



Faculty Handbook 2023-24

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We are fortunate to have a resourceful, strong, and effective group of faculty. Our faculty, both full-time and adjunct, are crucial to the success of UA Cossatot and most importantly to the success of our students! The work that you do inside and outside the classroom is important. Through your role, you hold the ability to impact lives, our communities, and the world around us. Be the best faculty member that you can be. Remember, you are a role model for many. Seek opportunities to collaborate with your colleagues and be creative in the classroom. Never be idle in your pursuit of perfecting your curriculum and your delivery of passion. I will always do my best to support you. Most importantly, always remember that YOU are the College everywhere you go.

A handwritten signature in black ink that reads "Ashley Aylett". The signature is written in a cursive, flowing style.

Dr. Ashley Aylett
Vice Chancellor for Academics

Academic Council

Dr. Ashley Aylett, Vice Chancellor for Academics
Crystal Sims, General Education and Transfer Programs
Denise Hammond, Financial Aid
Misti Eudy, Academics Assistant, non-voting member
Erika Buenrostro, Center for Student Success and Enrichment
Jocelin Galvez, Registrar
Julie Rhodes, High School Programs
Kim Dickerson, Medical Education
Relinda Ruth, Educational Resource Center
Sarah Chesshir, Professional and Technical Programs
Suzanne Ward, Student Services
Tiana Kelly, Perkins Advisor
Shawna Stinnett, Institutional Research
Toni Wartinger, Testing Center
Tammy Walker, Director of Adult Education

Faculty Council

Tabetha Nguyen, Year 2, Chair
Mary Collom, Year 1, Vice-Chair
Lauren Young, Year 2
Karen Arbuckle, Year 2
Arwen McDaniel, Year 1
Carolyn Armstrong, Year 2

MISSION AND GOALS

Introduction

UA Cossatot joined the University of Arkansas System July 1, 2001.

The college governance system consists of:

- The State Legislature and Governor
- The Arkansas Higher Education Coordinating Board
- The University of Arkansas Board of Trustees
- The UA Cossatot Board of Visitors
- Permanent and temporary committees and groups as determined by the Chancellor

UA Cossatot faculty and staff share a commitment to students, providing a continuing opportunity for the development and extension of skills and knowledge as well as an opportunity for students to increase awareness of their role in and responsibility toward society. UA Cossatot fulfills its primary role as students enter the college, find programs compatible with their goals, persist in college until their goals are attained, and subsequently become productive members of society. Continuous improvement of the curriculum is one of the main goals of the college.

UA Cossatot recognizes that increasing numbers of nontraditional students are pursuing further education and UA Cossatot is responsive to their needs. The college strives to offer innovative programs for these students on campus and at off-campus locations throughout the institutional service area. The college is suited to meet the educational needs of a wide age and interest range.

UA Cossatot Mission

UA Cossatot embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.

UA Cossatot Stakeholders

UA Cossatot's stakeholders are those on whom the success or failure of the institution depend. Students, parents of students, employees, legislators, feeder schools, industry partners, the general population, and other two and four year universities represent stakeholders.

ACCREDITATION

The entire college is accredited by the Higher Learning Commission and guided by the Arkansas Department of Higher Education. The college seeks reaffirmation of accreditation every ten years. We received initial accreditation May 1, 1998 and our most recent affirmation was 2019-2020. Our next reaffirmation will be 2029-2030, with a mid-cycle review Fall 2023.

Some individual programs seek specialized accreditation. Information about each is below:

Accreditation Council for Occupational Therapy Education (ACOTE)

6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 / 301.652.AOTA

Accredited December 2013

Reaffirmation: 2019

Next reaffirmation: 2028/2029

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Avenue, Suite 100 Alexandria, Virginia 22305-3085

Telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Accreditation Granted: October 2019

Next reaffirmation: 2024

Letter of Affirmation

STRATEGIC PRIORITIES

Strategic Priority 1: Academic Excellence

Enhance and expand innovative teaching, use of technology, and learning practices that support quality education for all through the assessment of student learning

Objective 1.1 Foster a culture of faculty collaboration

Objective 1.2 Enhance teaching and learning

Objective 1.3 Expand co-curricular opportunities

Objective 1.4 Implement and improve tactics to increase completion rates

Strategic Priority 2: Diversity, Inclusion, and Student Success

Create an environment that provides equity and increases access to education by embracing students and advancing them toward goal clarity and completion

Objective 2.1 Increase student success using a holistic approach addressing underrepresented students' academic and life challenges

Objective 2.2 Improve college readiness by collaborating with community-based organizations, local school districts, and adult education programs

Objective 2.3 Analyze the student experience to ensure services meet the needs of students

Objective 2.4 Promote diversity and cultural awareness college-wide

Strategic Priority 3: Workforce Development, Secondary Education, and Student Transfer

Enhance and cultivate partnerships in business/industry, education, and the community

Objective 3.1 Increase the amount of customized training and continuing education offered

Objective 3.2 Provide career counseling and services to match students with local employers

Objective 3.3 Align programs for student needs with workforce demands

Objective 3.4 Strengthen communication, relationships, and connections with key community partners (K12, four-year institutions, business and industry)

Strategic Priority 4: Sustainability/Organizational Culture

Create a sustainable model for long-term growth with a focus on continuous improvement, a culture of communication, and enrollment management.

Objective 4.1 Establish processes and programs to proactively focus on employment recruitment, retention, development, and performance

Objective 4.2 Utilize technology and data to advance operational effectiveness and business process efficiency

Objective 4.3 Develop and implement revenue streams that address strategic priorities to increase revenue

Objective 4.4 Enhance the learning and working environment with equitable and accessible facilities and technology

NEW EMPLOYEE ONBOARDING PROCESS

1. Blackboard orientation training course
2. Email access
3. Workday orientation
4. Chain of command
5. Beginning of Semester Course Checklist (include items such as: update contact info, ensure course is turned on, check roster, make sure all links are working, deadlines for course roster cert., etc)
6. Orientation to ring central
7. Orientation to Teams

COLLEGE POLICIES

All college policies and procedures can be found on our website. Several policies pertaining specifically to faculty are listed below.

Policy 415 Instructional Staff Teaching Load

1. FULL-TIME FACULTY LOAD

Full-time faculty are scheduled for a combination of instructional time and office time that best meets the needs of the Division.

9-month faculty are required to be on campus 30 hours each week and a total of 180 working days per academic year. Annual leave is not earned, but these employees receive the established college breaks following the academic calendar.

10-month teaching faculty work 30 hours a week on campus, non-teaching 10-month employees work 40 hours on campus, and both work through the last day in May. Annual leave is not earned, but these employees receive the same breaks as 9-month faculty.

11-month teaching faculty work 30 hours a week on campus, non-teaching 11-month employees work 40 hours on campus, and both work through the last day in June. Annual leave is not earned, but these employees receive the same breaks as 9-month faculty.

12-month non-medical teaching faculty work 40 hours on campus and accrue annual leave to be used for any time off.

12-month faculty assigned to teach in medical or healthcare programs are required to work at least 30 hours on campus and accrue annual leave. The reduced teaching load is intended to accommodate these faculty members' clinical work in order to ensure teaching and curriculum are consistent with current evidence-based practice in their respective fields.

All Division Chairs work 40 hours on campus. 10 and 11 month chairs do not earn annual leave, but receive the same breaks as 9 month faculty. 12-month chairs earn annual leave. Teaching loads for chairs vary. Overloads are determined by the Vice Chancellor for Academics and Chancellor and payment follows the adjunct pay scale.

a) Teaching assignments

The institution uses a points system based on the model below. Full-time instructional employees are assigned 18 points of teaching duties per semester, which may include extension sites, combinations of day and evening classes, and/or Internet classes. The Vice Chancellor for Academics must approve any faculty scheduled to teach more than 21 points in a regular fall and spring 16-week semester or more than 12 points in an 8-week summer session. Waivers may apply for lab-based courses up to 24 points or under unique situations with Vice Chancellor for Academics approval.

i. Pure Lecture and Lecture/Lab courses

Points are determined at a 1:1 ratio. 1 student contact hour=1 point*

ii. Technical Skills Laboratory and Clinical Laboratory courses

Points are determined at a 2:1 ratio. 2 student contact hours=1 point*

**Definitions follow the Office of Postsecondary Education (OPE) guidelines*

Full-time faculty on 9 month appointments are not required to teach during summer terms, but may serve as an adjunct during this time and will follow the adjunct pay scale.

b) Alternative duties

If scheduled classes are canceled because of low enrollment, alternative duties such as community service classes, curriculum development, assessment activities, tutoring or other special projects may be assigned to make a full workload. 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 Division Chair will discuss as to the nature and scope of the alternative duties prior to assignment. Alternative time must be approved by the Vice Chancellor for Academics and the Chancellor.

c) Non-classroom responsibilities

- i. Office Time:* Separate from the teaching load is the requirement that each full-time faculty member be available for student consultations that may be scheduled in the faculty office or in the E R C . Faculty schedules must be posted on the faculty's office door, Blackboard course, and will be filed with the appropriate Division Chair, Vice Chancellor of Academics, and front desks. 4 hours of faculty's

- 30 hour week must be solely used for office time—not committee meetings, committee tasks, general meetings, etc. Exceptions for faculty teaching in technical or medical programs may exist due to the contact time required.
- ii. Shared Governance: All full-time faculty members are required to participate in the shared governance structure of the college through committees.
 - iii. Attendance: Full-time faculty members are expected to be present on campus during days of in-service, and monthly meetings. Full-time faculty are required to attend graduation ceremonies as part of their required days. The Vice Chancellor for Academics must approve a faculty to be absent and the faculty must submit leave in the amount of 3 hours. Full time MED faculty are not required to attend regular commencement ceremonies as they are required to attend the individual ceremonies for their division with similar approval for time off through the medical education division chair. Records: All faculty members are expected to submit required records such as attendance, grades, outcomes assessment, etc. at appropriate times.
 - iv. Advising: Faculty members serving as academic advisors are expected to advise students throughout the academic year. Chairs, Student Services, or the Vice Chancellor for Academics will serve as “stand-by advisors” as needed or during time outside the academic calendar when faculty members are not available.
 - v. Volunteerism/Community Outreach: Faculty members may participate in community service through volunteerism, community organizations, or activities agreed upon by the faculty member and Chair.
 - vi. Professional Development: All faculty are expected to participate in activities designed to maintain their effectiveness in their respective disciplines, education in general, and assessment. Full-time faculty are required to complete **four** professional development items per calendar or academic year related to their discipline, content, or field of education such as technology, classroom management, etc. Medical and technical instructors may use outside work or licensure requirements that ensure the faculty is staying current in best practices and trends of the discipline. Adjunct faculty should complete **two** professional development items per calendar or academic year related to their discipline, content, or field of education such as classroom management, technology, etc. Required Safe Trainings of the college should not be included in these items, but may be documented on the faculty’s annual professional development plan. Each faculty should submit a professional development plan outlining all professional development completed over the past calendar year with each annual evaluation.

2. ADJUNCT FACULTY LOAD

The assignment of course load to adjunct faculty is contingent on departmental need and at the discretion of the Division Chair. An adjunct instructor may teach no more than 9 points per regular 16 week semester or during a summer term. The maximum weekly load for part-time faculty paid by the hour on a timesheet is 25 hours. Adjunct faculty must meet the same educational requirements as regular faculty. Assignment beyond 9 points may occur only in special circumstances and requires approval by the Vice Chancellor for Academics.

3. ADMINISTRATORS' TEACHING RESPONSIBILITIES

Administrators and Directors may be required to teach some classes as part of their other duties as assigned. Division Chairs may be required to teach up to 9 points per semester. Overload payments for administrators or directors are determined by the Vice Chancellor for Academics and Chancellor and follow the adjunct pay scale.

Policy 418 Faculty Hiring

UA Cossatot follows guidelines set forth by the Higher Learning Commission and the Arkansas Department of Higher Education when hiring faculty members.

For transferable courses, instructors are required to have a Master's degree or higher, plus 18 Master's level hours in the subject area being taught.

For technical courses, technical degree programs, and nontransferable courses, a combination of relevant industry experience, special certifications, or one degree level higher than the course being taught is required.

