The purpose of this faculty handbook is to provide ready access to the general operational policies and procedures at College of the Ouachitas. The items included here are those items about which College of the Ouachitas faculty frequently inquire. A manual of this nature cannot address all the situations that might occur during the course of the college year. Institutional policies and procedures not included or inadvertently omitted from this handbook are considered to be binding. For a comprehensive record of applicable policies and procedures, the COLLEGE OF THE OUACHITAS OPERATING POLICIES AND PROCEDURES MANUAL (COPP) should be consulted. The COPP is available in the College of the Ouachitas Library or at coto.edu, under Campus Information. If you have questions not addressed in this manual, please contact the Vice President for Academic Affairs for additional information.
MISSION, VISION, AND VALUES

A. Mission Statement

College of the Ouachitas is a public, two-year institution of higher education that continually identifies and addresses the changing learning needs of the communities it serves through:

- Associate-degree transfer programs that prepare learners to succeed at universities;
- Degree and certificate programs that prepare learners to succeed in the workforce;
- Academic and support services that respond to personal, social, and career planning needs of students;
- Customized training and services that assist businesses and individuals and aid economic development;
- Partnerships with K-12 schools, other colleges and universities, businesses, industries, public agencies, and civic groups that support learning and promote the economic development of Arkansas;
- Developmental courses and support services that promote collegiate-level success; and
- Continuous improvement through a system of inquiry, evidence, and accountability.

B. Vision Statement

College of the Ouachitas’ vision is to be a college for the community – a community of successful, lifelong learners – working collectively to be responsive to the educational, cultural, social, economic, and environmental needs of the region.

C. Value Statement

While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those who we serve by applying the values of learning, excellence, inclusion, integrity, respect and responsibility.

- Learning – curiosity, knowledge, understanding
- Excellence – innovation, quality, performance
- Inclusion – diversity, collaboration, engagement
- Integrity – honesty, ethics, sincerity
- Respect – trust, dignity, fairness
- Responsibility – accountability, commitment, stewardship
ORGANIZATION AND ADMINISTRATION

A. Administrative Organization

1. Board of Trustees

Appointed by the governor, the Board is composed of seven members who serve staggered terms of seven years. As these original terms expire, they will be filled by the governor for full seven year terms.

2. President

The President of College of the Ouachitas is the chief executive, administrative, and education officer of the college and derives authority from, and is responsible to, the College of the Ouachitas Board of Trustees. The President's primary responsibility is to provide vision for the College and continuous leadership and direction for the planning and operation of all aspects of the College's programs and services in conformity with Board policies, ADHE and HLC rules and regulations, and State law.

3. Vice President for Academic Affairs

The Vice President for Academic Affairs is the chief academic officer for the College and is responsible for the overall vision and direction of academic programs and instructional delivery, including strategic planning, assessment, accreditation, program development, instructional technology, budget management, and the recruitment, assessment, and development of faculty. The instructional area encompasses all credit and non-credit curricula, including adult education, applied sciences, health sciences, liberal arts and sciences, as well as oversight of learning support services (i.e., community education, distance education, library services), Honors College, the Ouachita Area Career Center (high school vocational programs), and workforce development. The Vice President for Academic Affairs also functions as the primary instructional/program liaison with state academic consortia and state agencies, including the Arkansas Departments of Higher Education and Education and the Arkansas Higher Education Coordinating Board.

4. Vice President of Administration and Operations

The Vice President of Administration and Operations is the chief financial officer of the College, reports to the President and is responsible for the following areas of College operations; finance and accounting; purchasing and contracting; human resources; physical plant operations and facilities planning; information technology; security and safety; budget planning, preparation and control; bookstore and food service operations.

5. Vice President of Student Affairs

The Vice President of Student Affairs is responsible for the overall vision and direction of the Student Affairs division. The Student Affairs division includes the following areas: Financial Aid, Registrar, Advising, Testing, Recruitment, TRiO, Career Services, Healthy
Families, Student Success, Disability Services, Student Government, Student Activities, Counseling, Success and Career Coaching Programs, Career Pathway, Working Student Success Network and Tutoring Service. Additionally, the Vice President of Student Affairs provides oversight to the college-wide student grievance and disciplinary processes, the college-wide enrollment management process, Title IX, FERPA and all Student Affairs mandatory federal and state reporting and compliance requirements.

6. Executive Director of Planning and Assessment

The Executive Director of Planning and Assessment oversees and implements planning, research, and assessment activities to positively impact student outcomes and institutional effectiveness; coordinates implementation of the college strategic plan; and serves as the College’s liaison to the Higher Learning Commission. Responsibilities include providing research to facilitate institutional planning and assessment; coordinating all academic and non-academic assessment activities, and maintain current knowledge of accreditation requirements and to provide guidance to ensure continued compliance in all areas. Most state and federal and all accreditation reports are submitted through the office of Planning and Assessment as well as institutional surveys.

7. Executive Director of College Advancement

The Executive Director of College Advancement is the administrative officer responsible for coordinating and implementing marketing, public relations and development activities, including but not limited to, coordinating advertisements for student recruitment and retention, events, campus activities, coordinating community relations, developing campus publications, coordinating special events/functions, and promoting the image of the College as a positive influence in the community. The position serves as the Executive Director of the College’s Foundation. In this capacity, maintains the College’s donor database, Alumni Association database, coordinates Foundation meetings/activities/ events, and plans development efforts.

B. Instructional Divisions

The College has three (3) divisions for the organization of academic instruction:

- Applied Science
- Arts and Sciences
- Health Sciences

The Applied Science Division and the Arts and Sciences Division are led by the Dean of Learning. The Health Sciences Division is led by the Dean of Health Sciences. Both deans report directly to the Vice President for Academic Affairs.

In addition to these three divisions, the College’s instructional organization also includes Honors College, Workforce Development, the Ouachita Area Adult Education Center, the Ouachita Career Center, and Learning Resources each of which is assigned a director who reports directly to the Vice President for Academic Affairs.
C. Committees and Councils

**General Organization**

The overall responsibility for the operations of the College is assigned to the President and shall be organized to provide adequate development and supervision of its major functional areas. While input is widely solicited, a system of Standing Committees has been formed to help ensure legal compliance and to provide broad participation and representation in the affairs of the College.

**Cabinet**

A. Charge: Responsible for discussing matters relating to general College operations and procedures and Board policy implementation. Any person wishing to discuss matters with the Cabinet should notify the President. Members also serve on the College Budget Committee.

B. Membership includes:
   1. President
   2. Vice President for Academic Affairs
   3. Vice President of Administration & Operations
   4. Vice President of Student Affairs
   5. Executive Director of College Advancement
   6. Executive Director of Planning & Assessment
   7. Executive Administrative Assistant to the President will serve in a non-voting advisory/record keeping capacity

**Academic Affairs**

A. Charge: Through interdivisional communication and cooperation, the Academic Affairs Committee will oversee the development, review, renewal, and recommendation of curriculum that supports the mission and vision of the College, to be approved by the Cabinet and the Board of Trustees. This committee will also review requests for expenditures of funds from the Faculty Professional Development cost center.

B. Membership includes:
   1. Vice President for Academic Affairs
   2. Dean of Learning
   3. Dean of Health Sciences
   4. Director of Honors College
   5. Director of Workforce Development
   6. Director of Ouachita Area Adult Education
   7. Director of Ouachita Career Center
   8. Director of Learning Resources
   9. Director of Admissions/Registrar
   10. Grants Analyst
   11. Title III Project Manager
Faculty Council

A. Charge: Responsible for providing faculty input on matters involving institutional, academic, and student affairs and faculty welfare. This includes, but is not limited to, professional and instructional matters, curriculum, calendar, standards, awarding of credit, graduation, admission, academic probation, academic policy, and attendance policy. The Faculty Council shall be chaired by a member elected by the Faculty Council majority. All members shall have full voting privileges.

When faculty are not on contract, the Vice President for Academic Affairs will take appropriate action as needed on matters as they arise and will report to Faculty Council at their first scheduled meeting of the Fall semester.

Changes to all COPP policies impacting Faculty shall be reviewed by the Faculty Council before implementation. Faculty Council shall submit, with each relevant COPP policy, a statement of recommendations.

B. Membership includes:
   1. Full-time faculty member from each of the three (3) post-secondary divisions.
   2. Ouachita Area Adult Education Representative
   3. Ouachita Career Center Representative
   4. Three (3) Faculty Members at-large voted on by the full faculty body.

