should make every effort to adhere to the assigned dates.
- E. Grading Policies:**
- Notify students of all required or graded course activities for each individual module, unit or week.
 - Provide clear expectations or performance criteria for each assignment through rubrics or other appropriate grading tools.
 - Clearly indicate the weight of each activity as related to the final grade.
 - Explain how final grades are computed within the course.
 - Explain where and how students receive their course grades.
 - Post policies for missed tests, late assignments, etc.
 - Inform students if they may submit required coursework prior to assigned due dates.
- F. Attendance:** Instructors should share with students that active participation in an online course constitutes attendance.
- G. Instructor Information:** Instructors should list their name, title, department etc. and the recommended ways to receive student contact: e.g. email, phone, and FAX numbers.
- H. Contact Policy:** Instructors should share with students their online schedule, including when they will respond to email and /or conference comments. Within this section, they should inform students of the anticipated response time for email. An example is provided below.
- I. Online Office Hours Policy:** Instructors will be expected to hold regular office hours for their online courses as described in the Administrative Procedures Manual. To accommodate online students who are unable to come to campus to attend office hours, instructors may employ alternative communication methods during office hours such online web conferencing tools available via our learning management system.

VIII. Proctoring of Tests

To maintain the integrity of the course and to prevent cheating, some online instructors may require students to take tests in a proctored environment. Students who live near El Dorado will be expected to take their tests in the Learning Center, where they will need to show a photo ID to receive their test materials and sign a form in which they state that they understand, and will abide by the testing policies. Students enrolled in online courses requiring proctored exams must make arrangements at the beginning of the semester with their instructors for off-campus testing.

A student who does not live close to campus and desires to test elsewhere must notify the instructor no later than two weeks after the first official class day so the instructor will have time to arrange for a proctored testing site near the student’s home or in order to make alternative proctoring arrangements. The student will need to show their SouthArk photo ID to the recruited proctor who will verify that the student did his or her own work and followed the testing procedures prescribed by the instructor. In some cases, the student may have to pay a proctoring fee to the institution where the test is taken. The proctor will sign a document similar to the sample below to certify that the student took his or her test under the prescribed conditions.

Sample Proctor’s Certification of Testing Conditions

By signing this form, I certify that _____ took this Comp II exam with no more than two hours to work and did not receive any outside help with the test. To the best of my knowledge, the attached test paper is the student’s work. The student may use a dictionary and his or her Simon and Schuster Handbook for Writers as references during the

test.

Proctor's Signature

Date

IX. Attendance:

Faculty members at South Arkansas Community College expect students to participate in all instructional activities in the online and hybrid courses they take for credit.

A. Online Attendance Policy

Students must log in on the first day of class and submit a graded academic assignment (an assignment that counts toward the student's course grade) by the 11th day class during a regular semester or during the equivalent of the 11th class meeting during a compressed session (summer school classes, mini-mesters, etc.). Students who do not log in and submit such an assignment by the 11th day or its equivalent will be dropped from the course.

Student attendance in online courses will be defined as active participation, which will be characterized by the student's timely submission of graded academic assignments. A student is expected to complete all such assignments by the appropriate due date. Failure to submit three graded academic assignments may trigger an Excessive Absence Notice, a form that positions the instructor to drop students in breach of the policy if they do not improve their participation.

B. Hybrid Attendance Policy

Hybrid courses have classroom and online attendance requirements. Student attendance in hybrid courses will be defined as active participation, which will be characterized by attending class and the student's timely submission of graded academic assignments. Students enrolled in a hybrid course will meet with their instructor on the first day of the class. The syllabus should include the dates that students are required to be on campus. Failure to submit three graded academic assignments or missing three classes may trigger an Excessive Absence Notice.

Departments and programs governed by accreditation or certification standards may have different attendance policies. Instructors may further refine these requirements to fit a particular course. Such additional requirements should be clearly stated in the syllabus and should not contradict the letter or spirit of the college's policy as stated above.

Students who stop attending class for any reason should contact Enrollment Services to officially withdraw from the course. Failure to officially withdraw may result in a failing grade for the course.

