



Faculty Handbook
2019-2020

MISSION AND GOALS

Introduction

UA Cossatot joined the University of Arkansas System July 1, 2001 and is accredited by the Higher Learning Commission.

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.

STRATEGIC PRIORITIES

1. *UA Cossatot will decrease the time students spend in remediation courses, further increasing student success (Helping Students Learn).*

Goals:

- Obtain IPEDS 150% of on-time graduation rate of 50%
- Achieve 50 credentials awarded per 100 Full-Time Equivalent Students

Strategies:

- Appropriately place remedial students through aligned assessment strategies and intrusive advising methods
- Implement assessment tools to ensure student learning and gauge student readiness for distance education
- Closely monitor cohort students using data to ensure these students are properly registered for and completing the correct courses within their degree track

2. *UA Cossatot will produce a successful student with skills and knowledge that closely match those that transfer colleges and industry partners expect (Meeting Student and Other Key Stakeholder Needs).*

Goals:

- Obtain 100% successful student transfer-out rate to other colleges and universities
- Develop within all disciplines a course based transcript
- Maintain 30% Hispanic and 15% African American student enrollment

Strategies:

- Use both ADHE and internal data sets to track the progress of our transfer students
- Implement a competencies inventory that matches course outcomes. Employers will be aware of students' skills sets by completion of classes. The competencies will be an addendum to the student transcript
- Obtain grant funds to meet the needs of every student, but especially minorities so that our student demographic reflects the demographics of our stakeholders and our communities.

3. *UA Cossatot will provide every employee the resources needed to perform duties as assigned, a safe work environment, and assessments to accurately reflect the performance of every employee.*

Goals:

- Provide faculty pay in the top 25% among Arkansas two-year colleges, and ensure that all other positions are within 5% of all two-year institution pay averages
- Improve processes that address deficiencies among employee opinions of the college workforce.
- Reach 90% satisfaction among all employees in categories 5d, 5e, 6a, 6b, and 7i on the Are We Making Progress administered by the college annually
- Deploy employee recruitment plan to ensure that minority hiring shows a percentage increase

Strategies

- Review annually the Arkansas Community Colleges two-year college compensation survey to ensure that employee pay is competitive
- Develop a comprehensive employee orientation program that expresses the college's history and culture, college and state policies, and accessibility of all resources provided
- Host quarterly luncheon meetings for the Chancellor and other administrators to openly discuss opportunities and challenges and streamline communication

- Create employee recruitment plan that effectively ensures diverse populations and minorities have equal access to UA Cossatot's job listings
- Implement an Emergency Plan including Crisis Communication and Record Retention plans. Provide training for all employees in these areas

4. *UA Cossatot will maintain the highest level of a professional and strategic relationship with local high schools and external stakeholders*

Goals:

- Increase post-secondary enrollment by 20%
- Double the number of workforce and continuing education hours generated
- Begin the planning process for the completion of the Education and Convocation center to be located on the Nashville campus and developed in partnership with the city of Nashville

Strategies:

- Recruit students as early as 8th grade
- Host events and projects that encourage K12 administrators, counselors, and potential students to visit UAC campuses
- Establish and expand strong partnerships between the Foundation and businesses, industries, and governmental agencies to remove financial barriers to education
- Develop a student recruitment plan that ensures student enrollment mirrors the racial and ethnic makeup of the local populations we serve
- Develop and active partnership with the city of Nashville to explore funding mechanisms for the Education and Convocation center

5. UA Cossatot will provide a modern informational infrastructure for effective handling and processing of student files

Goals:

- Create an Institutional Research position and fill the position in the fiscal year of 2017-18
- Use data to drive strategic objectives, assessment, decision making, and to better allocate college resources

Strategies:

- Assess, fiscally plan, and implement a new Student Information System
- Train all employees for the new student Information System
- The Institutional Research Department provides reports regarding enrollment, retention, and non-completion data to the Chancellor's Cabinet
- Implement more aligned strengths, weaknesses, opportunities, and threats assessments of the college centering on the needs of stakeholders