Staff Council

A. Charge: To provide a means of unity and support among the staff. To facilitate better communication, cooperation, understanding, and teamwork between the different divisions and departments of the College. To serve as a means of communication from the staff to the administration and to the Board of Trustees in matters of staff concern, interest, morale, and welfare and to consider and make recommendations in the creation and implementation of institutional policy and procedures.

Changes to all COPP policies impacting staff shall be reviewed by the Staff Council before implementation. Staff Council shall submit, with each relevant COPP policy, a statement of recommendations.

B. Membership includes:
   1. One (1) Academic Affairs Representative
   2. One (1) Student Affairs Representative
   3. One (1) Administration and Operations Representative
   4. One (1) Ouachita Area Adult Education Representative
   5. Two (2) At Large Representatives
**Enrollment Management Committee**

A. Charge: To continually assess enrollment data and manage initiatives that lead to optimum recruitment, retention, and completion.

B. Membership includes:
   1. Vice President of Student Affairs
   2. Executive Director of Planning and Assessment
   3. Executive Director of College Advancement
   4. Director of Student Success
   5. Director of Admissions/Registrar
   6. Director of Financial Aid
   7. Three (3) Faculty Members
   8. Two (2) At-Large Members

**Assessment Committee**

A. Charge: Oversee assessment planning and reporting for all departments involved in student learning across the College, including both curricular and co-curricular areas. The Committee will assure that all these areas have a commitment to student learning that aligns with the mission, vision, and strategic priorities of the College. The Committee provides leadership for the Higher Learning Commission Assessment Academy.

B. Membership includes:
   1. President
   2. Executive Director of Planning and Assessment
   3. Vice President for Academic Affairs
   4. Dean of Learning
   5. Dean of Health Sciences
   6. Vice President of Student Affairs
   7. Director of Student Success

**Effectiveness Committee (aka The Big Group)**

A. Charge:
   1. Provide an avenue to improve communication between the President, Cabinet, and the institution regarding issues and concerns affecting the campus community. Items for discussion will include, but are not limited to, budget, policies, procedures, state and/or national developments and campus initiatives.

   2. Support and communicate institution-wide development, periodic update, assessment, evaluation and implementation of actions that promote attainment of the Colleges Strategic Plan. The committee will meet once monthly during the fall and spring semesters.
B. Membership:
1. President
2. Executive Director of College Advancement
3. Executive Director of Planning and Assessment
4. Vice President for Academic Affairs
   a. Dean of Health Sciences
   b. Dean of Learning
   c. Director of Distance Education
   d. Director of Honors College
   e. Director of Learning Resources
   f. Director of Ouachita Area Adult Education
   g. Director of Ouachita Career Center
   h. Director of Workforce Development
   i. Coordinator of Adjunct Faculty
   j. Coordinator of Concurrent Enrollment
   k. Coordinator of Pre-Apprenticeship
5. Vice President of Student Affairs
   a. Director of Admissions/Registrar
   b. Director of Ouachita Career Pathways
   c. Director of Student Success
   d. Director of TRiO
   e. Coordinator of Health Families AR
6. Vice President of Administration and Operations
   a. Director of Facilities
   b. Director of Financial Aid
   c. Director of Information Technology
   d. Budget Manager
   e. Controller
   f. Human Resource Analyst
   g. Maintenance Supervisor
   h. Manager of the Bookstore
   i. Manager of Food Services
7. Faculty Council Chair
8. Staff Council Chair

Professional Standards Committee

A. Charge: This committee shall convene as needed to review and make recommendations regarding matters of professional misconduct or formal grievances of College employees.

B. Membership includes:
1. Two (2) Faculty Members
2. Two (2) Non-Classified Staff Members
3. Two (2) Classified Staff Members
4. One (1) Representative may be appointed by the employee charged with misconduct or filing the grievance.
5. The Human Resource Analyst will serve in a non-voting advisory/record keeping capacity.

**Scholarship Committee**

A. Charge: This committee shall receive, review, and approve scholarship applications for the College’s students based specific scholarship criteria.

B. Membership includes:
   1. Two (2) Non-Classified Staff Members
   2. Two (2) Faculty Members
   3. Two (2) Classified Employees
   4. One (1) At Large Representative
   5. Director of Financial Aid will serve in a non-voting advisory/record keeping capacity.
   6. Executive Director of College Advancement will serve in a non-voting advisory capacity.

**Student Financial Aid / Academic Appeals Committee**

A. Charge: This committee shall convene as needed to review and make recommendations regarding matters of student financial aid and academic appeals.

B. Membership includes:
   1. Director of Financial Aid
   2. Two (2) Non-Classified/Classified Staff Members
   3. Two (2) Faculty Members

**Student Conduct and Grievance Committee**

A. Charge: This committee shall convene as needed to review and make recommendations regarding matters of student conduct and student grievances.

B. Membership includes:
   1. Two (2) Faculty Members
   2. Two (2) Classified Staff Members
   3. Two (2) Non-Classified Staff Members
   4. Two (2) Students
      (One student should be the Student Government Association President, or designee; and one student should be the Phi Theta Kappa President, or designee.)
   5. Vice President of Student Affairs will serve in a non-voting advisory/record keeping capacity. In the case of a tie, the Vice President of Student Affairs will cast the deciding vote. The Vice President for Academic Affairs will serve in the absence of the Vice President of Student Affairs.
C. Members of this committee will be selected from a pool of faculty, classified, and non-classified staff and students. Selection criteria will be based on availability. After the availability criteria has been determined, an alphabetical rotation will be used to allow an additional systematic and unbiased process.

**Graduation Committee**

A. Charge: To produce the annual graduation ceremony to celebrate our student’s success

B. Membership includes:
   1. Director of Admissions/Registrar
   2. Vice President of Student Affairs
   3. Assistant Registrar
   4. Registrar’s Assistant
   5. President
   6. Executive Director of College Advancement
   7. Vice President for Academic Affairs
   8. Dean of Learning
   9. Dean of Health Sciences
   10. Faculty Council Chair
   11. IT Representative
   12. Maintenance Supervisor
   13. Executive Administrative Assistant to the President

**DATA Group Committee**

A. Charge: The Data and Technology Advisory (DATA) Group provides an active forum for discussion of all issues concerning the College’s student information system (SIS); for information exchange of SIS events; identification of training opportunities; and exploration of institutional improvement through system enhancement.

B. Membership includes:
   1. Executive Director of Planning and Assessment
   2. Statistician
   3. Database Analyst
   4. Computer Support Specialist
   5. Accounting Technician (Student Receivables)
   6. Director of Admissions/Registrar
   7. Assistant Registrar
   8. Financial Aid Analyst
   9. Testing Coordinator/Veterans Affairs
PERSONNEL POLICIES AND PROCEDURES

A. Conditions of Employment

1. Compensation and Classification of Faculty

   **Full-time Faculty**

   Full-time faculty at College of the Ouachitas are classified and compensated according to guidelines established and monitored by the Board of Trustees. These guidelines are subject to periodic review. Current criteria on classification, placement, and/or advancement on the salary schedule are outlined in their entirety in the COPP (2.21) or are available from the Vice President for Academic Affairs.

   **Adjunct Faculty**

   Remuneration for Adjunct Faculty will be determined annually and will be paid at a contract rate.

2. Evaluation Program

   The Faculty Evaluation Plan can be found in Appendix A. Faculty evaluation consists of student evaluations (Appendix B), classroom observations (Appendix C), peer evaluations (Appendix D), and employee performance evaluations (Appendix E).

B. Faculty Appointments

   The President, with authority of the Board of Trustees, has final approval of all regular faculty appointments. Faculty members are to perform duties and accept responsibilities as set forth in the COPP and in the Faculty Handbook and also to perform other duties in college-related activities as requested by the President or his designee.

   The President with recommendation of the Vice President for Academic Affairs makes adjunct faculty appointments to persons who can give substantial contributions of time, expertise, and participation in College programs. Adjunct faculty appointments are not eligible for staff benefits and are executed on a semester by semester basis, or other periods for special purposes.

C. Non-Renewal of Faculty Appointments

   As outlined in COPP 2.13, the action of non-renewal for regular faculty appointments may be taken for disciplinary and performance reasons, or for other reasons affecting the need for the position such as: declining enrollments, budgetary constraints, reduction of program offerings, etc. The college shall inform nine-month faculty members, in writing, of the non-renewal of their appointment by April 15 and 12-month faculty members at least 30 days before their contract expiration.
Full-time faculty overloads and adjunct faculty appointments are at the convenience of the College on an as needed basis. The receipt of an adjunct appointment or faculty overload shall in no way obligate the College to renew or continue the appointment beyond the appointment date.