Prior to hiring the Vice Chancellor of Academics must approve the faculty member based on qualifications, including a review of transcripts when applicable. A faculty qualification form is completed and retained in the Human Resources Office and Office of Academics. (November 6, 2017)

Policy 419 Academic Organization

Faculty are organized into many temporary autonomous teams and given a great deal of freedom, responsibility, and authority. Faculty always have access to the Division Chairs, the Vice Chancellor for Academics, and the Chancellor. Division Chairs, Vice Chancellor for Academics, and Chancellor always have immediate access to faculty.

The academic structure of the college enables faculty members to know and feel their stake in the success of their program.

Academic policy is the major concern of the faculty. The scope of faculty interest is the curriculum and matters that impact it as well as faculty working conditions. Such areas include: curricular content and forms of instruction; faculty evaluation, retention, and salary scales; space allocation and equipment for teaching; and standards and procedures for student admission, advising, award of credit, retention, and graduation. Ultimately the Chancellors Cabinet recommends policies to the Board of Visitors for approval, but given that the faculty is responsible for the academic quality and reputation of the college, it expects its collective recommendations concerning academic policy to be heard, considered, and taken with great seriousness by administration.

The Vice Chancellor for Academics is expected to bring matters that fall within the scope of academics before faculty on a regular basis. Faculty meetings serve as a forum for academic discussions. Division Chairs are faculty members charged with academic administration. Tasks include coordination of curriculum, the hiring, evaluation, and retention process, and the allocation of budgets, space and equipment. They work with faculty and the curriculum committee to articulate the curriculum. There are four Division Chairs: Division Chair for General Education, Division Chair for Professional Studies, Division Chair for Medical Professions, and Division Chair for Skilled and Technical programs. Division Chairs report to the Vice Chancellor for Academics.

The Faculty Council plays a central role in faculty governance and is an advisory body to the Chancellor and Vice Chancellor for Academics. Its purpose is to review and make recommendations in the areas of curriculum, academic standards, assessment, cultural affairs, programming, and student affairs. A member of the council is invited to attend each Academic Council, Chancellors Cabinet, and Board of Visitors meetings. Initial appointment was determined by the Vice Chancellor for Academics to ensure representation across all academic divisions and campuses. Future vacancies will be filled by a vote from all faculty. The Chair and Vice Chair are elected by the faculty. Terms of the membership are for two years. Chair should be elected from the group of returning members. Upon sending out notice to faculty for voting, eligible members will be designated.

Building community is a major goal of the faculty council. This model does not seek to solve all of the college's communication problems; rather, it authorizes methods to improve communications. The chair of the faculty council, assisted by the academic council, Vice Chancellor for Academics, and Division Chair, is charged with developing and maintaining an information structure which brings all important issues of academic policy before the faculty, so that the faculty can be sure they are involved in community affairs and are being heard.

Clarity and closure are two further objectives of the faculty council. It builds mechanisms for broad consultation with the faculty, and allows the academic side of the college to reach and communicate a clear position on issues of academic policy, providing a means of reaching and respecting closure on important issues. (September 9, 2019)

Faculty Council

The Faculty Council has six main functions:

1. To review agenda items, consulting with faculty members, chairs, and Vice Chancellor for Academics prior to the meeting to set an appropriate agenda. Issues are brought to the faculty for discussion (and perhaps for a vote).
2. To decide if an issue is best brought before the faculty in one large body, in smaller discussion groups, or in alternative formats (such as a policy hearing).
3. To represent the faculty in important efforts as strategic planning, college-wide governance and the program review committees.
4. To act on behalf of the faculty when necessary.
5. The council is responsible for creating and revising the faculty handbook (by June 1st annually), recommending content for adjunct faculty orientation, and process for evaluating adjunct faculty.
6. The council reports directly to faculty with results of their meetings by distributing minutes via email.

Faculty Council Constitution

PREAMBLE

We hold that the governing of UA Cossatot is the joint responsibility of the shared governance system, the Board of Visitors, Board of Trustees, administration, and the faculty of the college under the Chancellor. In order to promote the full participation of the faculty in the determination of faculty service, education policy, and the execution of that policy, the adoption of this Constitution establishing a Faculty Council is hereby ordained.

PURPOSES

The Faculty Council of University of Arkansas Cossatot represents the collective voice of faculty on all UAC campuses. The primary functions of the Council shall be to represent faculty interests to the local administration with respect to academic and professional matters, to recommend representatives to

serve on administrative committees and on coordinating committees of the college's faculty, and to participate in the formation and implementation of various educational policies. Specifically, the UAC Faculty Council serves the following purposes:

- To actively participate in the college's internal governance structure and organizational framework (curriculum, academic rigor, etc.)
- To actively participate in the creation of institutional policy
- To aid in coordination and support of academic support services
- To serve as a means of improving communication among the faculty and with the college's administration and/or Board of Visitors
- To promote and advocate for student success
- To promote faculty welfare, development, and unity
- To maintain and enhance a positive image for UAC in the region and state
- To offer representation in selections of administrators whose responsibilities directly affect the faculty
- To serve as an instrument of support for faculty

Article 1: Definition of Faculty

"Faculty," as used in this Constitution, means full-time members of divisions and departments engaged primarily in teaching and/or research.

Article 2: Membership Composition

The Council shall consist of the entire faculty as defined above. The Council shall consist of both voting and non-voting members. Faculty should be made up of representatives from all divisions.

Section 1: Voting members are defined as elected faculty whose primary responsibility is instruction or research and whose responsibilities are not above program-director level.

Section 2: Non-voting members are defined as non-elected faculty, adjunct instructors, and Division Chairs.

Section 3: While non-voting members may attend and contribute to discussions in Council meetings and serve on special committees, only voting members may participate in actions requiring a Council vote.

Article 3: Officers

The officers of the Council shall include, but shall not be restricted to, a Chair, Vice Chair, and Recorder. Officers will be elected by all faculty. Each spring all faculty will vote to elect a Chair and Vice Chair. As terms of the membership are for two years, chair should be elected from the group of returning members. Upon sending out notice to faculty for voting, eligible members will be designated. Recorder for the upcoming year will be voted on by the council at the first regular meeting.

An officer may resign his or her position by written notification to the remaining officers. In the event a special election for an officer is necessary, the newly elected officer will take office immediately and serve the unexpired term of the predecessor.

Article 5: Officer Duties

Section 1: Chair. The Chair is the presiding officer of the Council, collects agenda item requests, and conducts meetings of the Council. Other duties include appointment of members to serve on special

committees subject to Council approval, communication between the Council and other groups or individuals, and maintaining appropriate correspondence files.

Section 2: Vice Chair. Duties include supporting and substituting for the Chair and Recorder, appointments to committees, managing special projects and activities, and supporting the Faculty as a whole.

Section 3: Recorder. The Recorder shall take attendance at meetings, keep the Council meeting minutes, and post the minutes appropriately in a timely fashion. Other duties include appointments to committees, and aiding in collecting funds, and supporting the Faculty as a whole.

Article 6: Meetings

Section 1: The Council shall meet monthly during the academic year when there are agenda items or more often at the call of the Chair or by request of the membership or administration.

Section 2: Council meetings shall be open to all faculty.

Article 7: Quorum

No official business may be conducted with less than a majority of the membership in attendance.

Article 8: Voting

Section 1: The Chair of the Council or Vice Chair in the stead of the Chair shall be the only members who can call for a vote after a motion has been made.

Section 2: The Chair of the Council shall cast a vote only in the event of a tie.

Article 9: Procedures

All matters of internal functioning not otherwise covered by the Constitution of the Council shall be governed by Robert's Rules of Order.

Article 10: Agenda

Section 1: The Chair shall provide the faculty with an agenda in advance of all meetings.

Section 2: The following persons may request an agenda item

- Any member of the Faculty Council
- Any faculty member
- The Chancellor
- The Vice Chancellor

Other persons requesting an audience with the Faculty Council must have a sponsorship from one the aforementioned positions.

Section 3: Agenda items will be presented to the officers, in writing, at least two days prior to the scheduled Faculty Council meeting. Once an item is received, the officers will review the request to insure that the item can be address appropriately by the Faculty Council. If an item is rejected, the officers will return the item to the individual making the request with a proposal of where the item would be better addressed. After other avenues are exhausted the item may be re-submitted with an accounting of events and the Council member may petition the leadership committee to reconsider.

Section 4: Only items that are on the agenda will be discussed in the meeting. If in the discussion of the agenda items other issues not related to these items are discovered, those issues will be tabled and submitted as an agenda request for the next meeting.

Article 11: Privileges and Responsibilities

The Faculty Council shall of its own determination concern itself with any academic and professional matters which it deems important to the welfare of the college or the enlightened self-interest of the

faculty. This includes and is not limited to aiding in professional development, sharing best practices, encouraging academic growth, and aiding in the development and revision of faculty handbooks.

Article 12: Recommendations

After each meeting, the Chair shall forward any Recommendations of the Council to the Vice Chancellor for Academics.

Article 13: Amendments

This constitution may be amended by a three-fourths vote of the Faculty Council.

Article 14: Ratification

This constitution shall become effective by a simple majority vote of the Faculty Council.

Policy 465 Acceptable Computer Use

I. General Principles

- A. The purpose of this policy is to outline the expectations of authorized users and to establish the parameters regarding the acceptable use of IT resources.
- B. Individuals who are granted user accounts or who use IT resources at the College accept the responsibilities that accompany such access. Each user is expected to use accounts and IT resources for educational, research, or administrative purposes; except as otherwise provided in this policy, activities unrelated to these purposes are prohibited. Use of IT resources in violation of the regulations set forth in this policy will be reviewed through established College procedures for student and employee misconduct. Restrictions imposed on usage of computer and network systems may be challenged through the same procedures.
- C. The College is committed to intellectual and academic freedom in connection with its IT resources. Computers and networks can provide access to resources on and off campus, including the ability to communicate with other users worldwide. Such open access is a privilege, much like access to books in the library, and requires that individual users act responsibly. Use of IT resources should always be legal and ethical, reflect academic honesty, and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property, ownership of data, system security mechanisms, the right to personal privacy, and to the right of individuals to freedom from intimidation and harassment.
- D. All federal and state laws, as well as general College regulations and policies, are applicable to the use of computing resources. These include, but are not limited to, the Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; the Electronic Communications Privacy Act of 1986, 18 U.S.C. §§ 2510 et seq.; the Arkansas Freedom of Information Act, Ark. Code Ann. §§ 25-19-101 et seq.; and state and federal computer fraud statutes, 18 U.S.C. § 1030 and Ark. Code Ann. §§ 5-41-101 et seq. Illegal reproduction of software and other intellectual property protected by U.S. copyright laws and by licensing agreements may result in civil and criminal sanctions.

II. Administration of Computing Resources

A. In General

1. The College, in accordance with state and federal law and the policies of the Cossatot Community College of the University of Arkansas Board of Visitors and the University of Arkansas Board of Trustees, may control access to its information and the devices on which it is stored, manipulated, and transmitted.
2. The College has the responsibility to: (a) develop, implement, maintain, and enforce appropriate security procedures to ensure the integrity and privacy of individual and institutional information, however stored; (b) uphold all copyrights, patents, licensing agreements, and rules of organizations that supply information resources.