College Policies

All college policies and procedures can be found at <https://www.cccua.edu/about-ua-cossatot/policies>

100s are Board of Visitor
200s are Administration
300s are Business Operations
400s are Personnel
500s are Student
600s are Program and Instructor
700s are Facilities

E-Mail Accounts

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

To access your UA Cossatot account:

- Go to www.cccua.edu and select **Office 365** from upper left side of screen **OR** follow <https://login.microsoftonline.com/?whr=cccua.edu>
- Enter your username (email address) and your password
- Select the 3rd box labeled “mail”

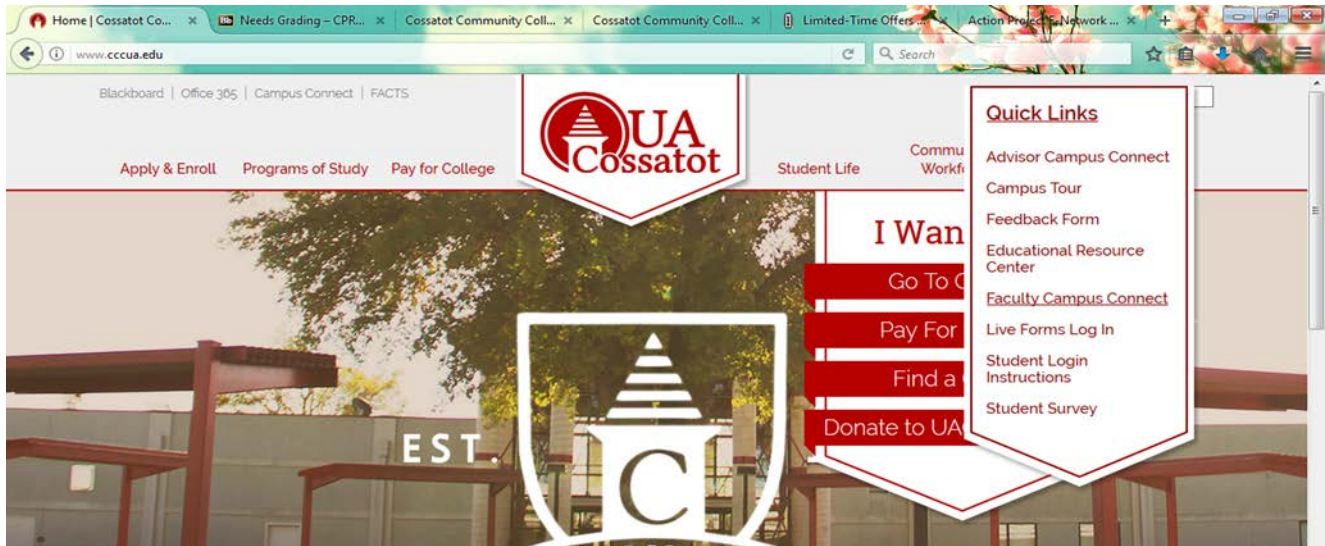
It is very important that you log into your Cossatot e-mail account to stay informed and to communicate with your students. Please make sure that all of your correspondence to students comes from your UAC account. All college information will be sent to this account also. Faculty should answer student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

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 www.cccua.edu, upper right corner “Quicklinks” and select the fifth 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

USE MOZILLA TO ACCESS CAMPUS CONNECT!!!



Course Syllabus

For each course you teach, you must maintain a current course syllabus that follows the college template. The Office of Academics (elopez@cccua.edu)

can email you the most current ADA compliant version or a syllabus from the same course taught by a full-time instructor. 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 handed out 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.**

Attendance (College Policy/Procedure 504)

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 is located 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 classes by the second week of class and in virtual classes by making a substantial contribution by the tenth (10th) business day of the semester. [fourth (4th) day of class for eight (8) week semesters, second (2nd) day of class for four (4) week semesters]. 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 tenth (10th) business day of the semester will be reported as “no-shows” by their instructor. [Fourth (4th) day of class for eight (8) week semesters, second (2nd) day of class for four (4) week semesters.]