D. Faculty Loading

COPP 4.26 provides a complete description of the faculty loading policy. Normally, full-time faculty will teach no more than two overload classes during the fall and spring semesters. Exceptions must be approved by the Dean and the Vice President for Academic Affairs. Online classes should normally comprise no more than one-half of the teaching load for a faculty member. Exceptions must be approved by the Dean and the Vice President for Academic Affairs. Faculty will post a minimum of ten office hours per week.

E. Grievance Procedure

Any College employee shall have the right, at any time within five (5) working days after the incident out of which the grievance arises, to present a grievance. Any such grievance shall be handled in accordance with COPP 2.32.

F. Leave Policy

The following are brief descriptions of the College of the Ouachitas’ leave policies currently in effect. For a more comprehensive view, see COPP 2.48.

G. Annual Leave – Full-time faculty members, with the exception of Adult Education faculty, will receive all academic recesses in lieu of vacation. However, faculty report back to work prior to the beginning of the fall and spring semesters as indicated in the College’s academic calendar.

H. Bereavement Leave – Full-time faculty members may request up to three (3) days of sick leave for the death of a member of the immediate family as defined in COPP 2.48.

I. Jury Duty – No deduction in salary will be made if a faculty member must appear in court when subpoenaed as a witness or required to serve jury duty with proof of attendance.

J. Disability Leave – If a full-time faculty member will be absent from work more than two weeks because of illness, injury, or disability, he/she may apply for Family Medical Leave Act (FMLA).

K. Faculty Personal Days – All full-time nine and ten month faculty members receive twenty-four (24) hours per school year for personal business. All full-time eleven and twelve month faculty receive thirty-two (32) hours per school year for personal business. Request for such leave should be made in advance to the Dean and the Vice President for Academic Affairs. These days are non-cumulative.
L. Maternity Leave – The faculty member should submit a request for maternity leave to the President two (2) months in advance of due date and be prepared at that time to discuss leave arrangements.

M. Military Leave – Faculty members who request military leave shall furnish a copy of their orders for their personnel file. Since types of military orders vary, specific terms regarding such requests should be discussed with the President.

N. Personal Leave – Unpaid leave may be requested by faculty members for just cause (e.g. extenuating personal circumstances, maternity leave, etc.).

O. Sick Leave – All full-time faculty members shall accumulate sick leave at the rate of one day per month of contract, up to a maximum of 120 days. Sick leave may also be requested for illness and doctor appointments of a member of the immediate family.

P. Employee Emergency Leave Bank – The Employee Emergency Leave Bank (EELB) is established to provide emergency paid leave for employees who have exhausted all other paid leave. The EELB is a pool of accrued leave donated by covered employees that may be transferred to qualified recipients. Only the hours are transferred – the employee continues to be paid by the College while on emergency leave. See COPP 2.57 for more information or contact Payroll Officer or Human Resources.

Q. Outside Employment - While all full-time faculty members are expected to devote their time and efforts primarily to the College, it is recognized that a limited amount of outside work can sometimes be desirable. Such employment must not interfere with the discharge of the faculty member’s duties at the College. The faculty member will make clear in all instances that outside employment is their individual responsibility and that the College is not being represented. College assets are not to be used without expressed written permission. Faculty who teach for another state institution in Arkansas must complete a Concurrent Employment Form which can be obtained from the Human Resource Office. All outside employment must take place outside the normal work week (Monday – Friday, 8:00 a.m. – 4:30 p.m.)

R. Payroll - Full-time faculty members are paid their academic year salary in twenty-six (26) equal bi-weekly installments. The first check is paid in August. Paychecks will be distributed every other Friday. For information on direct deposit, please contact Rebrenda Schulz, extension 1137, rschulz@coto.edu. The following deductions will be made from each paycheck: FICA, Retirement, Federal Income Tax, and State Income Tax. In addition, hospitalization premiums or other approved College deductions may be made.

S. Resignations - Faculty members who wish to resign should make every effort to do so prior to the issuance of the following year’s contract. Resignations must be in writing and submitted to the Vice President for Academic Affairs and the President.
T. Retirement and Insurance Benefits for Deans and Full-time Faculty

Retirement System: All staff and faculty must enroll in one of the State’s Retirement Systems. These include:

a. Alternate Retirement Plan – VALIC or TIAA/CREF
   6% employee contribution
   14% State contribution

b. Arkansas Teachers Retirement System (only have if you are already vested)
   6% employee contribution
   14% State contribution

For an informational booklet concerning your retirement system, please contact the Human Resources Director at hr@coto.edu to request your copy.

Social Security: All employees are covered under the Social Security System.

Group Insurance: Life Insurance, Hospital and Surgical Insurance are available in a “package plan” to all officers or employees of the State of Arkansas except those who normally work less than 1000 hours a year and those whose employment is considered seasonal or temporary. Participation is voluntary and enrollment must be requested by the employee. All full time employees have a basic $10,000 life amount and are offered an optional amount according to their salary. The specific coverage of the Hospitalization and Surgical coverage is contained in the brochure on the group insurance which is available from your personnel officer. An employee is eligible for insurance on the first day of the month following one month of service. If you enroll for insurance on or before the thirty-first day following the day you become eligible, you will be insured on the first of the month following the date you enroll and no evidence of insurability is required.

Worker’s Compensation: State employees are covered by Worker’s Compensation. Coverage is available for job related injuries and illnesses. Financial and medical aid is also available. A claim must be filed as soon as possible after the incident or onset of illness with the Arkansas Worker’s Compensation Commission through the proper official in your agency. Check with your human resources professional for details on the procedure to follow.

Credit Union: If you are interested in payroll deductions through Diamond Lakes Federal Credit Union, please see the payroll specialist.

Unemployment Insurance: In July of 1973 unemployment insurance was extended to State employees with benefits becoming available in April of 1974. Unemployment insurance is designed to help individuals who are unemployed through no fault of their own. To determine eligibility or for further information, contact your local Employment Security Office.

Miscellaneous Payroll Deductions Available to Employees:
Voluntary Tax Shelter Annuity-List of approved companies on request.
Other Insurance - Check with Human Resources for a complete list.
U. Waiver of Tuition

Tuition waivers for registration in all College credit classes may be granted to the permanent full-time employee's immediate family and the immediate family of part-time and associate faculty with five years of continuous service. Immediate family, for this purpose, is defined as spouse and dependent children. Dependency is defined as "meets the definition of dependency according to Internal Revenue Service regulations." All associated fees are the responsibility of the student.

Satisfactory Academic Progress, as defined in COPP 5.78, must be maintained in order to continue participation in this dependent tuition waiver program. This waiver excludes any classes taken under the Continuing Education Division.

V. Professional Responsibilities

1. Advising

   Full-time faculty, as part of their professional responsibilities, will serve as academic advisors for the student body. The purpose of advising is to provide students with information regarding program and course requirements and career options.

2. Attendance at Graduation

   One graduation ceremony is held each year at the end of the spring semester. The graduation ceremony is considered a contract day in all full-time faculty contracts. All faculty members are required to participate unless excused by the Vice President for Academic Affairs.

3. Community Relations

   The College encourages faculty participation in community activities and involvement in community leadership positions, so long as such activities do not conflict with the interests of the College or their educational and institutional responsibilities.

4. Credentials File

   Each faculty member has a credentials or personnel file. He or she must assume the responsibility for keeping his or her file current, providing all documentation of his or her professional growth. This file is confidential and may be examined only by persons responsible for evaluating teaching faculty and the individual instructor.

5. Membership in Professional Organizations

   Faculty members are encouraged to participate in professional organizations in their respective disciplines of fields at the local, state, and national levels.
6. Performance of Other Duties

Faculty may be called upon to work on projects and activities other than those directly associated with their primary teaching assignment. Such activities may include recruiting and advising students, serving on committees, preparing brochures, revising the catalog and class schedule information, assessment and accreditation activities, and performing other duties in college-related functions.

7. Professional Development

Each faculty member should work with their Dean to develop appropriate Professional Development activities and to request professional development funds.

8. Professionalism

Faculty members are expected at all times to practice appropriate professionalism before the students, with their colleagues, and within the community. The actions of the faculty members must be, and must appear to be, proper. Rules of conduct are described in COPP 2.40.

9. Sponsorship of Clubs and Organizations

On a volunteer basis, faculty members may act as a sponsor or advisor of a student club/organization. The sponsor is responsible for attending all of the organization’s meetings and social affairs. The sponsor is expected to act as an advisor to his/her group rather than as a director or leader.
ACADEMIC POLICIES AND PROCEDURES

A. Academic Freedom

Academic freedom is the right of individual faculty members to interpret their findings and to communicate conclusions without being subjected to any interference or penalty because these conclusions are at variance with those of constituted authorities or organized groups outside the College. Of necessity, faculty members must determine, in keeping with their own good judgment and maturity, the responsibilities of a college faculty member. Academic freedom and academic responsibility are inseparable.

College faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge the profession and their institution by their appearances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons unless otherwise instructed to do so.

B. Adding and Dropping Students

Students can add courses to their schedules or change from one class to another only on the first two days of class. After the first two days of class these actions require the approval of the Dean.

Courses added and/or dropped must be processed through the Student Affairs Office. Failure to complete the established procedure will nullify either action. Additional fee charges or reductions may result from either action.

The deadline for adding courses or changing courses or sections is given in the official College calendar. Thereafter, dropping a course is the only change permissible. Courses officially dropped during the first 13 weeks of a semester, the first 3 weeks of a 5-week summer term, or the first 6 weeks of a 10-week summer term will be recorded as a “W”. Unless verified extenuating circumstances exist, courses dropped after these dates will be recorded as an “F”.

C. Self Service

College of the Ouachitas uses the Self Service platform for checking rosters, entering student grades and accessing the online attendance record. You may request a Self Service account from the COTO homepage, by clicking the Self Service link at the top of the page. You will need to do this before you can check your rosters, enter attendance, or enter mid-term grades.

It is the faculty member’s responsibility to print out rosters through the individual’s Self Service account before the first day of class. These rosters can be used to take attendance
and any students who are not attending should be reported to the Director of Student Success by the end of the first week of classes. Students who are attending but are not listed on your course roster should be referred to Student Affairs on the first day of class in order to adjust their schedules. You will be asked to verify your rosters at the end of the second week of class. This is VERY important as we will be “cleaning up” our rosters to report official enrollment to ADHE.

D. Attendance

Regular class attendance is considered essential if a student is to receive maximum benefit from any course. Control of class attendance is vested with the faculty, who has the responsibility of defining standards and procedures early in each course in the course syllabus. A student accumulating an excessive number of absences in a course may be withdrawn from the course by the faculty with a grade of “W” as long as the policy is clearly defined in the course syllabus. Faculty will supply students with a written statement in the course syllabus at the beginning of the term that identifies attendance expectations and consequences.

Faculty members are responsible for maintaining attendance records in Self Service.

Faculty are to use the College’s Early Alert procedure to report students who are having attendance, behavioral, or academic issues to the Director of Student Success. These referrals are to be made as early as possible to promote increased opportunity for successful intervention.

E. Adding a New Course/Program

If a faculty member wishes to introduce a new course/program to the curricular offerings of the College, he/she must discuss the proposed course/program with the membership of the division and then follow the steps below:

STEP 1: Faculty Member to the respective Dean
STEP 2: Dean and Faculty Member to the Faculty Council
STEP 3: Dean to Academic Affairs
STEP 4: Vice President for Academic Affairs to the Cabinet
STEP 5: Vice President for Academic Affairs to the Board of Trustees (for new programs)

The respective Dean/Faculty Member will present the following information in the form of a proposal to the Faculty Council:

1. Course/program title
2. Credit hours
3. Course/program description
4. Course/program content
5. Course/program objectives
6. Condensed justification for adding a new course/program of study
7. Materials/equipment needed
8. A summary report of the library holdings which support the proposed course/program, the library collection that will need to be added, and the Librarian’s estimate of the date when the requested additions can be made available in the library.
9. Approximate cost of the proposed program or course.

New programs must then be submitted to and approved by the Arkansas Department of Higher Education, or other external accrediting agencies according to their requirements.

F. Assessment Plan

College of the Ouachitas views assessment as a holistic process by which information is gathered and analyzed and then used to evaluate the accomplishment of the mission and to enhance institutional effectiveness. Assessment is the medium that compares achievement to intended results.

Faculty evaluation is an integral part of the institutional assessment plan. The Faculty Evaluation Plan can be found in Appendix A.

As part of the assessment process, the College of the Ouachitas’ Assessment Committee has determined that each semester, each faculty member will complete the Assessment Summary Form (see Appendix F) and submit it to their respective Dean.

Assessment of student academic achievement must not create barriers to hinder student progress toward educational goals. Data on outcomes are to be utilized in decision-making and in planning for increased institutional effectiveness.

The College is required by the Arkansas Department of Higher Education to thoroughly review each certificate and degree program at least once every seven years. Faculty lead the review process in consultation with the Dean.

G. Auditing Courses

Auditing courses requires official admission to the College, approval of the Dean and the faculty involved, and payment of the regular and course specific fees for the course. Students auditing courses are subject to the same regulations as other students with regard to registration and attendance, but they neither take exams nor receive credit for the course. An auditing student who does not wish to complete the course(s) must complete official withdrawal/drop procedures.

H. Classroom Expression/Policies and Procedures

Student freedom of discussion and expression of views is protected and encouraged. The faculty have the responsibility and the authority to maintain order and an appropriate academic environment, but this authority should not be used to suppress the expression of views contrary to their own.
Classroom policies and procedures are left to the discretion and good judgment of the individual instructor. However, instructors are cautioned against setting policies and procedures that do not retain enough flexibility to allow for unforeseen circumstances and events.

I. Course Syllabi

All faculty members are required to develop and distribute to their students a syllabus for each course they teach. The College has a template for a standardized syllabus format (See Appendix G) and all faculty are strongly encouraged to use his template as a guide for constructing their syllabi. Current copies of all syllabi are due to the office of the Dean and to be made available to the Office of the Vice President for Academic Affairs within the first week of the semester.

J. Curriculum Changes

Any proposed modification to the curriculum such as deleting a course or changing a course name or significant changes to a course’s content should be presented by the respective Dean to the Faculty Council and the Academic Affairs Committee.

K. Dishonesty

Dishonesty, such as cheating or plagiarism, will not be tolerated. Each instructor determines the penalty for a student found performing a dishonest act pertaining to his or her class work. The penalties should be listed in the course syllabus.

L. Examinations

Each instructor determines the number and type of examinations to be administered in his or her classes. The instructor decides what portion of the student’s grade will be based on examinations. Mandatory final examinations are to be given in accordance with the Final Examination Schedule issued by the Vice President for Academic Affairs.

M. Grade Recording and Distribution

The faculty member is required to maintain a record of grades, either in a class record book or on computer. The instructor will calculate and enter grades into the current student information system at mid-semester and at the end of each semester according to the dates on the College calendar.

N. Grading System

College grading policies reflect the quality of performance and achievement of competency by students who complete a course. Faculty determines and assigns grades and status based on appraisal and evaluation of student performance. Students may access their grade reports through their Self Service account at www.coto.edu.
O. Incomplete Work

Incomplete is a grade status reserved for situations in which a student has actively pursued a course and is doing passing work at the end of the term but who, due to exigent circumstances, is unable to complete the final examination and/or other specific, limited course assignments before the deadline for final grade submission.

- Requests for Incompletes should be student-initiated, either in person or via official course communication, before the end of the semester or term.
- The student should contact the instructor to arrange completion of missing items and set a deadline for completion. Work to be completed should be specified on the appropriate form, along with the agreed-upon completion date.
- The form will be filed with the Dean’s office no later than the deadline for submission of final grades.
- The designation of I is entered by the instructor in the Student Information System at the time of final grade entry.
- Once the remaining work is completed and graded, the instructor will calculate the final grade and submit a Change of Grade form to the appropriate Dean.
- All work must be submitted and graded no later than one full semester following the one for which the I is applied (not including summer terms).
- All I’s for which no Change of Grade has been executed by the end of the designated period will be converted to F grades and transcripted as such.
- Students may not re-register to take a course for which an I has been received unless the designation has been converted to an F.

P. Selection of Textbooks

Full-time faculty members, with the Dean, should review textbooks yearly for quality instruction. When a textbook goes to a new edition, the full-time faculty member and the Dean may decide to change editions or textbooks. Textbooks should be ordered each semester according to the best estimate of the number needed. Textbook changes should be timely and with the exception of computer technology texts, textbooks should normally be kept for at least two years.

Q. Special Exams and Make-Up Exams

Whether students will be permitted to take special or make-up examinations is left to the discretion of the individual instructor. Instructors are cautioned against setting policies or procedures that destroy flexibility in meeting a unique situation.
Distance Education Guidelines

College of the Ouachitas offers a number of online courses. While most of these courses are delivered entirely online, some courses utilize a combination of classroom and online delivery. Faculty who are interested in teaching online courses should contact their Dean.