3. Responsibility for administering the College's IT resources and for the security of these resources rests with the Department of Information Systems Support (DISS) and units designated in writing by DISS.
- B. Users
1. "Users" includes but is not limited to currently enrolled students; employees; authorized contractors, vendors, and guests; and other authorized users as determined by the College.
- C. System Administrators
1. A systems administrator is any person designated, within any campus unit, to maintain, manage, and provide security for IT resources, including computers, networks, and servers.
 2. System administrators shall perform their duties fairly, in cooperation with the user community and College administrators. They shall adhere to this policy and all other pertinent College rules and regulations, shall respect the privacy of users to the greatest extent possible, and shall refer disciplinary matters to appropriate College officials.
- D. Data Collection
- No information shall be routinely collected that is not required by system administrators in the direct performance of their duties, such as routine backup for system recovery.
- E. Privacy of Electronic Files
1. Users do not own accounts on IT systems but are granted the privilege of exclusive use of their accounts. Use of IT resources for storage or transmission of data does not alter any ownership interest of the user in that data. Users are entitled to privacy regarding their computer communications and stored data.
 2. College officials will access electronic files, including e-mail files, only under one or more of the following conditions:
 - a. The user consents in writing to such access.
 - b. There is a valid search warrant or court order, or a request for electronic records that are open to public inspection under the Arkansas Freedom of Information Act.
 - c. There exists an emergency in which the physical safety and/or well-being of person(s) may be affected, or College property may be damaged or destroyed. Responsibility for authorizing access rests with the Director of DISS, Vice Chancellor, or Chancellor.
 - d. There exist reasonable grounds to believe that a violation of law or College policy is occurring or has occurred. Access will take place only after a reasonable effort has been made to obtain consent. Responsibility for authorizing access rests with the Director of DISS, Vice Chancellor, or Chancellor.
 - e. Access is necessary for maintenance of computers, networks, data, and storage systems; to maintain the integrity of the computer, network, or storage system; or to protect the rights or property of the College or other users. Authorized personnel may routinely monitor and log usage data, such as network session connection times and endpoints, CPU and disk utilization for each user, security audit trails, and network loading. In all cases, the privacy rights of users shall be protected to the greatest extent possible.
- F. The Arkansas Freedom of Information Act
1. The electronic files, including e-mail files, of college employees are potentially subject to public inspection and copying under the state Freedom of Information Act ("FOIA"), Ark. Code Ann. §§ 25-19-101 et seq.
 2. The FOIA defines "public records" to include "data compilations in any form, required by law to be kept or otherwise kept, ... which constitute a record of the

performance or lack of performance of official functions which are or should be carried out by a public official or employee [or] government agency....” Ark. Code Ann. § 25-19-103(1). All records maintained in public offices or by public employees within the scope of their employment are presumed to be public records. *Id.* Various exceptions apply. See Ark. Code Ann. § 25-19-105.

A. Education Records

3. Records containing information directly related to a student are confidential and protected from public disclosure by the Family Educational Rights & Privacy Act, 20 U.S.C § 1232g, and the Arkansas Freedom of Information Act, Ark. Code Ann. § 25-19-105(b)(2).
4. No one shall access any such records maintained in an electronic format or disclose or distribute their contents in any manner inconsistent with federal and state law and College regulations.

III. Use of IT Resources

A. In General

This section does not cover every situation involving the proper or improper use of IT resources; however, it does set forth some of the responsibilities that a person accepts if he or she chooses to use those resources. The purpose of this section is to establish rules for the benefit of all users and encourage responsible use of computing resources.

B. Use Without Authorization Prohibited

1. No one shall (a) connect with or otherwise use any IT resource without proper authorization; (b) assist in, encourage, or conceal any unauthorized use, or attempted unauthorized use, of any IT resource; or (c) misrepresent his or her identity or relationship to the College to obtain access to IT resources.
2. Users shall use only those IT resources that have been authorized for their use and must identify computing work with their own names or an approved means of identification so that responsibility for the work can be determined and users contacted, if necessary.

C. Accounts

1. Users shall use their accounts for the purposes for which they are established, as well as personal communications. Accounts and other IT resources shall not be used for personal financial gain or benefit or for the benefit of organizations not related to the College, except: (a) in connection with scholarly pursuits, such as faculty publishing activities; or (b) in accordance with College policy on outside consulting for compensation.
2. Users shall not subvert restrictions associated with their accounts, such as quotas and levels of access.
3. No one shall give any password for any College computer or network to any unauthorized person, nor obtain any other person’s password by any unauthorized means. Users are responsible for the use of their computer accounts and shall not allow others access to their accounts, through sharing passwords or otherwise. Users should take advantage of system-provided protection measures to prevent such access.
4. When a user is no longer a member of the campus community or is assigned a new position and/or different responsibilities within the College, his or her account and access authorization shall be reviewed. A user shall not use facilities, accounts, access codes, privileges, or information for which he or she is not authorized.

D. Devices

1. The college provides access to devices to users for business and educational purposes consistent with the mission of the college. All users agree to comply with all college policies and expectations of acceptable use of all college-owned devices.
2. All college-owned devices will be registered and managed by a centralized device management platform. IT Services will manage all device configuration and security policies using this platform.
3. Users will make no modifications to college-owned devices, including the configuration of hardware or software, without prior approval from DISS.
4. All users of mobile devices must employ reasonable physical security measures. Users are always expected to secure college-owned devices. This includes, but is not limited to, use of strong passwords, device encryption, and physical control of such devices whenever they contain college data.
5. In the event a device is lost or stolen, the user is required to report this event immediately to DISS and the campus police.
6. Users may be held financially responsible for the loss or physical damage to college-owned devices.

E. Security and Related Matters

1. No one shall (a) knowingly endanger or compromise the security of any College computer, network facility, or other computing resource or willfully interfere with others' authorized computer usage, (b) attempt to circumvent data protection schemes, uncover security loopholes, or decrypt secure data.
(c) modify or reconfigure or attempt to modify or reconfigure any software or hardware of any IT resource, no matter where located, or to interfere with others' legitimate use of any such IT resource.
2. No one shall attempt to access, copy, or destroy programs or files that belong to other users or to the College without prior authorization, nor shall anyone use IT resources for unauthorized monitoring of electronic communications.
3. No one shall create, run, install, or knowingly distribute a computer virus, Trojan Horse, or other surreptitiously destructive program, e-mail, or data via any IT resource, regardless of whether demonstrable harm results.
4. Users shall not place confidential information in computers without protecting it appropriately. The College cannot guarantee the privacy of computer files, e-mail, or other information stored or transmitted by computer; moreover, the College may access such information in accordance with Part II of this policy. Users who have access to confidential or sensitive information shall disclose it only to the extent authorized by the Family Educational Rights & Privacy Act, the Arkansas Freedom of Information Act, and other applicable laws, and only in connection with official College business.
5. Users shall not knowingly or recklessly perform any act that will interfere with the normal operation of IT resources and shall not intentionally waste or overload IT resources.

F. Intellectual Property

No one shall copy, install, use, or distribute through IT resources any photographs, logos, images, graphics, graphic elements, audio, video, software, html markup, data files, or other information in violation of U.S. copyright, trademark, or patent laws or applicable licensing agreements. It is the user's responsibility to become familiar with the terms and requirements

of any such laws or agreements. This subsection does not apply to any material that is in the public domain.

G. User Communications

1. Users assume full responsibility for messages that they transmit through IT resources.
2. No one shall use IT resources to transmit fraudulent, defamatory, or obscene messages, or any material prohibited by law
3. No one shall use the College's IT resources to: (a) annoy, harass, threaten, intimidate, terrify, or offend another person by conveying offensive language or images or threats of bodily harm to the recipient or the recipient's immediate family; (b) repeatedly contact another person to annoy or harass, whether or not any actual message is communicated, and the recipient has expressed a desire for the contact to cease; (c) repeatedly contact another person regarding a matter for which one does not have a legal right to communicate (such as debt collection), once the recipient has provided reasonable notice that he or she desires such contact to cease; (d) disrupt or damage the academic, research, administrative, or related pursuits of another person; ~~or~~ (e) invade the privacy, academic or otherwise, of another person or threaten such an invasion; (f) Store, display, transmit, or intentionally solicit receipt of material that is or may reasonably be regarded as obscene, sexually explicit, or pornographic, except as such access relates to legitimate college-related academic or research pursuits or as needed to investigate violations of this policy or laws; (g) seek outside employment or participate in commercial activities or other forms of private financial gain; (h) campaign for public office or soliciting political contributions; (i) political lobbying, except for specific employees designated to lobby on behalf of a the UA System or one of its institutions; (j) participate in online gambling, wagering, or betting; (k) More than minimal use for private or personal purposes that interferes with work or job performance or that interferes with the activities of other employees, students, or other authorized users.
4. Users shall comply with this policy as well as the regulations and policies of any social media platforms and other public forums through which they disseminate messages.
5. Users shall not (a) initiate or propagate electronic chain letters; (b) engage in spamming or other indiscriminate mass mailings to newsgroups, mailing lists, or individuals; (c) forge communications to make them appear to originate from another person, e.g., spoofing; or (d) engage in resource-intensive activities unrelated to College functions, e.g., online role playing games (RPGs), listening to internet radio stations, connecting to any peer-to-peer file sharing network, etc.

H. Priority in Use of Computing Facilities

1. In general-access computer labs, or in any other environment in which users must share IT resources, priority shall be given to users engaged in activities directly related to the College's mission, e.g., completing course assignments or engaging in research.

IV. Enforcement of Sanctions

- A. System administrators are responsible for protecting the system and users from abuses of this policy. Pursuant to this duty, system administrator may (1) formally or informally discuss the matter with the offending party, (2) temporarily revoke or modify access privileges, or (3) refer the matter to the appropriate disciplinary authority.
- B. Any violation of this policy may result in the revocation or suspension of access privileges. Imposition of such a sanction is within the discretion of the DISS or the appropriate academic or administrative unit.

- C. Any violation of this policy is misconduct for purposes of the student code of conduct, the College personnel policies and may be punished accordingly.
- D. Any offense that violates local, state, or federal laws may result in the immediate loss of all privileges and may be referred to the appropriate disciplinary authority and/or law enforcement agencies.

E-MAIL ACCOUNTS

Faculty members at UA Cossatot are assigned a UAC e-mail account.

To access your UA Cossatot account:

- Go to our home page and select Office 365 from upper left side of screen OR follow this [link](#).
- Enter your username (email address) and your password
- Select the OUTLOOK icon.
- You will be required to use multifactor authentication, meaning you will enter more than just your password. Many use a text code alert or install the Microsoft Authenticator App on their cell.

It is very important that you log into your Cossatot e-mail account to stay informed and to communicate with your students. Please make sure that all of your correspondence to students comes from your UAC account. All college information will be sent to this account also. Faculty should answer student emails within 48 hours during the week.

CAMPUS CONNECT

Campus Connect is used for accessing rosters, completing roster certifications (no shows), entering weekly attendance, entering early and final grades, and sending early alert notifications to students.

You may access Campus Connect from our home page on the “Quicklinks” drop down menu. Select the sixth option “Faculty Campus Connect.” If you do not have current access to Faculty Campus Connect, please contact your division chair to complete the Student Information System User Account Request form. For login/technical questions, please contact Tony Hargrove, thargrove@cccua.edu

Policy 504 Attendance

The college recognizes the correlation between student attendance and student retention, achievement and success. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student’s achievement. Non-attendance may impact a student’s financial aid. The college requires that instructors take and timely report student attendance.

Students are expected to attend all class sessions and laboratory periods for which they are enrolled. The class instructor defines circumstances under which an absence may be excused, and absences are generally an individual matter between the student and instructor. Each instructor shall, in writing, at the beginning

of each semester make clear to the students in the course the expectations regarding attendance. The attendance policy must be included in syllabi or program handbooks. Students are responsible to instructors for class attendance and for any class work missed during an absence. Students are responsible for contacting instructors regarding work missed. Make-up assignments are only permitted with the approval of the instructor. Students who will be absent from class due to participation in athletics or a college sponsored activity are responsible for completing all required coursework as provided by the instructor. The instructor determines how in-class activities associated with an absence(s) can be accommodated.

Instructors reserve the right to drop or withdraw students from classes due to lack of attendance at the point that a student has missed 25% of the class. Courses meeting twice a week correlates to 7 days; courses meeting once a week correlates to 4 days; online and summer courses correlate to 4 days. Certain programs may require more stringent attendance requirements.

Students are required to establish initial attendance in physical and in virtual classes by making a substantial contribution by the census date [tenth class day for sixteen week term, fourth day of class for eight week term, second day of class for four week term]. The instructor determines a substantial contribution as a homework assignment, a quiz or test, or an appropriately involved discussion board posting. Students failing to establish initial attendance by the census date of the semester will be reported as “no-shows” by their instructor.

Student attendance in virtual classes will be established by weekly substantial contributions as defined above.

Students who wish to withdraw from a course must contact Student Services and/or the instructor to complete the drop process. Failure to withdraw can result in an “F” being posted on the student’s transcript. (*updated July 2020*)

ROSTERS, ROSTER CERTIFICATION, AND REPORTING ATTENDANCE

Rosters

- Access your class rosters before the first meeting of your class(es).
- Check your Campus Connect class roster each day through the first ten days of classes. If a student is sitting in your class but his or her name does not appear on your Campus Connect roster, please refer him/her to Student Services. Keep in mind that the Blackboard roster will not reflect additions and deletions as they happen. Updates are made twice a day during the first 10 class days to add and delete students from Blackboard rosters so check Campus Connect rosters daily for changes.