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

Students should 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.

ROSTERS, ROSTER CERTIFICATION, AND REPORTING ATTENDANCE

Rosters

- Access your class rosters before the first meeting of your class(es).
- Available at www.cccua.edu, Quicklinks at the top of the page, 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
- 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 them 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.

- AV sections will be combined mid-week of the first week of classes. In order to have a record of which student attend at a particular AV campus, print AV rosters before that date. Do not post attendance to Campus Connect for AV classes until AV classes have been combined. RegistrarA will notify faculty when this is done.

No-Show's/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.

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.
- Online Classes:
 - Student on your roster has not completed an assignment by tenth class day.
 - Instructors need to require students to complete a substantive assignment by the by the tenth class day (an earlier deadline may be used) in order to determine if a student is a "no show". Logging into Blackboard does not count as "attendance".
 - Please get with your Division Chair if you need more information concerning substantive coursework.

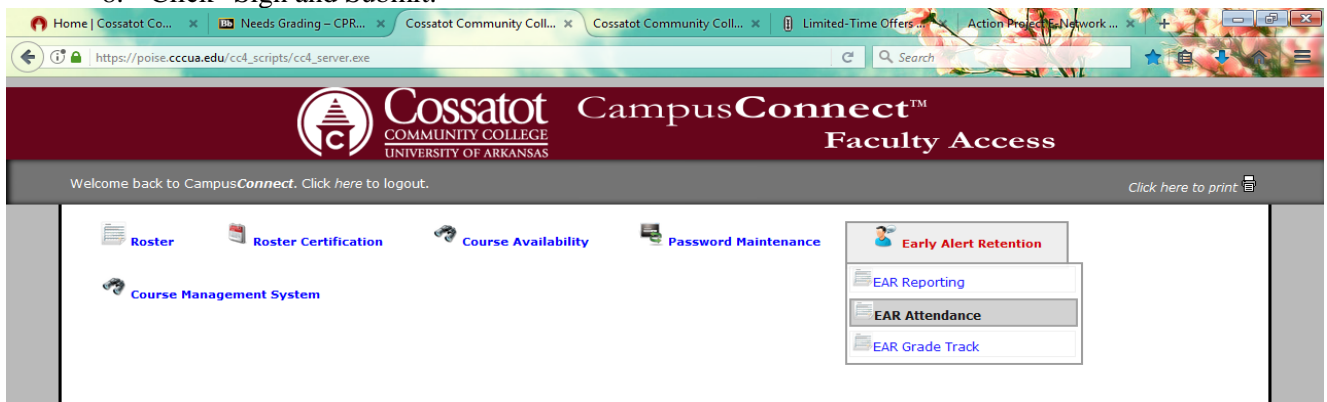
Attendance

- It is absolutely required that all instructors use the attendance module after each class meeting, (AV instructors post after AV classes combined) and once weekly for online classes, to record student attendance. (See faculty handbook for details).
- Students receive automated email messages when an absence is recorded.
- The module does not automatically drop students. Instructors must download, complete, and submit drop forms for students who violate the attendance policy. Students exceeding the maximum number of absences may be dropped from class following a written alert (using email or early alerts) informing the student of the drop.