Each new online course must be reviewed by the Dean and by the Title III Project Manager before implementation. The College’s Learning Management System is Blackboard Learn 9.1.

Faculty Responsibilities
In addition to the requirements below, online faculty will follow all COPP policies, particularly those expressed in COPP 4.10-4.11, 4.20-4.27 and 4.30-4.33.

The Office of Distance Education believes the integrity and success of an online course begins with the development of the online faculty. Online faculty will be given the opportunity to:

1. Participate in faculty Blackboard training (LMS used to teach online courses) offered by the Office of Distance Education. Blackboard training results in 0.6 Continuing Education Units (CEUs). An alternate version of the course is available online when arrangements cannot be made to attend the on-campus course. Any faculty receiving less than an 85% in the course will not be approved for teaching online.

2. Receive the Teaching Online Certificate from Quality Matters (QM). Proper certification requires enrollment and completion of seven 1- and 2-week courses that take a minimum of 11 weeks to complete. Due to the rigor of each course, it’s recommended that faculty focus on each course individually. Dropping a course after the start date results in a forfeiture of fees and will only be approved under extreme circumstances by the Director of Distance Education.

3. Possess the ability to develop enhanced technology skills required for course development, course design, and course implementation. It’s expected that online faculty be a model for adequate technology skills for their students.

Course Design
Consistency in course design and structure is imperative for students taking multiple online courses. Consistency is also necessary when troubleshooting issues for both faculty and students.

Course Review
Online faculty have the opportunity to have their classes reviewed for the QM Certification Mark by undergoing the QM Peer Review process. In the QM Peer Review Process, a course is evaluated against the QM Higher Education Rubric to assure quality of the online course.

An official course review takes approximately 4-6 weeks to complete. All courses (even those that initially meet the standards) will receive recommendations that course designers should consider for improvement. A course is QM-certified once it meets the Rubric Standards minimum score of 85% and meets all essential standards.

Master Courses
Once an online course receives the QM Certification Mark, it becomes the “Master Course” for that course number. Courses designated as a “Master Course” are distributed for use by all online faculty
teaching that course. The “Master Course” may be edited for content, but not design, structure, or course components.

Courses should never be edited or altered after the completion of the semester. At the end of the semester, the course becomes part of official institutional archives and must remain intact.

**Accessibility**
Online faculty will comply with the Americans with Disabilities Act (ADA) as administered by the College in accordance with the COPP 4.25.

Online courses will be designed for universal access in accordance with Section 508 of the Rehabilitation Act created by the Federal Access Board.

Online courses are subject to review according to COPP 4.09 and may be modified to meet the requirements of the Accessibility Checklist.

**Course/Instructor/Peer Evaluations**
To the extent possible and appropriate, online courses will be evaluated by the same general procedures that are in place for traditional classes. It is the responsibility of the faculty member to update the course as needed to maintain appropriate and correct information.

All online courses must comply with academic standards required by divisions or departments within the College.

Online courses will be evaluated by the appropriate Dean or their designee. Additionally, all students taking an online course will be asked to complete an evaluation of the course each semester.

**Copyright and Fair Use**
The federal copyright statute governs the reproduction of works including traditional works of authorship such as books, photographs, music, drama, video and sculpture, and digital works such as software, multimedia, and databases. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. As a result of changes in copyright law, works published since March 1, 1989, need not bear a copyright notice to be protected under the statute. Faculty should assume that whatever material they wish to copy is protected under copyright law.

Fair use is a legal principle that provides certain limitations on the exclusive rights of copyright holders. Section 107 of the Copyright Act sets forth the four fair use factors which should be considered in each instance, based on the particular facts of a given case, to determine whether a use is a fair use: (1) the purpose and character of the use, including whether use is of a commercial nature or is for nonprofit educational purposes, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work.

In general, educators and students in an accredited non-profit educational institution are permitted to use and/or copy, without permission, portions of copyrighted materials for the purpose of education in an instructional setting for the period of a single semester. If permissions for specific materials are deemed
necessary, it is the responsibility of the instructor to acquire those permissions, although the College may provide reasonable assistance in the process.

Faculty and students will often want to incorporate some or all of the copyrighted work of others into course materials that are to be digitized and transmitted for distance education. In the past, this could sometimes be lawfully accomplished via the fair use provisions (17 U.S.C. 107) and/or the performance/display exemptions (917 U.S.C. 110(2)) of the copyright act. In November 2002, the performance and display exemptions of the copyright act were revised and updated to address the digital environment. The revised provisions facilitate digital educational use of materials without requiring copyright permission, subject to several conditions.

This recent distance education update of copyright law is called the Technology, Education, and Copyright Harmonization Act (TEACH Act). The TEACH Act exemption is one of several options faculty and students have when using copyrighted works in their course materials.

Faculty and course developers will comply with the provisions of the TEACH Act, including, displaying and performing copyrighted materials in a distance education medium. Paramount among these prerequisites is the display within each course of a statement regarding student responsibilities regarding copyright, as indicated below.

The TEACH Act Copyright Notice:

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Faculty and course developers may consult with the Office of Distance Education for guidelines and updates to copyright law before incorporating materials into their online courses.

Course Ownership, Intellectual Property and Copyright

For information discussing the College’s position on these complex issues, faculty should refer to COPP 4.09.

Faculty Load
Full-time faculty members are limited to teaching no more than 50% of their course load online each semester.

Faculty Office Hours
Full-time faculty members who teach online courses will still be expected to meet their office hour requirements each week and will be expected to be on campus for other duties as assigned.

Academic Integrity of Online Courses
Faculty shall make every effort to ensure academic integrity in all online courses. In order to achieve this goal, faculty will include requirements stated in the course syllabus such as a grading system, examination procedures, research project guidelines (where appropriate), course/faculty evaluation procedures, attendance policies, and clock hour tallies (if required).
Should a student violate these efforts to ensure academic integrity, he/she will be subject to the disciplinary procedures established in COPP 5.50. Faculty should contact their Dean with details regarding any incident that is considered to be a potential violation.

Online Attendance
In order to comply with certain financial aid requirements and in order to promote high standards of communication, instructors will monitor students’ attendance on a weekly basis through Blackboard’s Tracking Students tool. Federal attendance requirements for online/distance education courses state that just “logging-in” does NOT constitute participation. Online students have to be doing something academic in nature – discussion boards, chats, tests, submitting homework, etc. Instructors should state clearly in the syllabus expectations of online students to meet the attendance requirements for 11th day reporting purposes.

Instructors should design their course(s) in such a way that students will be required to log-on at least once each week to complete an assignment, a discussion posting, or assessment.

Academic Alert
If a student has not logged into Blackboard for a period of 7 consecutive days, the instructor will contact the Director of Student Success and report the student’s last date of attendance. The instructor will also seek to contact the student through Blackboard course messages, COTO student email, or by telephone in order to determine the student’s intent and status.

The decision to allow the student to continue in the course after the Academic Alert process has been initiated will be made by the instructor in accordance with his or her syllabus and as circumstances warrant. Should the student be allowed to re-access the course, make-up work should be done in accordance with the procedures described in the instructor’s syllabus.

Make-up Work
Instructors will describe in their course syllabus a policy for completing missed work. Permissible make-up work should be done in accordance with the policy and procedures described in the instructor’s syllabus unless extraordinary circumstances warrant otherwise.

Student Contact
Student/Faculty interaction is key to student success in all classes. Instructors will uphold high standards of communication with their students. Instructors will attempt to respond to student email or course messages within 24 hours, even if it is a reply pledging a more comprehensive response within a reasonable period of time. When necessary, the instructor will contact the student within 72 hours with a comprehensive response to their request.

Communication with students will at all times be professional and ethical. Instructors will make every effort to stimulate and encourage students to achieve at the highest academic levels.

Private online communication with students should be conducted through Blackboard course messages to avoid FERPA violations. In order to protect the instructor and College, instructors should discourage students from communicating outside of Blackboard course messages after their initial contact during the first week of the semester. When a student sends an email through a private email provider, the
instructor will direct the student to copy and paste the email into a Blackboard course message for proper communication.

Assignments that are appropriate to groups or an entire class should be delivered as a Blackboard course message, announcement, or as a discussion posting. Communication to groups of students must reflect an awareness of FERPA restrictions and reflect the highest standards of professionalism.

Incomplete Grades
Incomplete is a grade status reserved for situations in which a student has actively pursued a course and is doing passing work at the end of the term but who, due to exigent circumstances, is unable to complete the final examination and/or other specific, limited course assignments before the deadline for final grade submission.