No-Shows/Roster Certification

Roster Certification must be posted by the deadline provided on the current academic calendar. Roster Certification can only be done once and should be done close to the tenth class day (for fall and spring semesters) or fifth class day (for summer and flex classes).

Steps to certify class roster:

1. Login to Faculty Campus Connect
2. Click “Roster Certification”
3. Select “Term,” Select “Course,” & click “GO!”
4. Select appropriate “Attendance Status”

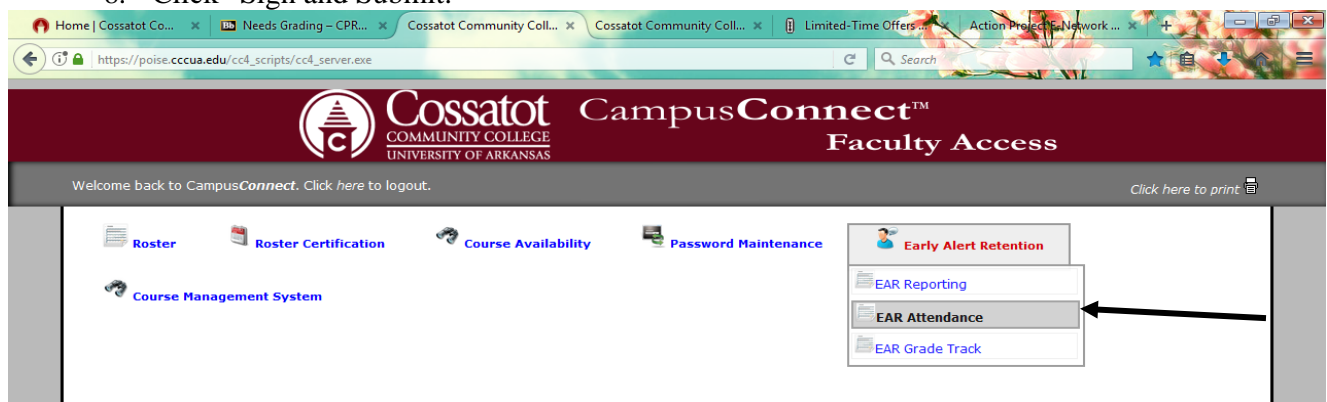
5. Click “Submit”

Students are considered no-shows if:

- Traditional Classes:
 - Student on your roster has not attended a class by tenth class day (for fall and spring semesters) or fifth class day (for summer and flex classes).
- Online Classes:
 - Student on your roster has not completed an assignment by tenth class day (for fall and spring semesters) or fifth class day (for summer and flex classes).
 - Instructors need to require students to complete a substantive assignment before the roster certification date in order to determine if a student is a “no show.” Logging into Blackboard does not count as “attendance.”
 - Contact your Division Chair if you need more information concerning substantive coursework.

Entering Attendance

- It is absolutely required that all instructors use the attendance module after each class meeting and once weekly for online classes, to record student attendance.
- **Do not post attendance to Campus Connect for AV classes until AV classes have been combined.** The Registrar will notify faculty when classes have been combined.
- Students will receive automated email messages when you have recorded an absence.
- The module **does not automatically drop students.** Instructors must download, complete, and submit drop forms for students who violate the attendance policy.
- Steps to enter attendance:
 1. Login to Faculty Campus Connect
 2. Roll over “Early Alert Retention”
 3. Click “EAR Attendance” in the drop down
 4. Select course from drop down menu.
 5. Click “Open new Attendance Form for...”
 6. Make sure the date is correct.
 7. Using the drop down on the Attendance column, select the proper record. “Present” is default. Other options include “Tardy,” “Absent,” “Excused by Instructor,” or “Class Cancelled.”
 8. Click “Sign and Submit.”



Dropping a Student

Students exceeding the maximum number of absences may be dropped from class. If dropping a student for non-attendance, you must include the last date of attendance for the student.

To submit a completed drop form, please SCAN and EMAIL the completed drop form to yourself and Gina Goss in Student Services ggoss@cccua.edu. **DO NOT use interoffice mail** as sometimes these items are lost during transit or transit is delayed. Emailing will allow you a place to reference the date your email was sent.

Instructors should be keeping up with attendance in a timely manner; therefore, drop forms should not be submitted exceedingly beyond the last date of attendance.

Students may withdraw from a class up until the last day to drop. If the student has officially withdrawn, it will show as a “W” in your Campus Connect roster. A student who has not properly withdrawn should be assigned an appropriately earned grade. In addition, if certain criteria are met (see below) students may be awarded a grade of “I.”

Incompletes

An Incomplete (“I”) grade may be given to a student who meets the following criteria:

1. Produce evidence of extenuating circumstances, outside the student’s control, which makes it impossible to complete the class by the end of the semester and
2. Have completed more than half the work of the class with a passing grade.

The student should initiate the request for an Incomplete. If one of your students asks for an Incomplete, and you feel the request is justified, complete an **incomplete grade form** and have it signed by the appropriate division chair.

If the student does not complete the required work by the deadline in the following semester, the grade automatically reverts to an “F” on whatever grade you turn in. The deadline to request an Incomplete is the same as for dropping a class (around the 12th week of the semester—see UA Cossatot calendar). However, faculty may request, through the appropriate division chair, that an Incomplete be granted if the situation occurs after this date. Students have up to 8 weeks to complete the coursework. In rare instances, deadlines can be extended by notifying the Division Chair/Dean, but should only be extended in cases where there are obvious extenuating circumstances still impairing the student’s ability to complete the work.

Policy 532 Academic Integrity

UA Cossatot holds academic integrity, respect for ideas, and intellectual property as a valuable component in academic studies. UA Cossatot insists that all students approach their studies and their relationships with faculty, staff and other students honestly. Dishonesty will not be tolerated and students will be held accountable for violations. Students, faculty, and staff share responsibility with regard to authentic expression of ideas.

The faculty and administration have established and follow procedures that address the student’s behavior or, as a last resort, removes the student from the institution.

Each member of the College staff adhere rigorously to this policy and its procedures.

Academic Integrity is defined as: a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. Academic dishonesty includes any act that gives an unfair advantage or is damaging to the reputation or performance of the academic community.

Such acts may include, but are not limited to:

- I. Cheating
 - a) Collaborating with or seeking aid from another student during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
 - b) Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member's permission.
 - c) Substituting for another student or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.
 - d) Copying from the examination or work of another person or source.
- II. Theft or Falsification
 - a) Theft of or unauthorized access to an exam, answer key or other graded work from previous course offerings or online resources.
 - b) Submission or use of falsified data.
 - c) Using false statements to obtain additional time or other accommodation.
 - d) Misrepresenting facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
 - e) Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- III. Multiple Submissions
 - a. Submitting essentially the same written assignment for two courses without authorization
- IV. Abuse of resource materials
 - a) Mutilating, destroying, concealing, or stealing material or property of the institution
- V. Plagiarism

Plagiarism is defined as the representation of the words or ideas of another as one's own in any academic work. Plagiarism includes:

 - a) Not properly identifying and citing direct quotations
 - b) Failing to include citations for material paraphrased or summarized from any source
 - c) Omission of a Works Cited or Reference page.
- VI. Any other acts (or attempted acts) that violate the basic standard of academic integrity or helping another to commit an act of academic misconduct.

Instructors reserve the right to determine punishment at the course level. Instructors will submit the completed Academic Integrity Form to the Vice Chancellor of Academics, who holds records of all offenses within the institution. The Vice Chancellor of Academics will then respond to the offense at the institutional level.

Possible disciplinary actions may include:

- A. *Warning:* Instructors reserve the right to give a warning to the student, lower the grade, or assign an F in the course, according to the instructor's discretion and determination of the severity of the offense. When a final exam is involved, the offense automatically moves to the most severe. Instructors may also require the student to complete the Academic Integrity Course at the Educational Resource Center to address the problem. Instructors must file all offense reports and the disciplinary action with the Office of the Vice Chancellor of Academics.
- B. *Completion of the Academic Integrity Course:* The Vice Chancellor of Academics, on behalf of the institution, may require the student to complete the Academic Integrity Course through the E.R.C. During this the student may be placed on an Academic Integrity Hold by the Vice Chancellor of Academics until requirements are met. The hold will be removed and the student will be allowed to register once requirements are completed in full.
- C. *Probation:* During probation, a student may still enroll and attend classes and participate in college events and programs; however, organization, department, divisional, or national by-laws or policies may prevent students from participation in a leadership or organizational role. During probation the student may be placed on an Academic Integrity Hold by the Vice Chancellor of Academics. The student must receive approval from the Vice Chancellor of Academics to enroll in courses during the probationary period. Once this period concludes without additional acts of misconduct, the student is returned to good standing with the UA Cossatot.
- D. *Suspension:* During the one-year period of suspension, the student is considered not to be in good standing with the College and is not allowed to attend classes or participate in college related events and programs. Once this period concludes without additional acts of misconduct, the student is returned to good standing with the College.
- E. *Expulsion:* The student may not enroll again at any UA Cossatot campus.

Policy 610 Curriculum

Curriculum at UA Cossatot is outcome-based and developed by a process approved by the Chancellor.

New curriculum, revisions, or deletions of educational programs are generated through the appropriate educational division and reviewed by the Academic Council, Curriculum Committee, Vice Chancellor for Academics, Chancellor, and, when appropriate, the Board of Visitors and University of Arkansas System Board of Trustees, and submitted to the Arkansas Department of Higher Education, and Higher Learning Commission.

Faculty and Division Chairs submit all appropriate documentation to the Curriculum Committee. When additional approvals are required, the faculty and Division Chair provide documentation to the Vice Chancellor for Academics who submits to the Chancellor's Cabinet, Board of Visitors, UA System Board of Trustees, and ADHE Coordinating Board.

INVENTIONS AND DEVELOPED CURRICULUM

All curricula and inventions developed during the working hours paid for by the college become property of the college.

PATENT AND COPYRIGHT

The institution follows UA System Board Policy 210.1 in regards to patent and copyright matters. Faculty may use films, videotapes, or written materials for classroom use. When duplicating or copying such materials, the current Copyright Act will be followed including proper written permissions or the purchase of a license from the copyright owner. A provision for fair use is found in the Copyright Act Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it used for criticism, comment, news reporting, teaching, scholarship, and research.

Curriculum Planning

Faculty and Division Chairs lead curriculum planning such as the design and selection of programs, development of their content, and evaluation of their performance. Faculty and Chairs with guidance from the Vice Chancellor for Academics have the ultimate responsibility and authority for curriculum planning.

The institution follows UA System Board Policy 620.1 stating approval from the University of Arkansas Board of Trustees is required for the addition, deletion, suspension, or significant modification (change of more than fifteen credit hours within 12 months) of academic programs. The Board of Trustees reserves the right to delete programs because of low demand, low productivity, a modification of the role and scope of the campus, or financial exigency (as defined in Board Policy 405.5), or upon the initiative of the President, regardless of a recommendation for such action by the campus. In all such instances, however, the Board shall solicit comments and suggestions from the appropriate campus-wide governance body or bodies, from the Chancellor, and from the President before a decision is made.

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (AHECB) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies

- Maintain a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula--15 semester for credits for AGS and AAS degrees, 35 for AS or AA degrees.
- Have a program of general education that is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts common knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.
- Conform to commonly accepted minimum program length: 60 semester credits for associate's degrees
- Meet the federal requirements for credit ascription described in the Higher Learning Commission's Federal Compliance Program.

ARKANSAS MINIMUM GENERAL EDUCATION CORE (35 semester credit hours)

ENGLISH/COMMUNICATION (6-9 semester credit hours)

English Composition	6 credit hours
Speech Communication	0-3 credit hours

MATHEMATICS (3 semester credit hours)

A comprehensive mathematics course such as College Algebra, Statistics, Quantitative Literacy/Mathematical Reasoning or any higher-level mathematics course.

Institutions may require students majoring in mathematics, engineering, science, and business to take a higher-level mathematics course as part of the state minimum core.

SCIENCE (8 semester credit hours)

Science courses must include laboratories.