Entering Attendance

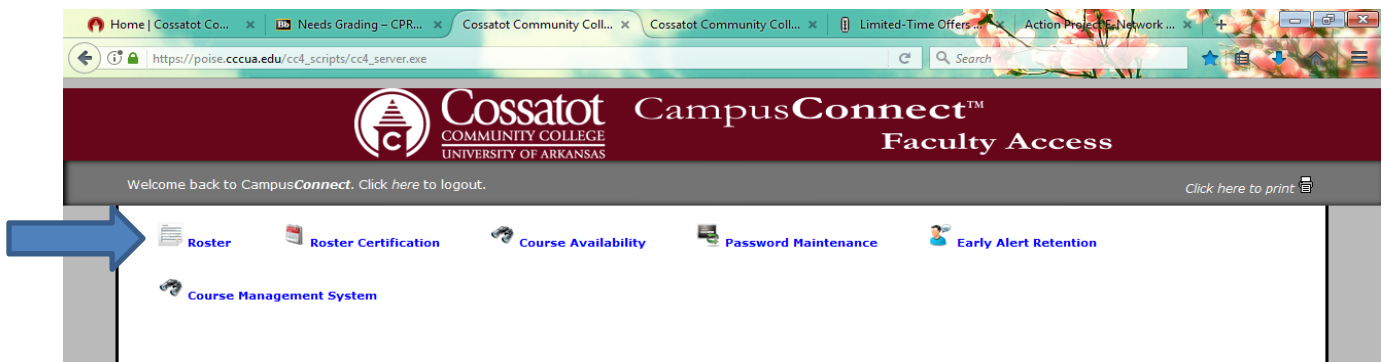
- **Do not post attendance to Campus Connect for AV classes until AV classes have been combined.** Brenda Morris, Registrar, will notify faculty when classes have been combined.

- 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.”



Rosters

- The first option when entering Campus Connect will be “Roster.”

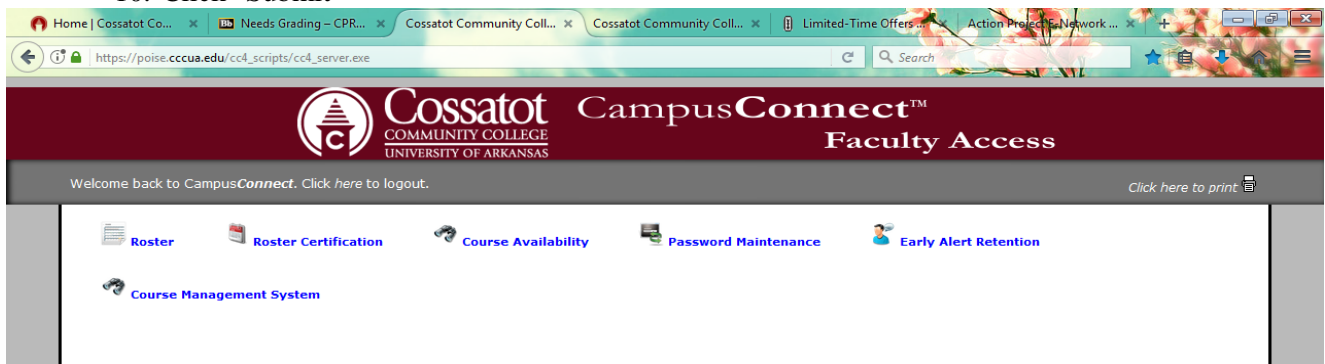


- Access your class rosters before the first meeting of your class (es) from Campus Connect.
- Check your Campus Connect class roster **each day through the tenth class day.** If a student is sitting in your class but his or her name does not appear on your Campus Connect roster, please refer them to 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.

- AV sections will be combined after registration closes. In order to have a record of which student is sitting at a particular AV campus, **print AV rosters before that date and you may print a combined version as well.**

No-Shows/Roster Certification

- If a student fails to attend by the second week of the class (10th class day) in the Fall or Spring semesters or by the 4th class day in the summer, you are to mark him or her in as a “**no show**” in Campus Connect under Roster Certification.
- Roster Certification must be posted by 10th class day by 4:00pm. **Roster Certification can only be done once and should be done close to the 10th class day.** Steps to certify your class roster:
 6. Login to Faculty Campus Connect
 7. Click “Roster Certification”
 8. Select “Term” Select “Course” & click “GO!”
 9. Select appropriate “Attendance Status”
 10. Click “Submit”



Students are considered no-shows if:

Traditional Classes:

- Student on your roster has not attended a class by the 10th class day.