- Requests for Incompletes should be student-initiated, either in person or via official course communication, before the end of the semester or term.
- The student should contact the instructor to arrange completion of missing items and set a deadline for completion. Work to be completed should be specified on the appropriate form, along with the agreed-upon completion date.
- The form will be filed with the Dean’s office no later than the deadline for submission of final grades.
- The designation of I is entered by the instructor in the Student Information System at the time of final grade entry.
- Once the remaining work is completed and graded, the instructor will calculate the final grade and submit a Change of Grade form to the appropriate Dean.
- All work must be submitted and graded no later than one full semester following the one for which the I is applied (not including summer terms).
- All I’s for which no Change of Grade has been executed by the end of the designated period will be converted to F grades and transcripted as such.
- Students may not re-register to take a course for which an I has been received unless the designation has been converted to an F.

In addition to these requirements, instructors and students should note that if incomplete work is not completed within two weeks, reasonable alternative arrangements would need to be made by the student and agreed upon by the instructor. All courses will be archived one month after the scheduled end of class.

Online Testing
Instructors have the responsibility to ensure test integrity as described in COPP 4.09. To this end, instructors may follow these guidelines in delivering objective tests online:

- Draw individual test questions from a larger test databank
- Randomize the order of test questions
- Randomize the answer options for each test question
- Deliver test questions one at a time
- Require students to submit a password for proctored exams
- Enter an IP mask address for exams taken at a specific physical location
- Display test answers only after all students have taken the exam
• Photo ID’s must be shown before taking the final exam for an online course

To reduce online test cheating, consideration should be given to assessment approaches that do not include objective tests, such as collaborative or written projects that include higher learning evaluation skills. When developing non-objective assessments, keep in mind that traditional research projects are easily plagiarized or purchased from web resources.

Online tests given during the semester must not exceed 75 minutes, the length of time for an on-campus course that meets twice a week. The final exam should not exceed 2 hours, whether delivered online or in paper-pencil format.

**Student Admission**

Students admitted to online courses are subject to the same admission qualifications and procedures as stated in the College catalog. See the College catalog for details.
OTHER POLICIES

The following policies can be found in their entirety in the College Operating Policies and Procedures Manual.

A. Title VI of the Civil Rights Act of 1964 (COPP 2.30)

It is the policy of College of the Ouachitas that no person shall be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the College on the grounds of race, color, or national origin.

B. Title VII of the Civil Rights Act of 1964 (COPP 2.30)

It is the policy of College of the Ouachitas that it shall not discriminate against any person with respect to employment, discharge, compensation, terms, conditions, or privileges of employment, because of such person’s race, color, religion, sex, or national origin.

C. Sexual Harassment Policy (COPP 2.36A)

Harassment on the basis of sex is illegal and a violation of Title VII of the Civil Rights Act of 1964, as amended. This policy defies sexual harassment and establishes a procedure whereby alleged sexual harassed faculty, staff, and students may lodge a complaint immediately and confidentially.

D. Title IX, Education Amendments of 1972 (COPP 2.30)

It is the policy of College of the Ouachitas that no person shall, on the basis of gender, be denied admission, or be subjected to discrimination in admission. In determining whether a person satisfies any policy or criteria for admission, the College shall not give preference over another on the basis of gender.

The College shall not apply any rule concerning the parental, family, or marital status of a student which treats persons differently on the basis of gender, shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes; shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is “Miss” or “Mrs.”

The College shall not exclude any person, on the basis of gender, from participation in any academic, extracurricular, research, occupational training, or other educational program or activity.
E. Rehabilitation Act of 1973 (COPP 2.30)

College of the Ouachitas does not discriminate in admission to, or access to, or treatment of, or employment in, its programs and activities on the basis of handicapped status. This commitment is made by the College and is in accordance with Section 504 of the Rehabilitation Act of 1973.

F. Family Educational Rights and Privacy Act (COPP 4.23)

It is the policy of College of the Ouachitas to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and to inform students of their rights under FERPA.

G. Drug and Alcohol Free Workplace Policy (COPP 2.47)

Pursuant to Public Law 101-226, entitled Drug Free School and Communities Act Amendment of 1989, the College is committed to maintaining a drug and alcohol free workplace for employees and students. This is an essential part of ensuring the safety of employees and students while at work and school, and eliminating poor job performance, inefficient operations, College rule violations, or any unethical behavior.

The use of alcohol, certain drugs and controlled substances is known to be detrimental to physical and psychological well-being. Their use is associated with a wide variety of health risks. It is employee’s and student’s responsibility to know which drugs are illegal. It is not the responsibility of the College to prepare a list of illegal drugs.

Compliance with this policy is a condition of employment for all paid College staff and faculty.

H. Tobacco/Smoking Policy (COPP 2.41)

In compliance with ACT 734, the Arkansas Clean Air on Campus Act of 2009, effective January 1, 2010, the College shall be entirely tobacco free. Smoking, tobacco, or e-cigarette use shall not be permitted at any campus, building and/or parking lot or any off-campus sites, including but not limited to the Arkansas Workforce Center. The policy applies to all students, faculty, and staff as well as visitors. College facilities and vehicles, leased or owned, regardless of location, shall also be Tobacco Free. Any person in violation of this policy is subject upon conviction to a $100 - $500 fine or dismissal.

I. File Sharing and Copyright Infringement (COPP 6.03)

Federal copyright law applies to all forms of information, including electronic communications. Members of the College community should be aware that copyright infringement includes the unauthorized copying, displaying, and/or distributing of copyrighted material. All such works, including those available electronically, should be considered protected by copyright law unless specifically stated otherwise.
College of the Ouachitas complies with all provisions of the Digital Millennium Copyright Act (DMCA). Any use of the College network, e-mail system, or Web site to transfer copyrighted material that is not owned by the employee, the student, the user, or violates the licensing agreement, including, but not limited to, software, text, images, audio, and video is strictly prohibited. Therefore, the use of popular file sharing programs such as KaZaA, Morpheus, iMesh, etc. is, in most cases, a violation of College policy and federal law.

**MONITORING AND ENFORCEMENT**

All networks belonging to the College are routinely monitored for peer-to-peer protocols and hosts, particularly those using large amounts of bandwidth. Hosts that are found using suspicious protocols will be investigated and if there is reasonable doubt about the activities, the host in question will be denied internet access until the issue can be resolved.

If it is determined that an individual or machine is participating in illegal file sharing or any other acts that would violate the DMCA, that account will be suspended until the responsible party is notified and counseled regarding this policy. Upon review and acknowledgment of this policy, the account will be restored. Repeat offenders will have their accounts permanently suspended.

Acts of copyright infringement are violations of state and federal laws, and as such, may result in criminal charges.
GENERAL INFORMATION

A. Emergency Closing of College Facilities

When emergency conditions exist because of inclement weather or other reasons, all or part of the College facilities may be closed under the authority of the President by taking either of the following actions, depending on the severity of the emergency:

1. **Cancellation of Classes** – Under this determination, the staff and faculty, unless individually advised, are expected to report for and remain on duty.

2. **Closing of Facility** – Under this determination, the facility will be closed. This determination includes, but is not limited to, the cancellation of classes. Staff and faculty are not expected to report for work or remain on duty unless individually advised to do so.

The decision to close or cancel classes will be made only after all available sources of information are researched. After a decision has been made it is important that all concerned students, staff, and faculty be notified as expediently as possible. The College uses Blackboard Connect for weather closings and emergency notifications. To sign up for Blackboard Connect visit the College website at coto.edu. Click on “Campus Information”, then click on “Blackboard Connect Information for Faculty and Staff” and follow the directions listed.

As technology changes, the method of alerting faculty and students will change. Faculty members are required to keep current with whichever system the College uses. Regular reminders will be sent.

In absence or unavailability of the President, the decision to close or cancel classes will be made in consultation with and in order of authority with the following:

- Vice President for Academic Affairs
- Vice President of Administration and Operations

**Closing and cancellation procedures are available for dissemination as appropriate. (See COPP 3.33 and the Campus Emergency Procedures Manual which is available on our website under Campus Information.)**

B. Equipment

The Vice President of Administration and Operations (VPAO) is responsible for developing and maintaining a complete inventory of all nonexpendable equipment owned or controlled by College of the Ouachitas. Purchase, inventory, and disposal of said equipment owned are controlled by State regulations. Each department head is responsible to the VPAO for the purchase request, inventory, maintenance and proper disposal of equipment in their department. For equipment requiring major maintenance
or contract maintenance agreements, the responsible department head will work with the VPAO in securing such contracts. No person is authorized to remove equipment from classrooms, shops or labs without the permission of the VPAO. If equipment is transferred between departments, the department heads involved are responsible to the VPAO for proper updating of inventories.