Institutions may require students majoring in mathematics, engineering, science, education, and health professions to take higher-level or specific science courses.

FINE ARTS/HUMANITIES (6-9 semester credit hours)

Must be broad survey courses.

Institutions may require students majoring in engineering to take either 6 hours of humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

SOCIAL SCIENCES (9-12 semester credit hours)

U.S. History or Government 3 hours

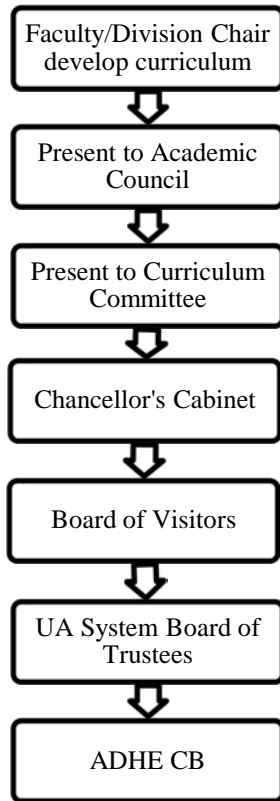
Other Social Sciences 6-9 hours

Institutions may require students majoring in engineering to take either 6 hours or humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Following all approvals, the following criteria must be met before a course may be offered to the general public:

- Learning outcomes and appropriate assessment methods must be clearly defined in the course outline and syllabi.
- The course must meet state and federal regulations.
- Have a syllabus filed in the Office of Academics.
- Must have an approved instructor meeting Higher Learning Commission qualifications.

Curriculum and Program Development



The process for designing new programs:

1. Division chairs and Vice Chancellor for Academics continuously work with advisory boards and area stakeholders to determine the need for new programs. Once a need has been determined, the chair conducts program research and deploys a [needs survey](#).
2. Academic Council—the program proposal is presented for review. Members recommend either further research or approval to move forward.
3. Curriculum Committee—the program proposal is presented for approval.
4. Chancellor’s Cabinet—the program proposal is presented for approval.
5. Board of Visitors—the program proposal is presented for approval.
6. ADHE—the Vice Chancellor for Academics submits letter of intent and program proposal, to ADHE and sends an email to all other college CAOs to avoid potential conflicts.
7. University of Arkansas System Board of Trustees—the program proposal is presented for [approval](#).
8. ADHE Coordinating Board grants final approval.

The process for designing new courses:

1. Program faculty, in conjunction with the division chair, develop new courses based on demonstrated industry need, university articulation agreements, or student need.
2. The faculty or division chair present the course to Academic Council for review and any recommendations.
3. Faculty members complete a curriculum form and submit to the [Curriculum Committee](#). The course is presented to the Curriculum Committee for a complete review and approval.
4. If the course plans to use [OER](#), the faculty will work with the OER Board for proper alignment and [approval](#).

5. Once approved, the course will be added to the academic catalog and placed on the rotation schedule.

All new program development follows [guidelines](#) set forth by ADHE. If a program requires external accreditation, the specific accrediting guidelines are also followed. Faculty typically determine the appropriate delivery method based on best practice, student needs, and course content.

Policy 625 Credit Hour Policy

All credit-bearing degrees and certificate programs are approved by the Arkansas Department of Higher Education (ADHE). Calculation of credit hours follows ADHE guidelines which are consistent with the U.S. Department of Education's definition of a credit hour.

U.S. Department of Education definition of a credit hour:

A credit hour is an amount of work that reasonably approximates not less than

- One hour of classroom or direct faculty instruction and a minimum of two clock hours of out-of-class work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

The regulations make an exception to this definition in the case of programs that are subject to one of the clock-hour/credit-hour conversion formulas as described below:

- A semester hour must include at least 37.5 clock hours of instruction
- Conversion: Number of clock hours in the credit-hour program/37.5

U.S. Department of Education definition of a clock hour:

- A 50 to 60 minute class, lecture, or recitation in a 60 minute period;
- A 50 to 60 minute faculty-supervised laboratory, shop training, or internship in a 60 minute period; or
- 60 minutes of preparation in a correspondence course

Generally accepted standards under the Arkansas Department of Higher Education include:

- 1 semester credit for each 12.5 hour or 750 minutes of lecture
- 1 semester credit for each 25 hours or minimum of 1500 minutes of laboratory instruction
- 1 semester credit for 37.5 hours or minimum 2250 minutes of clock, clinical, practicum, internship, shop instruction, or other self-paced learning

INSTITUTIONAL STANDARDS:

- **FACE-TO-FACE LECTURE:** direct instruction with an instructor. Institution standards follow 1 credit hour for each 800 minutes of lecture.
- **WEB CONFERENCING COURSE:** equivalent to a face-to-face lecture course, but offered via web conference technology. These courses have the same learning outcomes and substantive components of a standard/lecture course with an alternate delivery method. Institution standards follow 1 credit hour for each 800 minutes of lecture.
- **LABORATORY:** instruction with a focus on experiential learning under the direct supervision of a faculty member where the student performs substantive work in a laboratory setting. Institution standards follow 1 credit hour for each 800 minutes of lecture and 1600 minutes of lab instruction for 1 credit hour of lab.
- **FIELDWORK:** describes instruction in a supervised clinical/medical, social work, or school setting where students have an opportunity to apply the theoretical knowledge they have acquired at an approved off-campus site. Contact time and outside student work must be established and documented.
- **CLINICAL:** courses with a focus on experiential learning under the direct supervision of a faculty member or preceptor where the student performs substantive work in a clinical setting.
- **INTERNSHIP:** applied and supervised learning experience where students gain practical experience following a directed plan of study
- **INDEPENDENT STUDY:** instruction where a faculty member regularly interacts and directs student outcomes with periodic contact. Institution standards follow 1 credit hour for each 800 minutes of contact time/instructional materials.
- **ONLINE COURSE:** courses offered 100% online without any face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard/lecture course with an alternate delivery method. Contact time is satisfied by several means which can include but is not limited to a) regular instruction or interaction with a faculty meeting weekly during the duration of the course b) academic engagement through interactive components, group discussions, and virtual group projects. Institution standards follow 1 credit hour for each 800 minutes of contact time/instructional materials.
- **HYBRID COURSE:** courses meeting with split interaction across face-to-face, interactive, independent, or online channels with at least 50% but less than 100% of the course offered in an online format. These courses have the same learning outcomes and substantive components of a standard/lecture course with an alternate delivery method. Institution standards follow 1200 minutes of face-to-face instruction and 1200 minutes of online instruction for a 3 credit hour course. Lab-based hybrid courses follow 2100 minutes of face-to-face instruction and 2100 minutes of online instruction for a 4 credit hour course.
- **FLEX Course:** courses offered outside the standard 15 week semester in which the credit hours offered are the same as the standard semester and the content and learning outcomes are the same as those in the standard semester. These courses meet the total amount of instructional and student work time even if delivered within an accelerated time frame.

At UA Cossatot, a standard semester consists of 15 weeks, plus a final examination week. The academic calendar is set by the Vice Chancellor for Academic Services and approved by the Board of Visitors. The semester start and end dates are selected to ensure the minimum number of days for all courses offered.

Computation of Credit Hour Values

Assignment of credit hours for courses are determined within the program based on faculty expertise and course learning objectives. Courses are evaluated for adherence to the federal and state credit hour

regulations during routine program evaluations. The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying the expected student learning outcomes for the course meet the credit hour standard.

STANDARDS

In general, one hour spent in lecture should be followed by two hours of outside work. Outside work may include research, homework, study time, or projects.

Clinical courses and fieldwork will meet the minimum required by the respective professional accrediting or regulatory agency.

The college is a member of SARA (State Authorization Reciprocity Agreements).

Type of Class/Program	Credit Hour Calculation
Lecture Classes	1 hour of classroom or faculty instruction per week for 15 weeks plus 1 finals week for a total of 16 weeks equals 1 semester credit hour (1:1)
Laboratory Classes	2 laboratory hours per week for 15 weeks for a total of 16 weeks plus 1 finals week equals 1 semester credit hour (2:1)
Technical Skills Laboratory	3 laboratory hours per week for 15 weeks plus 1 finals week for a total of 16 weeks equals 1 semester credit hour (3:1)
Clock Hour Classes/Programs (Cosmetology)	37.5 clock hours equals 1 semester credit hour
Fieldwork (OTA program)	Level I Fieldwork Clinical: 1 credits equals full time attendance. Successful completion of the course requires students to pass both components (lecture and fieldwork). Level II Fieldwork Clinical: 4 credits equals full time attendance (40 hours per week) for 8 weeks in an approved facility.
Clinical (LPN/RN programs)	(1:8) ratio for clinical components of nursing programs
Clinical Practicum (PTA program)	4 credit hours equals full time attendance for 4-5 weeks in clinical education site. DOES NOT EQUAL ota

Course content is reviewed to ensure online courses meet the same as face-to-face courses. Courses should show 800 minutes of class work for every 1 credit hour given.

A 3 credit hour class should have 2400 minutes/A 4 credit hour Gen Ed lab class should have 4200 minutes

The contact time in ONLINE or HYBRID courses is based on comparable time spent in a face-to-face classroom. Assignments and activities that could be done in a face-to-face classroom should be counted here. Faculty complete the rubric by identifying the components used within the course and the estimated time for students to complete them. The most commonly used instructional components are listed. You may add any additional instructional items under “other.”

PLEASE NOTE THAT WORK NORMALLY DONE OUTSIDE OF A FACE TO FACE CLASSROOM SHOULD NOT BE CALCULATED BELOW.

Examples include but are not limited to:

- Writing major papers

- Studying/reading the textbook or other materials
- Research work required by the student
- Group work done outside of a normal classroom
- All Supplemental Resources (videos, websites not part of required class content)
- General “homework” such as math assignments that would be given at the end of the class day

These are not included because just like a face to face class, outside work and materials are required as well. These items would constitute outside work.

Policy 645 Grading System and Graduation Requirements

GRADING SYSTEM

Grades are based on a student’s level of achievement using the following grading scale:

*medical courses have an alternate grading system.

Grade	Grade Point	Percentage
A Excellent	4.0	90 – 100%
B Above Standard	3.0	80 – 89%
C Meets Standard*	2.0	70 – 79%
D Below Standard	1.0	60 – 69%
F Failing	0.0	0 – 59%
I Incomplete (Calculated as F)		
W Withdrew (Disregarded in GPA Calculations)		
N No Grade (Credit earned by examination, military, work experience, CLEP or College Connection placement)		
TR Transfer		
AU Audit		
NR Not Recorded		

*Meets Standard (C) indicates learning process at a level acceptable to the occupation for which the student is preparing.

CALCULATION OF GPA

A student’s grade point average (GPA) is calculated by dividing the total quality points earned in all courses (except those repeated) by the total semester credit hours pursued.

GRADE APPEALS

Final course grade disputes between students and instructors that cannot be resolved, may be appealed. The full appeal process is outlined in College Policy 501.

SCHOLASTIC REQUIREMENTS

Semester grades are issued according to the letter scale above “A” to “F”. Students with cumulative grade point averages of less than 2.00 will be placed on academic probation or suspension.

GRADUATION REQUIREMENTS

Students who complete a program of study as prescribed by UA Cossatot Board of Visitors and approved by the Arkansas Department of Higher Education will receive a certificate or a degree, as applicable. Required courses for each program are listed in the Program Requirements of the catalog.

Each required course in the major field of study must be passed with at least a “D” and the student’s cumulative GPA must be at least 2.0 (3.0 for Associate of Science in Education) in order to graduate. Allied Health programs require each course be passed with a “C” or better and a cumulative GPA of 2.0 in order to graduate.

Prospective graduates must complete an “Application to Graduate” prior to the mid-term of the final semester before graduation to ensure notation in the graduation program and timely receipt of diplomas. Students may be administratively graduated when all requirements for a credential are completed. Students must resolve all outstanding debts owed to the institution before a diploma or transcript will be released.