Online Classes:

- Student on your roster has not completed an assignment by the 10th class day.
- This means online instructors will need to require students to complete a substantive assignment by the 10th class day (you may set an earlier deadline) in order to determine if a student is a “no show” *Just logging into Blackboard will not count as “attendance.”*

Drops

Students exceeding the maximum number of absences, and following a written alert, will be dropped from class.

Drop forms may be found by going to www.cccua.edu, “Apply and Enroll,” “Current Students.” There will be a link in red about halfway down the page.

To submit a completed drop form, please SCAN and EMAIL the completed drop form to

- Yourself
- Gina Goss in Student Services ggoss@cccua.edu.

If dropping a student for non-attendance, you must include the last date of attendance for the student.

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.

Dropping a class

Students may withdraw from a class up until the last day to drop. In some cases an instructor may choose to drop a student before the last day to drop. This procedure is done through Student Services and requires a form. Instructors may NOT assign a grade of “W” for a withdrawal. 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.

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 even 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.

Early Grades (5th and 12th week)

The college requires you to enter early 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. You will not be aware of it timing out; however, it will prevent the grades from being posted to POISE Skylite.

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.
If your class is completed (such as a 4 week class that started at the beginning of the semester) you will need to post both Early and Final grades to avoid showing up on the Lacking Early grades list.
8. At this point, you may direct your students to their Campus Connect account to see early grades.

Students who receive D or F grades will be emailed a notification when you post a D or F grade through our Campus Connect system.

Final Examination Week

Except by special arrangement, final examinations are to be administered in all classes you teach. Final examination schedules are distributed around the 12th week of each semester for day classes (those which begin prior to 4 p.m.) 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:

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.

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.

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 www.cccua.edu and select **Blackboard from upper left side of screen OR** follow <http://blackboard.cccua.edu>
- Enter your username and your password.

Dr. Laura Riddle (lriddle@cccua.edu) is the Director of Distance Education and can assist you in any way needed with your Blackboard course.

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 will 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 will conduct such an observation.

Professional Attire

It is the policy of the college to have our staff and faculty maintain professional attire. For the men, this means slacks, dress shirt, and tie. For the women, it can be a dress or pants suit. No jogging suits, Capri pants, denim, or clothing which would be considered casual wear may be worn in the classroom.

Semester Agreements

Once your class (es) has (have) sufficient enrollment to make, you will be sent a 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 Resource Office. You cannot be issued a paycheck until the Business Office has received your signed contract and your completed Federal and College forms. You also cannot be issued a paycheck until the quiz associated with this orientation has been completed.

Textbooks

The text for a course is selected by the department's 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) serves as a one-stop center for UAC students. The ERC merges three departments, (Kimball Library, all tutoring, and the UA Cossatot Textbook Rental/OER Program), to meet the academic needs of students outside of the classroom. It is a fully functioning, media-rich, user-friendly resource center striving to enrich the lives of students through active learning. Working with faculty, the ERC seeks to promote higher education and help students achieve their maximum academic potential.

There is an ERC at each UA Cossatot campus with staff available to assist students and faculty during its hours of operation. The ERC has several computer stations available for studying and a lounging area. Kimball Library includes approximately 10,000 titles in book and media format and 85 online databases for research. Students, faculty, staff, and administration may access databases 24/7 after acquiring a patron ID and PIN. (Students will need to contact UA Cossatot Campus Police to acquire a student ID and receive a patron ID #.) Administration, staff, and faculty will need to contact the educational resource technician at 584.1103 to receive a patron ID and PIN. To access hours of operation, library catalog, and ERC databases, go to www.youseemore.com/cccua.