C. Field Trips

Instructors planning a field trip off-campus should notify their Dean and the Vice President for Academic Affairs in writing and provide complete details of the proposed trip one week in advance.

D. Keys

Faculty members will be provided keys for the buildings to which they need access. If additional keys are needed, personnel may contact the Director of Facilities. Normally, buildings will be opened by the custodial or maintenance staff of the College. Faculty members must return all keys to College property upon resignation or termination of employment.

E. Mail

Instructors have mailboxes in the administration building. The mailbox should be checked daily for mail, memos, announcements, etc. College staff should not use the College mail service or postage for personal business.

F. Purchasing

An inventory of the common office supplies needed is maintained in the media room where faculty members may secure them. If other supplies, equipment, or services are needed, personnel should initiate a purchase request with the Dean.

G. Repair of Privately Owned Equipment

Recognizing that the mission of the College is to educate individuals with skills and knowledge in vocational and technical skills as needed by the community, it is appropriate to allow a limited amount of outside repairs to be introduced as part of the training experience in the laboratory period. Outside repair is defined to include any work on a piece of equipment in a College lab that belongs to a party other than the College. Programs that use outside repair as a teaching aid will need to complete a Waiver Form as found in the COPP 4.66.

H. Safety

Safety procedures and enforcement of regulations within classrooms and shop/lab areas are the responsibility of the instructor. Each instructor will establish a safety program in areas where students handle dangerous equipment and/or materials. This program will be
included in the instruction program and enforced by the responsibility of the instructor. In case of accident or injury, there is no substitute for good judgment. Accidents of a serious nature should be reported to the Vice President of Administration and Operations and the Vice President for Academic Affairs immediately.

I. Travel

The institution is restricted by the State of Arkansas regarding reimbursement of expenses incurred during travel on college business. All travel, for which reimbursement by the College is expected, must be approved prior to the proposed travel by the Dean and the Vice President for Academic Affairs. Personnel must use state-owned vehicles, when available, and must reserve the vehicle through the receptionist at the information desk. After the travel has been concluded, a State of Arkansas Form TR-1 must be completed to request reimbursement for expenses incurred. See COPP 3.21 for travel guidelines.

J. Purchasing

The purchasing of equipment, supplies, printing, services, or rental of equipment and facilities must be executed in accordance with all applicable state and federal statutes in an efficient and business-like manner. College procedures are to be followed by all College personnel conducting or executing purchasing activities. Compliance is necessary to ensure that appropriate state and federal statutes are not violated. Purchasing procedures are outlined in COPP 3.22.

K. Support Center

If you are having technology related issues or need assistance from the Maintenance Department, you must fill out a help desk ticket. You may do so by visiting support.coto.edu. Your log in information will be your network user name and password.
APPENDIX A

Faculty Evaluation Plan
COLLEGE OF THE OUACHITAS

In order to enhance accountability to the public, each state-supported institution of higher education must develop and implement an annual plan to review faculty performance. Employee evaluations are intended as a vehicle for professional-development.

**Full Time Faculty**

1. During the first three (3) years of employment as a faculty member, the faculty member will normally be observed annually in the classroom by the Dean. However, the Dean and the Vice President for Academic Affairs reserve the right to schedule additional observations as deemed necessary.

2. Each full-time faculty member will have a minimum of three classes evaluated by students in the fall of each year. Additional classes, in the fall or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Dean.

3. Each full-time faculty member will participate in an annual peer review conducted in the spring semester.
   - Peer reviewers will be chosen by the Vice President for Academic Affairs and the Dean. Peer reviewers may be chosen from outside the division.
   - Peer reviewers may review no more than one person each year and may not review the same person within a three (3) year time period.
   - During the first year of employment of the faculty member, the Dean and a peer reviewer will conduct a classroom observation.

4. Each full-time faculty member will participate in the Employee Performance Evaluation process in the spring of each year.

**PART TIME FACULTY**

- Part-time faculty members will have all sections evaluated by students in the fall of each year. Additional classes, in the fall and/or spring, may be evaluated by students at the request of the faculty member or if deemed necessary by the Division Chair or Dean.

- Part-time faculty members will normally be observed annually by the Adjunct Faculty Coordinator or designee. However, the Coordinator, Dean, and the Vice President for Academic Affairs reserve the right to schedule additional observations as deemed necessary.
## APPENDIX B

### COLLEGE OF THE OUACHITAS

#### STUDENT ASSESSMENT OF FACULTY/COURSE

**Course Prefix** | **Section** | **Instructor's Last Name**

**DIRECTIONS:** This questionnaire enables you to rate anonymously both the instructor and the course. Please respond as accurately and honestly as you can. Leave blank any items that do not apply. A free response section is provided on the reverse side. Use a soft lead pencil to respond to each item according to the key printed below.

- **SA** - If you strongly agree with the statement
- **A** - If you agree with the statement
- **N** - If you neither agree nor disagree
- **D** - If you disagree with the statement
- **SD** - If you strongly disagree with the statement

**Mark Semester Below**

- □ Fall
- □ Spring
- □ Summer

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<td>1. The instructor's syllabus is clear.</td>
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<td>2. The instructor appears to relate the course concepts in a clear manner.</td>
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<td>3. The instructor uses class time well.</td>
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<td>4. The instructor is enthusiastic when presenting course material.</td>
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<td>5. The instructor's use of examples or personal experiences helps to get points across in class.</td>
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<td>6. The instructor is concerned with whether the students learn the material.</td>
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<td>7. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).</td>
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</tr>
<tr>
<td>8. The instructor covers the material at about the right pace.</td>
<td></td>
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</tr>
<tr>
<td>9. Out-of-class assignments are appropriate and contribute to my understanding of the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The instructor encourages students to think for themselves.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. The instructor is well prepared.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12. The instructor raises challenging questions or problems for discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I am free to ask questions or express my opinion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. My interest in the subject area is stimulated by this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Examinations reflect the objectives of the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The instructor's grading system is fair.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>17. The textbook for this course adequately supports the instructor's class presentation.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18. The class size is conducive to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The instructor has effective communication skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. In general, the instructor is an effective teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The course/program has adequate resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT RATING OF FACULTY
Free Response Section

a. The things I like most about the course presentation are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b. How might the instructor improve the course presentation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c. Additional comments and suggestions

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
College of the Ouachitas is dedicated to using a systematic, formative process to evaluate teaching for the purpose of improving instruction. This form—just one part of this process—is used to observe “key indicators” of teaching effectiveness in the classroom.

SEMESTER/YEAR: ________________________________

NAME OF FACULTY MEMBER OBSERVED: ________________________________

NAME OF CLASS OBSERVED: ________________________________

DATE OF OBSERVATION: ________________________________
<table>
<thead>
<tr>
<th>Category</th>
<th>Observed</th>
<th>Observed: Needs improvement</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave an overview to the material:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related the class material to previous knowledge:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated teaching methods that appeal to students with diverse learning styles:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided students an opportunity to respond and participate in the class:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged students to ask questions, make comments, or express ideas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor is enthusiastic when presenting course material:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged students to engage in critical thinking:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLASSROOM OBSERVATION FORM
PAGE TWO

Summarized important points at the end of the class:

- Observed
- Observed: Needs improvement
- Not observed

Demonstrated competence in the teaching area:

- Observed
- Observed: Needs improvement
- Not observed

Used class time effectively:

- Observed
- Observed: Needs improvement
- Not observed

Strengths:

Areas for improvement:

Signature of Dean ________________ Date ________________

Signature of Faculty Member ________________ Date ________________

Comments from faculty member observed:

________________________________________________________________________

________________________________________________________________________
APPENDIX D

College of the Ouachitas
Peer Review Form

College of the Ouachitas is dedicated to using a systematic, formative process to evaluate teaching for the purpose of improving instruction. This form—just one part of the process—is used to review “key indicators” of teaching effectiveness.

Semester/Year: _________________________

Name of Faculty
Member Reviewed_______________________

Name of Peer Reviewer___________________

Date of Peer Review____________________

The role of the evaluator is that of a colleague who shares a commitment to educational excellence by making diagnostic recommendations that may improve the institution’s ability to meet educational standards. The evaluator looks for coherence between what the institution asserts and what evidence it provides in support of its assertions.

This peer evaluation instrument is to be used for the purpose of self-improvement. It allows the instructor to collect peer perceptions of teaching effectiveness solely for the purposes of modifying and enhancing teaching strategies.