CREDITS FOR GRADUATION

Graduating students must satisfactorily complete all course work with minimum amounts as outlined below completed through UA Cossatot:

Associate Degree:	15 hours
Technical Certificate:	50% of the degree
Certificate of Proficiency:	100% of the degree

Exceptions may be made with approval from the Vice Chancellor for Academic Services. (July 2020)

Policy 646 Testing and Verification of Students

UAC operates in accordance with HLC Policy Number: FDCR.A.10.050 *which states an institution offering distance education or correspondence education, as such terms may be defined in federal regulations, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit*

Holistically, each student, upon admission to the college, is assigned a permanent student number and a unique username. This unique username, coupled with a student managed password, is used in order to securely log in and gain access to the online course management system as well as the online student service registration and records portal.

Faculty teaching courses through distance education methods hold primary responsibility for ensuring verification of student identity occurs in the course and to support academic integrity. Faculty hold the authority to determine the best method of student identification verification for their courses and may include:

- Use of anti-plagiarism software to evaluate written assignments.
- Use of proctored assessments. Assessments may be proctored by the instructor, through the campus testing centers, through approved off-site testing facilities, or a remote proctoring service. Proctors should verify student identity by review of student photo identification.

Faculty teaching either an online or hybrid course also have the autonomy to add additional layers of student verification at their discretion

Division Chairs are responsible for ensuring that faculty are aware of the identity verification process as part of academic integrity and responsible for ensuring that degree programs within their units comply with these provisions.

The Office of the Vice Chancellor for Academics is responsible for ensuring that there is college-wide compliance with the identity verification and academic integrity and is responsible for coordinating and ensuring that college level processes remain in compliance with policy. (*July 2020*)

COURSE SYLLABUS

For each course you teach, you must maintain a current course syllabus that follows the college template. The Vice Chancellor for Academics can email you the most current ADA compliant version or a syllabus from the same course taught by a full-time instructor. There are two templates available—one that contains all information for a printed syllabus and another that utilizes links and can be used electronically. The syllabus is the official document for a course. In the event of litigation, it may even become a legal document. The syllabus must be made available to students no later than the second class meeting.

Be sure to provide a copy of your syllabus to the appropriate division chair and to elopez@cccua.edu by the 11th class day. **Note: It is possible to change your syllabus during the term. However, any changes in requirements, grading criteria, attendance policy, etc. should be carefully considered, discussed with your division chair or dean, and given to every student in writing.**

CANCELING CLASS

Instructors are expected to meet every class during the term for the full time scheduled. Semester beginning dates, ending dates, and holidays are listed on the semester calendar and on the UA Cossatot website.

However, if you are ill or have an emergency and cannot meet your scheduled class, contact your division chair by phone or email. You can leave a message with the front desk receptionist if you cannot reach your division chair.

If you know in advance that you must miss a class or let class out early, let your division chair know ahead of time. He or she can discuss options with you for covering the class time so that students are not deprived of instruction. Some possible options are finding a substitute instructor or guest speaker, assigning a project or assignment that students can do in class or alone at home, or assigning a test to be taken while you are gone.

MID-TERM GRADES

The college requires you to enter mid-term grades into Campus Connect under EAR Grade Track. The college's semester calendar gives you the dates for these grades to be entered.

Caution: When opening Campus Connect, post grades and submit quickly as the program will time out.

Steps to enter grades:

1. Login to Faculty Campus Connect
2. Roll over "Early Alert Retention"
3. Click "EAR Grade Track" in the drop down menu.
4. Select course from drop down menu.

5. Click “Open new grade report for...”
6. Under the Early Grade column, choose a grade for all students.
7. After posting a grade for each student, click on the “Sign & Submit” button.
8. At this point, you may direct your students to their Campus Connect account to see early grades.

FINAL EXAMINATION WEEK

Except by special arrangement, final examinations are to be administered in all classes you teach. Final examination schedules for daytime classes are distributed around the 12th week of each semester. The final exam session for evening and weekend classes is the last meeting date for the class. Since the final examination schedule is designed to minimize scheduling conflicts and to uniformly distribute student testing, departures from the schedule are to be made only with prior approval of your division chair or Vice Chancellor for Academics.

<i>Classes Meeting</i>	<i>Final Exam Day & Time</i>	
Monday & Wednesday	8:00am	Monday – 8:00am
	9:30am	Wednesday – 9:00am
	11:00am	Monday – 11:00am
	12:30pm	Wednesday – 12:00pm
	2:00pm	Monday – 2:00pm
	3:00/3:30pm	Wednesday – 3:00pm
	4:00/4:30pm	Monday – 4:00pm
	5:00/5:30pm	Wednesday – 5:00pm

<i>Classes Meeting</i>	<i>Final Exam Day & Time</i>	
Tuesday & Thursday	8:00am	Tuesday – 8:00am
	9:30am	Thursday – 9:00am
	11:00am	Tuesday – 11:00am
	12:30/1:00pm	Thursday – 12:00pm
	2:00pm	Tuesday – 2:00pm
	3:00/3:30pm	Thursday – 3:00pm
	4:00/4:30pm	Tuesday – 4:00pm
	5:00/5:30pm	Thursday – 5:00pm

FINAL GRADES

Near the end of the term, you will receive instructions for final grades. Final grades must be entered in Campus Connect by the due date/time. All grades for all students from all faculty must be turned in before any grades can be processed and made available to students on the Web; probation and suspension status cannot be determined and graduation applications cannot be processed. Late grades delay the entire process.

The process for submitting Final grades is the same as submitting Early grades, with the following exception:

Steps to enter grades:

1. Login to Faculty Campus Connect
2. Roll over “Early Alert Retention”
3. Click “EAR Grade Track” in the drop down menu.
4. Select course from drop down menu.
5. Click “Open new grade report for...”
6. Once the Grade Report Form is open, click the drop down arrow beside “Early” and select “Final.” You can put in graduate grades earlier than the rest of your class grades.
7. Under the Final Grade column, choose a grade for all students.
8. When you are ready to submit the grades for the class as a whole, click on the box beside “Submit grade report as FINAL grades posting.” Only click this box when you have entered all final grades for the class.
9. After posting a grade for each student, click on the “Sign & Submit” button.
10. At this point, you may direct your students to their Campus Connect account to see early grades.

Please do not post grades on class doors or leave graded papers out for other students to go through.

INTERNET COURSE SECTIONS

All Internet courses are taught through Blackboard.

To log in to Blackboard:

- Go to our home page and select Blackboard from upper left side of screen (blackboard.cccua.edu)
- Enter your username and your password.

Please reach out to your Division Chair to point you toward Blackboard assistance.

All Internet course sections must have one (1) proctored test. The tests are to be given on one of the UA Cossatot campuses unless the student lives more than 60 miles away. Special arrangements can be made for a proctor under this circumstance. Selection and criteria of proctors should be discussed with the appropriate division chair.

The Testing Center has made available forms to use for sending testing information. These forms are available through your division chair or the testing center.

ADMINISTRATIVE OBSERVATIONS

Both online and traditional courses may be subject to an administrative observation at some point during the semester. Please be aware that either a division chair or designated full-time faculty member may conduct such an observation.

PROFESSIONAL ATTIRE

College employees are expected to dress in a manner that is appropriate for their position, as defined by their supervisor and approved by the Chancellor. Employees should be well-groomed and attire should have a clean and sharp appearance and should project a positive, professional impression of the College. Footwear shall adhere to the preceding standards as well. Apparel with the College or Colts logo is encouraged, especially on days when Colts student-athletes are competing. On Fridays, employees may wear College or Colt apparel, or they may choose apparel supporting their favorite college or professional team. When representing the College in a public or professional forum, professional attire is required.

SEMESTER AGREEMENTS

Once your class(es) has (have) sufficient enrollment to make, you will be sent an agreement for each class you are assigned to teach. The agreement will contain the pertinent information about your assigned class(es) and the payment for teaching them. Please read it over carefully, sign it, and return one copy to Kelly Plunk in the Human Resources Office. You cannot be issued a paycheck until the Business Office has received your signed agreement and any necessary paperwork.

FERPA

The Family Educational Rights and Privacy Act is a federal law that governs the release of and access to student education records. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise.

Specifics for FERPA can be found in College Policy 209, located at the following link
<https://www.cccua.edu/about-ua-cossatot/policies>

TEXTBOOKS

The text for a course is selected by the division chair or faculty who teach the course. You should consult your division chair about any books you would like to request. The division chair will submit textbook adoption forms to the Director of Educational Resources/ OER specialist. Once a textbook is adopted, it must be used for three years before selecting another textbook or different edition. Questions about the textbook program should be directed to the college's Director of Educational Resources/ OER Specialist Relinda Ruth rruth@cccua.edu or 870.584.1181.

Desk/Instructor Copies

You are entitled to a desk or instructor copy of the text you are using in your class. To procure instructor copies, contact your division chair or consult directly with the textbook publisher. The Director of Educational Resources/ OER specialist does not provide instructor copies.

EDUCATIONAL RESOURCE CENTER

The UA Cossatot Educational Resource Center (ERC) is a fully functioning, media-rich, user-friendly resource center striving to enrich the lives of students through active learning. The ERC merges Kimball Library, the tutoring program, the textbook and Open Educational Resource (OER) program, and the UAC Gift Shop into a one-stop student center. Working with faculty, we seek to promote higher education and help students achieve their maximum academic potential.

There is an ERC at each UA Cossatot campus with knowledgeable staff available to assist students during hours of operation. The ERC has several computer stations available for studying and a lounging area with comfortable seating. The ERC offers about 10,000 titles in book and media format, as well as nearly 200 online databases. Students may access databases 24/7 after acquiring a student identification card.

Free tutoring is available at the ERC on all three UAC campuses. Tutors provide one-on-one assistance and group study in academic endeavors, clarify information presented in classes, and help students understand concepts and patterns in course curriculum.

Tutors WILL NOT complete a student's homework, help with take-home or open-book tests, solve assigned homework problems, or offer any assistance without direct student involvement, a show of critical thinking, and cooperation in the learning process. The ERC expects students to assume ultimate responsibility for their own academic performance. The ERC also offers workshops, study groups when possible, and online assistance. Hours vary by semester and are posted at the ERC web page www.youseemore.com/ccua and Facebook page www.facebook.com/UACERC.

Online tutoring is available 24/7 at www.tutor.com/uacossatot. Contact the ERC for more information. The ERC offers tutorial videos on its YouTube channel. Tutorial guides are available through the ERC website or directly from <https://libguides.cccua.edu>

General merchandise including Colt gear may be purchased and textbook rentals may be picked up at any campus ERC.

In addition to providing multiple student services, the ERC also offers faculty services. An updated Faculty Service Guide is distributed to faculty once or twice per academic year. The ERC staff works closely with faculty as an extension of the classroom. To collaborate with UA Cossatot faculty the ERC offers to visit classrooms upon request, provide ERC tours, procure requested faculty resources, prepare resource lists, handle textbook and OER adoptions, host classes, provide overflow testing, provide workshops, provide information literacy training, provide faculty requested workshops and/or tutorials, assist with research, and much more. The Director of Educational Resources and OER Specialist leads the college's OER initiative. Supplemental open resources are available through ERC research. The OER Specialist is available to help faculty find open resources, as well as training faculty in OER use.

MAILBOXES

You will be provided with a mailbox each semester you are under contract as an on-campus adjunct instructor. Mailboxes are used to provide you with messages, student assignments, and important campus and departmental information. You should check your mailbox prior to each class session. The location of your mailbox depends upon the campus on which you teach.

SUPPLIES & COPYING

Supplies, such as grade books, pens, markers, etc. are located on each campus. Since the supply closet is closed off at night, you may need to contact your division chair to place needed supplies in your classroom. All copiers require an access code. Please ask your division chair for the division code.

If you need to purchase office supply materials that are not located in the supply closet, the college has a contract with an office supply company, and all materials must be purchased through this company. You can contact your division chair with this type of supply need. If you need classroom materials, you may purchase these out of pocket and submit the receipt for reimbursement through Workday. Your Division Chair can assist you with this process.

FEEDBACK FOR STUDENTS

A frequent complaint of students on course evaluations is that they did not receive adequate feedback about their progress from the instructor. Please try to let your students know how they are doing at frequent intervals. Feedback can take the form of any (or all) of the following:

- Writing comments on students' work that let them know what they did well and where their work was lacking. Handing back work with nothing but a grade does not help students improve.
- Returning all graded work promptly. Papers and homework should be returned to students while there is still time for them to learn from it and improve their performance.
- Conferencing with students-both formal, scheduled conferences, and informal chats before or after class to let them know how they are doing.
- Requiring a number of kinds of graded work, such as regular quizzes, homework assignments, presentations, and journals. Requiring only a midterm and final examination or final paper does not usually give students the kind of feedback they need in order to learn.
- Asking students to write one-minute notes to you at the end of the class period in which they tell you what questions they still have or what is unclear to them.
- Using Internet resources that could include e-mail, discussion groups or a web page.