Distance Learning

SouthArk offers and delivers a variety of classes online. Distance learning students share the same admissions standards as traditional students and must follow the same process for enrollment. All prospective distance learning students may apply for admission, register for classes, and pay tuition and fees during registration. To register for online courses, students must consult with a student advising coach by contacting the Office of Enrollment Services at (870) 864-7142.

The following student support services are available at a distance:

- Students can fill out an application online and then mail, email, or fax in all the supporting documents, shot records, test scores, and other transcripts.
- Once students have been advised, they can either register themselves by [MyCampus](#), fax in their request, or scan and email, or Student Services staff will register them in the Student Center offices.
- All students can withdraw from classes by sending a fax to the Office of Enrollment Services, which will secure the necessary signatures, or scan and email with original signature.
- Students may access degree check-lists on the website, and once completed, can fax them to Enrollment Services for processing. Similarly, distance learning students may apply for financial aid and access other student services, such as the Virtual Career Center, on the college website, <http://www.southark.edu>; or may access additional Student Services information and policies via the Online Course Catalog at <http://www.southark.edu/admissions-enrollment/course-catalog>.
- The distance learning website is an additional resource for valuable information. The website includes a list of technologies used at SouthArk, including the technical requirements for their use. While visiting the website, students can download files such as a campus technology flyer, which lists specific information that promotes the safe and effective use of technology, and a best practices document to follow in order to succeed in an online course. Students and faculty may also visit here to schedule an appointment. The distance learning website may be accessed at <http://www.southark.edu/admissions-enrollment/distancelearning>.

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Campus Technology Course Requirement

All first time SouthArk students are required to enroll in the Campus Technology preparatory course. This course provides an opportunity to practice using tools related to our institution's learning management system and other campus technologies essential for student success in technology-rich courses. All online students must pass the Campus Technology course. In order to pass Campus Technology, students must ~~receive a 90~~ earn an 80 percent or better on the final exam, on every unit assignment and exam in the course. Students who do not pass the Campus Technology course will not be allowed to enroll in online courses. Students are required to complete the Campus Technology course before ~~the first official class day~~ 11th day of class. The course may be completed from start to finish in less than three hours.

Commented [BC1]: Currently set at 80 percent

Commented [BC2]: Not entirely true

Commented [BC3]: Not realistic

Test Proctoring for Online Courses

To maintain the integrity of courses and to deter cheating, some online instructors may require students to take tests in a proctored environment. Students who live near El Dorado will be expected to take their tests in the [SouthArk Testing and Learning Center](#) ~~Testing Center~~, where they will need to show their SouthArk photo ID to receive their test materials and sign a form in which they state that they understand, and will abide by the testing policies. Students enrolled in online courses requiring proctored exams must make arrangements at the beginning of the semester with their instructors for off-campus testing.

Students may also use Respondus Monitor as a way to have a test proctored. Students use their own computer and a webcam, all while completing a test in Blackboard. Once a student logs into a test which uses Respondus Monitor, they will need to show their SouthArk photo ID to the webcam. In addition,

their testing environment and audio will be recorded while they are taking their test. [This service is free to SouthArk students.](#) If you are interested in using Respondus Monitor, please contact the Distance Learning office.

Commented [BC4]: Not exactly free; for example, students taking an online or hybrid course pay a \$28 per credit hour fee

A student who does not live close to campus and desires to test elsewhere must notify the instructor no later than two weeks after the first official class day so the instructor will have time to arrange for a proctored testing site near the student's home. Typically, the instructor may choose a testing center on another college campus, at a public library, or in a high school computer lab or library. Students will need to show their SouthArk photo ID to the recruited proctor who will verify that the student did his or her own work and followed the testing procedures prescribed by the instructor. In some cases, the student may have to pay a proctoring fee to the institution where the test is taken. Contact the SouthArk Testing and Learning Center [at \(870\) 864-7196](tel:(870)864-7196) in order to find a college approved testing facility.

Online and Hybrid Course Attendance Policies

Faculty members at SouthArk expect students to participate in all instructional activities in the online and hybrid courses they take for credit.