Free face-to-face tutoring is available during tutors' hours of operations. Tutors provide assistance in academic endeavors, clarify information presented in classes, and help students understand concepts and patterns in course curriculum. Tutors may contact faculty periodically to clarify specific instructions or maintain clear communication. To access the list of tutors and specific hours, go to www.youseemore.com/cccua and select the "tutoring" tab.

Tutors offer various workshops and seminars throughout the semester. Email announcements will be distributed to announce scheduled events.

The ERC also provides online tutoring 24/7 through tutor.com. The online tutoring service can be accessed from any Internet-enabled PC or MAC, and even from a Smartphone or tablet. Students may connect with a live tutor by visiting www.tutor.com/uacossatot or accessing the page through www.youseemore.com/cccua and selecting the "tutoring" tab.

Library guides (libguides) are available at <http://libguides.cccua.edu/> The guides cover various topics and numerous OER resources.

Video tutorials are available at the ERC YouTube channel https://www.youtube.com/channel/UCRVcok1tQRn_LKtPjCkA0TQ

The ERC oversees the award-winning UA Cossatot Textbook Rental/ OER Program. The director of educational resources/ OER specialist procures all textbooks for students. Division chairs or faculty will submit textbook adoptions by a specific date in order to ensure enough textbooks are available for their course. Applications to develop a course using open educational resources (OER) are available through Sharepoint-Documents & Forms-OER Information. Questions about the policies and procedures for textbook adoptions and/or OER development should be directed to Relinda Ruth at rruth@cccua.edu or 870.584.1181.

Mailboxes

You will be provided with a mailbox each semester you are under contract as an adjunct instructor. Mailboxes are used to provide you with messages, student assignments, and to provide you with 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. If you are only teaching via internet courses, you will need to request a mailbox and inform your students as to which campus it is located to ensure correct delivery.

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 mailbox.

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 time of supply need. If you need classroom materials, you may purchase these out of pocket and submit the receipt to your division chair to be reimbursed.

Academic Integrity

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.

The policy can be found at

<https://www.cccua.edu/Content/Uploads/cccua/files/Policies%20and%20Procedures/500%20Student%20Personnel/COLLEGE%20POLICY%20532%20Student%20Academic%20Integrity.pdf>

The form is available at the end of this handbook.

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. If you need help filling out the EAR Reporting,

you may see your division chair. 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.

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.

Student Grade Appeals

Students have the right to appeal a grade given in any course (see UA Cossatot catalog for detailed procedure.) Assignments, papers, and tests **should be kept up to 3 weeks into the next semester (excluding summer term) in case of any grade appeals.**

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 @cccua.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.

Contact Numbers

De Queen Campus

Police—Monte Stringfellow 870-582-5639

Front Desk—870-584-1100

Chancellor—Steve Cole

Vice Chancellor—Ashley Aylett 903-490-4979

Nashville Campus

Police—Hector Cortez 870-582-5743

Front Desk—870-584-1321

Campus Director—Mike Kinkade 870-584-6607

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

Lockesburg

Mike Kinkade 870-584-6607

DISS (for internet, Zoom rooms, etc)

Tony Hargrove 870-584-8427

Ryan Kesterson extension 1130

**Academic
Integrity
Violation**



183 College Drive • De Queen, AR 71832 • P.800.844.4471 • F.870.642.5088 • www.cccua.edu

Student Name: _____ Student ID: _____

Fall Spring Summer 20____ Instructor: _____

Course Code & Title: _____

Date of Offense: _____ Offense in this Course: 1st 2nd 3rd 4th

Location of Offense: _____

Witnesses: _____

Instructor Statement/Additional Details:

Action Taken At Course Level:

INSTRUCTOR SIGNATURE

Date Received by VC Academics: _____ Offense at UA Cossatot: 1st 2nd 3rd 4th

Action Taken At College Level:

VC ACADEMICS SIGNATURE

DATE