Please plan on returning student's papers in class when possible. If you are not able to return papers in person, check with your division chair for help. Do not leave papers out for students to thumb through; it is a violation of the privacy act.

EARLY WARNING FOR STUDENTS IN TROUBLE

If a student in your class is in danger of failing or is doing poorly in the course, you need to let him or her know and see what you can do to help. The EAR (Early Alert Retention) Reporting in Campus Connect makes it easy for you to send messages to students when they fall behind. You may also refer students to the ERC at De Queen, Nashville, or Ashdown if you see early warning signs of a student in trouble.

STUDENT APPEALS

STUDENT NON-GRADE APPEAL PROCESS

If a student has a complaint regarding processes or practices at UA Cossatot, he or she should discuss such with an instructor, advisor, program director, or Division Chair. Students have the right to grieve an action by an individual if the complaint relates to improper conduct including, but not limited to, harassment of any kind, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person.

If a formal appeal is submitted, as part of due process, the following steps should be used in any formal complaint or appeal, with the exception of a Title IX complaint, which follow Policy and Procedure 206.

1. The student must present the complaint verbally within five business days of the alleged incident to the Division Chair or program director. The specific complaint and remedies sought should be included.

2. If unsatisfied with the response, the student must present the complaint in written form within five business days following the response from the Chair or director to the Vice Chancellor of Academics and include the specific appeal/complaint and specific remedies sought.
3. The Vice Chancellor of Academics has five business days in which to investigate and respond in written form.
4. If unsatisfied with the response, the student may again appeal within five business days to the Vice Chancellor of Academics who will refer the appeal to the Student Appeals Committee who must respond in writing within five business days.
5. If the student is unsatisfied with this result, an appeal may be made within five business days to the Chancellor, who will hear the complaint and render a decision within ten business days.

The student should continue required coursework during this process. Any penalties normally assessed during a student's absence will also be applied during the appeals process. This includes, but is not limited to, absences, tardies, late exam penalties, etc.

Accommodations for special needs are determined on an as-needed, individual basis. Interpreters, readers, note-takers, etc., are available to assist in the hearing and appeals process. Please contact Disability Services to request accommodations.

FORMAL GRADE APPEAL PROCESS

If a student believes an error in a grade has occurred, the student should formally initiate a review of the grade no later than three business days of grade being posted. If the course is a FLEX the student should initiate a review of the grade within twenty-four hours of the grade being posted.

1. The student should submit the appeal petition form, which is available on the website, within the required timeframe to the Vice Chancellor of Academics. The Vice Chancellor will provide the appeal to the Division Chair and faculty member. The completeness and accuracy of the grade will be reviewed by the Division Chair and faculty. The Division Chair will respond to the student in writing of the appeal status within two business days of receiving the appeal.
2. If the student is unsatisfied with the response, the student must submit a second appeal petition form to the Vice Chancellor of Academics within two business days of receiving the response. All information from the initial petition must be included. The Vice Chancellor of Academics has the responsibility to research the situation and will respond to the student in writing within two business days of receiving the student's request.
3. If the student is unsatisfied and wishes to further appeal, the student should contact the Vice

Chancellor of Academics requesting a hearing by the Student Appeals Committee. At the hearing, the instructor and the student may both make individual presentations, and the Student Appeals Committee may ask questions and seek clarification. The committee will make the final decision, and the Vice Chancellor of Academics will provide the final written decision. In the event of a grade change, the final grade will be recorded by the Registrar as directed by the Vice Chancellor of Academics.

MEDICAL EDUCATION APPEAL PROCESS

Medical Education programs have specific policies and procedures. Students are required to be compliant to ensure each program meets approving bodies and safety standards. When students are in violation of these policies, disciplinary actions will occur. These actions are specifically outlined in each program student handbook/guide. As a part of due process, a student has a right to appeal program actions taken. The following steps should be used in any formal appeal. The college holds a non-retaliation stance for all parties in the event an appeal is submitted.

1. The student must present the appeal in writing within 24 business hours of the discipline or dismissal to the Program Director and Division Chair. The appeal and remedies sought should be included. The appeal will be reviewed by the Medical Education Ad-Hoc committee with a decision rendered.
2. If unsatisfied with the response, the student must present the appeal in writing within 24 business hours following the response to the Vice Chancellor for Academic Services and include the specific appeal and remedies sought. The appeal will be reviewed by the Vice Chancellor for Academic Services with a decision rendered.
3. If unsatisfied with the response, the student may again appeal within 24 business hours to the Vice Chancellor for Academic Services who will refer the appeal to the Student Appeals committee. The appeal will be reviewed with a decision rendered.
4. If the student is unsatisfied with this result, a final appeal may be made within 24 business hours to the Chancellor, who will hear the appeal and render a decision.

*Interpreters, readers, note-takers, etc., may be requested to assist in the appeals process. Please contact the Disability Services Advisor to request accommodations.

The student should continue required coursework during this process. Any penalties normally assessed during a student's appeal process will be applied. This includes but is not limited to: missed absences, tardiness, late exam penalties, etc. This does not apply to students who have been dismissed due to violation of safety standards.

DISABILITY SUPPORT SERVICES

WHY DISABILITY SERVICES IS IMPORTANT:

Individuals with disabilities have a legal right to have equal access to a college education. The United States' Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act establish that right. The ADA defines "disability" as "having a physical or mental impairment that substantially limits one or more of the major life activities." The ADA protects individuals from discrimination if they have a record of such impairments or if they are regarded as having such impairments. An individual with a disability is someone:

- With a physical or mental impairment that substantially limits one or more major life activity;
- Who has a record of such an impairment;
- Who is regarded as having such an impairment

Section 504 prohibits discriminating on the basis of disability against participants in programs receiving federal funds. Campuses are required to be physically and programmatically accessible. Colleges are required to provide reasonable accommodations for students with disabilities to ensure equal access to college offerings. The ADA defines reasonable accommodation as: "changes or adjustments in a school site, program, or job that makes it possible for an otherwise qualified student with a disability to perform the duties or tasks required."

WHAT YOU NEED TO KNOW:

- ***How do students get accommodations?***
 1. Students must complete an Application for Disability Support Services. Application Packets are available on each campus and online and may be submitted to the disabilityservices@cccua.edu, or dropped off at any UAC campus.
 2. Students must provide valid and current documentation of the disability with information as to how the disability may affect academic progress and any professional recommendations. If no such documentation exists, or documentation cannot be found, information gathered from the student during the initial interview may be sufficient depending on the nature of the disability.
 3. Students must make an appointment with Disability Support for initial interview to review documentation, discuss potential academic difficulties, and possible appropriate academic accommodations.
 4. Once the application and appropriate documentation are submitted the student and Disability Support may find it necessary to complete an Accommodation Plan.
 5. Accommodation Plans are emailed to instructors teaching the courses in which the student is enrolled. The student must make contact with each instructor to review, make any relevant comments, and sign the Accommodation Plan. It is then the student's responsibility to return the signed plan to the Disability Support. The instructor and/or student may contact Disability Support at any time throughout the semester with any questions, concerns, or comments. Accommodation Plans may also be sent to the Director of Testing Services and the Learning Center Coordinator, as deemed appropriate.
 6. Accommodation Plans are automatically renewed every consecutive semester that the student enrolls. Students should make an appointment with the Disability Support to review their Accommodation Plan to ensure it continues to meet their academic needs. A new Application for Disability Support Services must be completed upon re-enrollment if a student does not remain enrolled in consecutive semesters. A student may terminate their Accommodation Plan at any time

by submitting a signed written request for termination of Disability Support Services to Disability Support.

- ***What are my responsibilities?***

- Initially, none. Accommodation Plans are sent out via email from Disability Services to your @cccu.edu assigned email. If and when you receive an Accommodation Plan, simply acknowledge it by agreeing to send a “read receipt” and wait. You are not required to do anything other than look over the plan and be aware of it. It is the responsibility of the student to contact you regarding his/her Accommodation Plan.
- Once the student contacts you regarding his/her plan, try to schedule a time to meet with him/her in person. If that is not feasible, a phone or email conversation is fine. This meeting is where you and the student will review the plan together and address any questions or concerns that either party may have. You may add notes, additional ideas for appropriate accommodations, explanations, details about how an accommodation will be provided, etc. in the comments section. After you review the plan with the student, you will both need to sign the plan and return the copy with all signatures to Disability Services.
- If the student never contacts you regarding the Accommodation Plan, but you notice that the student is struggling, you may approach the student to express your concern. During the conversation it is appropriate to bring up their plan to let the student know you received it and ask if they would like to discuss the accommodations and maybe utilize some of them.

- ***What do I do if I think a student may need accommodations?***

If you believe a student in your course may need accommodations, it is best for you to discuss your concerns with the student before referring to the Disability Counselor. Students often get confused or embarrassed when they are contacted by the Disability Counselor without being told ahead of time. It makes them feel that their instructor thinks they are “stupid” or “slow.” Here are some examples of how to approach the conversation:

- I’ve noticed that you are struggling with your exams, but you seem to grasp the material in class and do very well on your homework. I’m just worried that the exams are not accurately reflecting your knowledge and are negatively impacting your grade. Is there anything I might be able to do to help?
- I can’t help but notice that you often transpose your numbers or misspell words because you rearrange the letters. I’m concerned that it is starting to negatively impact your grade. Have you always had trouble with this?
- I can tell you really understand the content when we discuss it in class and during class discussion you always have insightful comments and relevant input, but I can tell by your essays you can’t really seem to get those thoughts down on paper. How have you done on essays in the past? Has this always been something you have a hard time with?

- ***What are some of the most common accommodations?***

- Audio Recording Lectures – It may be appropriate for some students with disabilities to request to audio record class lectures. Students with learning disabilities or cognitive impairments usually benefit from recording lectures as repetition is typically a crucial part of their learning process. Students with physical impairments may not have the dexterity to take notes on the lecture and are not comfortable depending on a classmates note taking ability.
- Instructor Notes – Some students with disabilities may request lecture and/or presentation notes, such as copies of PowerPoint presentations, from instructors. This accommodation would be most

appropriate for visual learners, students with auditory processing disorders, physical conditions which affect dexterity, and some learning disabilities. Instructors may be asked to compile their notes for the student or provide the student with a copy of basic ideas and key concepts for the class.

- **Assignments Broken into Smaller Sections** – This will prevent the students from becoming overwhelmed and confused by lengthy assignments with many complex steps. Smaller sections will force “check-in” points while working on the overall larger assignment. and will assist in determining if extra time will be warranted.
- **Extra Time on Assignments** – In some instances it may be a reasonable accommodation for a student to request extra time on assignments. The request may be due to anything from a specific learning disability to anxiety disorder to a medical condition. Accommodation Plans only indicated that extra time is an appropriate accommodation and do not specify the maximum appropriate length of time for the extension, as this may vary depending on the nature of the assignment. The amount of time allowed will be determined on a case-by-case basis by the instructor and student with the Disability Support Counselor assisting as needed. The Accommodation Plan may, however, specify circumstances in which extra time is warranted.
- **Alternative Testing Environment** – Some students may require testing in a least distracting environment or in alternative environment conducive to special testing needs such as answering essay questions aloud or having an exam read aloud to them. Depending on circumstances, there may be times when the student will need to schedule an appointment with the Disability Counselor, the ERC, or instructor to complete an exam.
- **Untimed Exams** – Students with ADD, certain learning disabilities, or processing difficulties may need untimed exams to ensure the exam will be an accurate reflection of their knowledge and not a reflection of their disability.

Best Practices in Workplace Regarding Conflict Management

(developed by faculty council)

Identify The Source

It's difficult to deal with workplace conflict when you don't know the source of the conflict. Determine who or what is really causing the problem. The first place to look is always within. Examine yourself to determine if your behaviors are contributing to the conflict. If your behavior is not causing the conflict, determine whose behavior is.