Online Attendance Policy

Students must log in on the first day of class and submit a graded academic assignment (an assignment that counts toward the student's course grade) by the 11th day class during a regular semester or during the equivalent of the 11th class meeting during a compressed session (summer school classes, mini-mesters, etc.). Students who do not log in and submit such an assignment by the 11th day or its equivalent will be dropped from the course.

Student attendance in online courses will be defined as active participation, which will be characterized by the student's timely submission of graded academic assignments. A student is expected to complete all such assignments by the appropriate due date. Failure to submit three graded academic assignments may trigger an Excessive Absence Notice, a form that positions the instructor to drop students in breach of the policy if they do not improve their participation.

Hybrid Attendance Policy

Hybrid courses have classroom and online attendance requirements. Student attendance in hybrid courses will be defined as active participation, which will be characterized by attending class and the student's timely submission of graded academic assignments. Students enrolled in a hybrid course will meet with their instructor on the first day of the class. The syllabus should include the dates that students are required to be on campus. Failure to submit three graded academic assignments or missing three classes may trigger an Excessive Absence Notice.

Departments and programs governed by accreditation or certification standards may have different attendance policies. Instructors may further refine these requirements to fit a particular course. Such additional requirements should be clearly stated in the syllabus and should not contradict the online or hybrid attendance policies stated above.

Helpful Resources for Online Students

~~Aelearn~~ [E-Learning Innovations](#) Helpdesk: Students having technical difficulties with Blackboard should contact the ~~Aelearn~~ [E-Learning Innovations](#) Helpdesk. Go to <http://onlinecoursesupport.com/southark> to find information on how to send [E-Learning Innovations](#) ~~Aelearn~~ Helpdesk an email 24 hours a day, 7 days a week, or call or chat with technical support Monday through Friday during the hours of 9 ~~am~~ [A.M.](#) to 9 ~~pm~~ [P.M.](#)

**Faculty Affairs Committee
February 23, 2017**

Present: Nancy Whitmore, Chair Henry Culbreth Roslyn Turner Karen Boykin Jennifer Parks	Linda Bates Carolyn Langston
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Meeting called to order at 4:00pm

This committee voted on the following recommendation for the maximum number of students in class:

The maximum number of students in online class will be the same as an equivalent face-to-face class, 24 students. It is recommended that instructors be paid by the student when enrollment is 25-31. If the number enrolled is 32 or more, the instructor will be paid for an additional section of the class.

Faculty have asked the following questions:

1. Will there be an evaluation of Dean's, VP's, and the president?
2. What is the status of our insurance?
3. What will become of the request several instructors have made to move up in rank?
4. Time Cards & time card approval: Whitmore talked to Dr. Jones about problems with finalizing time cards.
5. PAFs: Deans will now submit a list of individuals they expect to have sign a PAF to Dr. Jones so that she will know the status of the PAF's to be completed.
6. Zero-Based Scheduling: Faculty have expressed concerns about having no input in the schedule and that students aren't getting the classes they need to complete certificate programs and/or degrees on time.
7. Committee members inquired as to the process to review student records to determine if students are qualified to be awarded certificates. Who is responsible for this review?
8. The Academic Affairs council approved the addition of a grading scale to the Master Syllabus without following the steps for Shared Governance. This committee asks that the request for changes to the Master Syllabus go through the Assessment committee and then through Academic Affairs Council again.

Jennifer Parks, Secretary

APM 1.10 Shared Governance

Committee Terms—Chairs, Vice-Chairs, Secretaries and Membership

Standing committee Chairs will serve a one-year term and must serve one-year as Vice-Chair. Vice-Chairs are elected from within the committee. Members must serve a minimum of one year before being considered for service as Vice-Chair of a standing committee. The position of Secretary is to be elected from within the standing committee on an annual basis.

Standing committee members will be assigned to serve up to four year terms to be staggered, ensuring that no committee loses a majority of its members as they rotate their service to other standing committees.

If the Chair resigns during the year, the Vice-Chair will become the Chair and another committee member will be elected from within the committee to serve the remainder of the Vice-Chair's term.

The chairs of Academic standing committees will be faculty members.

Unless otherwise designated in the APM, all committees should have at least one faculty representative from each division.

At no time will one person determine the membership of a committee. The Nominating Committee will meet as needed to address standing committee membership openings.