Attempt To Resolve

Attempt to resolve the conflict by going directly to the source. Don't talk to the employee in front of co-workers; you don't want to appear confrontational. Keep the matter low-key by meeting with the individual one-on-one. Tell him or her that you feel there may be conflict or tension between the two of you and that you would like to resolve the situation peaceably. Don't make accusations. Ask them if you have done anything to offend. If something offended you, politely explain what it was; they may not be aware of the offense.

Chain Of Command

If you are unable to resolve the conflict on your own, decide if the conflict is severe enough to discuss with management. If the issue is starting to negatively affect your morale or job performance, it's OK to tell management, but follow the chain of command. Talk to your immediate supervisor first. If you go over your supervisor's head and speak with upper management, it may create conflict between you and your supervisor. Only go above your supervisor's head if they do not address the situation. Even then, tell them that you intend to go up the chain of command if the issue remains unaddressed.

Have Your Facts Together

When meeting with your supervisor or other members of management have your facts together. It is a good idea to keep a journal that documents all of the incidents that have happened between you and the perpetrator. The documentation should mention what happened, the date and time, where the incident happened and names of witnesses. This documentation is proof of the conflict; otherwise, it becomes your word against the perpetrator's. Once you disclose all of the facts to your supervisor, trust them to take over and resolve the issue.

Know Your Chain Of Command

If you are unsure of who your direct supervisor is or who the next person is in the chain of command, ask. This information is also available in Workday.

When You Have Multiple Supervisors

Some faculty and employees will have more than one supervisor or division that they will work with or for. When this occurs it may be difficult to know who to go to when questions or conflict arises. Your direct supervisor is always a good starting point, but if unsure, reaching out to the division chair in charge of the area of concern is also appropriate.

When Concerns or Conflict Involves Your Supervisor or Division Chair

At times an employee or faculty member may have a concern or question that may involve their supervisor or that they may be uncomfortable bringing to their supervisor. In these cases, the Vice Chancellor or Chancellor may be a good resource.

Summary

The main thing to remember is that conflicts do not resolve themselves. They should be addressed in a timely manner, professionally, with open communication. It is always OK to seek assistance following the chain of command.

What should be avoided is hashing and rehashing conflict with co-workers not involved with the situation. Additionally, once a situation is resolved to the satisfaction of all parties, it should be left in the past with all parties moving forward.

Add link to YOU platform.

Annual Full-Time Faculty Job Description/Evaluation

(completed by supervisor)

Employee Name:	
Position:	
Supervisor:	

Minimum Qualifications: Master's degree in subject area, or Master's degree + 18 hours in subject area, or equivalent experience in subject area being taught

General Description of the Position:

Teach courses within an educational setting that support the mission and vision of the College; ***Instruct*** to outcomes in area of instruction; ***engage*** students in learning activities in classroom; ***use*** relevant and appropriate instructional aids ; ***arrange*** for speakers or special demonstrations to enhance classroom work as appropriate; ***provide*** individual instruction as needed; ***complete*** classroom records and reports, such as absences, schedules, and grade records in a *timely manner*; ***evaluate*** student performance by grading classroom work and by observing demonstrated skills in a *timely manner*; ***act*** in an advisory capacity for student organizations when needed; ***perform*** other duties as assigned.

College Purpose(s) related to Position:

To provide education for students to gain competence in subject areas for transfer to a University or for entry into the workforce.

Key Result Areas and Performance Indicators

Key Result Area #1:

Adheres to institutional policies and follows proper procedures as established by the college.

Performance Indicators	YES	SOME TIMES	NO	Points	Supervisor Comments	Faculty Comments
1. Submit student no shows in Campus Connect by deadline	2	1	0			
2. Keep accurate attendance records and submit weekly. Submit non-attendance drops according to proper policy in a timely manner.	2	1	0			
3. Submit course materials by required deadline	2	1	0			
4. Submit accurate syllabi information in proper format each semester to Chair and Vice Chancellor of Academics office	2	1	0			
5. Submit early and final grades through Campus	2	1	0			

Connect prior to deadline						
6. Submit required assessment data to the Chair	2	1	0			
7. Submit leave through Workday in a timely manner. If absent, contact Chair and students in timely manner.	2	1	0			
8. Maintain highest level of confidentiality with students and other faculty (FERPA)	2	1	0			
9. Participate regularly and constructively on college standing committees by attending regular meetings and active participation	2	1	0			
SCORE: (possible 18)						

Key Result Area #2:

Provide an instructional delivery system that prepares the students with the necessary skills and knowledge to be successful as a transfer student or employable in their chosen career field.

Performance Indicators:	YES	SOME TIMES	NO	Points	Supervisor Comments
1. Plan, maintain, and update courses that support the mission of the college and curricular needs of certificate and degree programs offered at the college	2	1	0		
2. Strive for continuous improvement	2	1	0		
3. Teach needed courses	2	1	0		
4. Maintain a classroom that is conducive to learning	2	1	0		
5. Review and identify both accomplishments and areas for improvement from student evaluations, classroom observations, peer evaluations, and administrative observations for the current and/or previous years	2	1	0		
6. Use course assessment data to improve instruction	2	1	0		

7. Indicate professional development opportunities and/or activities and organizations to the chair on the annual evaluation (i.e. courses taken, websites and magazines subscribed to, memberships, conferences or webinars attended)	2	1	0		
8. Evaluate course materials for effectiveness and cost efficiency. If using Open Educational Resources, ensure resources are compliant with policies outlined by the OER Board	2	1	0		
SCORE: (possible 16)					

Key Result Area #3:

Support the student in order to encourage positive educational outcomes.

Performance Indicators:	YES	SOME	NO	Points	Supervisor Comments

		TIMES			
1. Schedule office hours at times that are appropriate for students. Post schedules on office door, Blackboard courses, and submits to Division Chair, Vice Chancellor of Academics, Assistant to Vice Chancellor of Academics, and front desk receptionists	2	1	0		
2. Work with Chair to meet the needs of students	2	1	0		
3. Respond to email and phone messages within 24 hours during the week and 48 hours on weekends	2	1	0		
4. Demonstrate a positive student rapport	2	1	0		
SCORE: (possible 8)					

Key Result Area #4: (add Key result area 4 here if applicable-skip if N/A)

SCORE		RATING
35 -- 42	Exceeds Standards	5
22 -- 34	Above Average	4
16 -- 21	Satisfactory	3
8 -- 15	Needs Improvement	2
1 -- 7	Unsatisfactory	1

SUPERVISOR COMPLETES:
<p>Discuss Any Position Specific Tasks/Duties/Areas not included in general faculty job description here:</p>
<p>Discuss results from Student Evaluation of Instructor here:</p>

List any final comments:	
TOTAL SCORE:	RATING:

Faculty Comments:
SIGNATURES
Faculty:
Program Director (if applicable):
Division Chair:
Vice Chancellor for Academics:
Chancellor

ANNUAL FACULTY DEVELOPMENT SUMMARY AND REFLECTION

(completed by faculty)

Name _____

Area of Teaching Specialization _____

Full-time/Part-time Status _____

Calendar Year of Summary _____

Purpose: The purpose of a faculty development plan is to enhance faculty expertise and to reflect on previous and required learning. This plan should be submitted with the annual evaluation and should include all professional development activities completed over the past year along with a brief plan to meet ongoing needs.

Policy 415 states that full time faculty are to complete a minimum of four professional development items per calendar year. Adjunct faculty are to complete a minimum of two professional development items per calendar year. College related activities are not considered part of professional development.

In this box, each employee should reflect on the plan established during the last performance review process.

Date activity completed	Professional Growth Activity (include documentation as attachment if you have)	Relationship to identified goal from last year	Explain briefly what you learned/gained (personally and/or professionally) from attending/completing this activity	How did this activity benefit you in your role at UAC?	Completed or ongoing need

College Related Activities (i.e. Safe Colleges Trainings, Committees Serving On, In-Services, etc.):

Type of Activity	Additional Comments (meeting dates, dates attended or complete, committee role, items completed)
Faculty and Staff, Monthly Meetings	
Committee Assigned	
Additional Committees or Teams Serving On	
Safe College Trainings	
Other	
Other	

Membership & Participation (Professional Organizations/Volunteer, etc on campus and within the community.):

Type of Activity	What is your role in this activity?	Additional Comments

Self-Reflection

In this box each employee should express areas they have improved upon and areas they need to further develop.

This box should be completed prior to performance review meeting with supervisor.

List one strength:

List at least two areas for new or ongoing personal/professional growth (This can include areas of previous learning that need further refinement or new areas):

List four potential activities that could be used to address/progress in these areas that could be completed in the next year:

What support do you need to achieve your opportunity or growth area? (This area should be discussed as part of performance review process to plan for the educational opportunities for the upcoming year)

Collaborative Plan for Professional Development for Upcoming Year

In this box, each employee and supervisor should collaborate during the performance review process and create a potential plan for learning for the upcoming year.

Signature (Faculty)

Date

Signature (Supervisor)

Date

CAO Signature _____

FACULTY PERFORMANCE REVIEW PROCEDURE

1. In advance of annual meeting, supervisors should compile review material for each faculty member to include:
 - a. Employee job description
 - b. Faculty professional development summary with complete professional development and progress towards goals completed by employee
 - c. Participation in committee meetings from committee chair
 - d. Student end of course surveys
2. Review job description
 - a. If employee has an additional key result area on job description (Key result area #4) due to “other duties as assigned” or specific accreditation duties, these should be added to this review after Key result area #3.
 - b. Supervisor should review each objective area and mark a score rating applicable to yes, sometimes, or no providing both positive and constructive feedback throughout.
 - c. When rating employees, supervisors should consider how results are specifically applicable to the individual in order to provide effective feedback.
 - d. Supervisor should mark feedback on each objective in this key result area but no points should be assigned.
 - e. Once each area is completed, the supervisor tally scores each of the Key result areas 1-3 and total at bottom and assign a rating of 1-5. This rating will be assigned in Workday.
3. Upon completion of job description review, the supervisor will schedule a review meeting with the employee to complete the performance review process.
4. During the review meeting the supervisor and employee should:
 - a. Review annual performance
 - b. Review annual professional development
 - c. Review progress towards annual professional development goals from prior year
 - d. Establish goals for professional development for upcoming year
5. Copies of completed performance review should be sent to HR and numeric rating entered into Workday by deadline.

ADJUNCT EVALUATION

Adjunct Name:	
Course(s) Taught:	
Year:	
Faculty/Mentor:	
Division Chair:	

Did the Adjunct submit or complete the following items on time:

	SPRING SEMESTER		FALL SEMESTER	
	YES	NO	YES	NO
Syllabus submittal to Vice Chancellor's Office	YES	NO	YES	NO
Class Available on First Day	YES	NO	YES	NO
No-Shows @ 11 th class day	YES	NO	YES	NO
Midterm Grades	YES	NO	YES	NO
Final Grades	YES	NO	YES	NO
Attendance (weekly)	YES	NO	YES	NO

Chair Comments from Student Evaluation of Instructor:

Chair Comments from Classroom Observation:

Tech Review Comments (if applicable):

Additional Comments or Observations:

Outstanding Opportunities or Suggested Training:

Adjunct Signature:	
Division Chair Signature:	
Recommended for Future Teaching Assignments:	
Vice Chancellor for Academic Services Signature:	

CONTACT NUMBERS

De Queen Campus

Police—Monte Stringfellow 870-582-5639

Front Desk—870-584-1100

Vice Chancellor—Ashley Aylett 903-490-4979

Chancellor—Steve Cole 870-582-2192

Nashville Campus

Police—Lakisha Jones 870-582-5743

Front Desk—870-584-1321

Campus Director—Mike Kinkade 870-584-6607

Vice Chancellor—Ashley Aylett 903-490-4979

Chancellor—Steve Cole 870-582-2192

Ashdown Campus

Police—Jason Curtis 870-582-5609

Front Desk—870-584-1460

Campus Director—Barry Reed 870-279-0580

Vice Chancellor—Ashley Aylett 903-490-4979

Chancellor—Steve Cole 870-582-2192

Lockesburg

Campus Director--Mike Kinkade 870-584-6607

DISS (for internet, Zoom rooms, etc)

Tony Hargrove 870-584-1165

Ryan Kesterson 870-584-1130

Cole Jones 870-584-1161