Areas addressed in a peer review session may include:
- Review of course syllabus for course objectives, teaching, and evaluation methods.
- Discussion of methods of instruction used in relation to the types of learners.
- Discussion of the selection and implementation of student evaluation methods, the ways in which the methods are to be implemented, and how feedback is to be provided to students.
- Discussion of the use of technology used in the classroom for instructional improvement.
- Discussion of professional development participation.
- Discussion of textbooks and instructional material used in the classroom.

** Please select 3 of the areas on the following pages to address during the peer evaluation process.
<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>Was this indicator apparent?</th>
<th>Comments/Strengths/ Suggested Areas of Improvement for this Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outlines and Syllabi:</strong></td>
<td></td>
<td>□ reviewed, satisfactory □ reviewed, suggested improvement □ not applicable</td>
</tr>
<tr>
<td>• Items listed above in syllabus section of the faculty handbook are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information is clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information is complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course materials:</strong> (handouts, assignments, lesson plans, lecture materials exams, etc.)</td>
<td></td>
<td>□ reviewed, satisfactory □ reviewed, suggested improvement □ not applicable</td>
</tr>
<tr>
<td>• Assignments/lesson plans are clear so that students know what is expected of them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assignments have clear due dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assignments/lesson plans are in line with the text and the course outline guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tests/Evaluation process:</strong></td>
<td></td>
<td>□ reviewed, satisfactory □ reviewed, suggested improvement □ not applicable</td>
</tr>
<tr>
<td>• Students know evaluation process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students know grading scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students know how final grades are assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample of graded student work appropriate to discipline:</strong></td>
<td></td>
<td>□ reviewed, satisfactory □ reviewed, suggested improvement □ not applicable</td>
</tr>
<tr>
<td><strong>Class observations or video tapes:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Grade distribution reports:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td><strong>Professional Development</strong> (Conferences attended, presentations, in-services attended, etc.)</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td><strong>Use of Instructional Technology for course delivery:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td><strong>Textbooks/Instructional materials:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>• Texts required by department are used in the course</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>• Other</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td><strong>Assessment Summary forms:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>• areas indicating student difficulty are discussed</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>• retention numbers are reviewed and discussed</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td><strong>Student Evaluation forms:</strong></td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
<tr>
<td>• faculty member and evaluator discuss areas for improvement</td>
<td>□ reviewed, satisfactory</td>
<td>□ reviewed, suggested improvement</td>
</tr>
</tbody>
</table>
### Administrative Evaluation form:
- Strengths and weaknesses are discussed and ideas for improvements are formulated

- □ reviewed, satisfactory
- □ reviewed, suggested improvement
- □ not applicable

### Other (Outside evaluations, student interviews; please specify):

- □ reviewed, satisfactory
- □ reviewed, suggested improvement
- □ not applicable
APPENDIX E

College of the Ouachitas, Office of Distance Education
Online Course Evaluation Form

Instructor:
Course:
Rating Scale: 0 = Unsatisfactory – component is missing
1 = Need Improvement – needs significant improvement
2 = Satisfactory – needs targeted improvements
3 = Above Average – discretionary improvement needed
4 = Excellent – no improvement needed
N/A = Not Applicable

<table>
<thead>
<tr>
<th>Area</th>
<th>Standards</th>
<th>Observations</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Design</td>
<td>QM Certification Mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td>Utilizes all parts of online course syllabus template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Organization</td>
<td>Meets “Master Course” or Blackboard Course Template requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate for the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflects a clear understanding of student needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporates varied ways to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Material and Content</td>
<td>Sufficient and learning resources and materials available to student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accurate, current, and free of bias</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sufficient rigor, depth, and breadth to meet course standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Align with state or national assessments associated with course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly assignments, discussions, and assessments that meet financial aid requirements for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opportunities for students to engage in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides students with multiple learning paths to master content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities engage students in active learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Timely and frequent feedback given to students about progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Adequate and appropriate methods and procedures to assess students’ mastery of content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score 0
Overall Average Score #DIV/0!
Rating #DIV/0!
Please use the following key to rate each duty area:

**Exceeds Standards**
Performance consistently exceeds position requirements and management expectations. Resourcefulness and depth of knowledge are of the highest quality. Assignments are accomplished in an exceptional manner with minimal direction and are characterized by outstanding achievements seldom accomplished within the agency/institution.

**Above Average**
On a regular basis, performance is characterized by high quality and quantity of work that exceeds most position requirements, key objectives, and management expectations. Employee demonstrates outstanding skills and abilities, and assignments are accomplished in a highly effective manner with limited guidance and direction.

**Satisfactory**
Performance meets all or most and may occasionally exceed work objectives and management expectations. Employee demonstrates good knowledge of job duties, and assignments are accomplished effectively with normal supervisory guidance.

**Below Standard**
Performance does not consistently meet management expectations. Requires more than normal guidance and direction. Improvement and/or development are necessary if the rater elects to continue employment with the incumbent.

---

### EMPLOYEE PERFORMANCE EVALUATION FOR COLLEGE FACULTY

#### PART I – RATED EMPLOYEE IDENTIFICATION

<table>
<thead>
<tr>
<th>Name (Last, First, Ml)</th>
<th>Personnel Number</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Class Code</th>
<th>Position Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### PART II – RATER EMPLOYEE IDENTIFICATION

<table>
<thead>
<tr>
<th>Name of Rater (Last, First, Ml)</th>
<th>Telephone Number</th>
<th>Position Title</th>
<th>Dean of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### PART III – REVIEWING OFFICIAL EMPLOYEE IDENTIFICATION

<table>
<thead>
<tr>
<th>Name of Reviewing Official (Last, First, Ml)</th>
<th>Telephone Number</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### PART IV – PERFORMANCE STANDARDS

**Duty Area:** Systematic Evaluation of Instruction

**Standard:** Participates in various review processes, including student evaluation, peer review, chair review, end-of-term assessment summaries, and program review (where applicable). Analyzes results from various responses and uses quantitative information as well as qualitative feedback to improve instruction and student learning.

**Results:** Please explain how you have used various review processes this academic year to gauge your effectiveness as an instructor, and describe how you have used the information gleaned through those processes to improve student learning. Finally, assign yourself a grade of A, B, C, or D for your performance in this area.
Duty Area: Systematic Evaluation of Instruction
Exceeds Standard  □  Above Average  □  Satisfactory  □  Below Standard  □

<table>
<thead>
<tr>
<th>Duty Area: Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> Is accountable to department, institution, and discipline, contributing toward common goals and upholding academic professional standards. Shares responsibility for divisional obligations (division and/or college meetings, assessment/program review, and student advising, as examples.). Participates in student-success initiatives such as early alert notifications and midterm grade reporting, among others. Is present, punctual, and available to students during class times and office hours, and responds to phone and email messages in a timely manner.</td>
</tr>
<tr>
<td><strong>Results:</strong> On a scale of A to D, please rate your performance in the area of Accountability during this academic year, providing specific examples where possible to support your evaluation.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

Duty Area: Service to the College beyond the Classroom

<table>
<thead>
<tr>
<th>Duty Area: Service to the College beyond the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> Contributes to the success of COTO through participation in co-curricular activities and events. Some examples follow; this is not an exhaustive list of possibilities.</td>
</tr>
<tr>
<td>- Serves as an advisor to student organizations/publications</td>
</tr>
<tr>
<td>- Participates in recruiting</td>
</tr>
<tr>
<td>- Contributes to campus activities</td>
</tr>
<tr>
<td>- Participates in committees (i.e. HLC, AtD, Curriculum, Retention, PAC, etc.)</td>
</tr>
<tr>
<td>- Participates in community service/activities</td>
</tr>
<tr>
<td>- Leads or contributes to on-campus professional development, such as college roundtable discussions</td>
</tr>
<tr>
<td><strong>Results:</strong> Please describe your service activities during this academic year, and explain how the activities you chose help support the college and its strategic goals. Give yourself a letter grade in the area of Service to College beyond the Classroom.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>
Service to the College beyond the Classroom: Exceeds Standard □ Above Average □ Satisfactory □ Below Standard □

Duty Area: Initiative, Innovation, and Interaction

Standard: Pursues ongoing professional development for currency in the discipline and/or effective practice in college teaching; Collaborates with other faculty to create innovative learning opportunities or improve instruction within a department or discipline; Is active in regional or national professional organizations, contributes to scholarship in the discipline, or finds other ways to further contribute to the field of study.

Results: Please describe your activities in the areas of initiative, innovation, and interaction during this academic year, and rate your results in this area using the A/B/C/D grading scale.

Comments:

Initiative, Innovation, and Interaction: Exceeds Standard □ Above Average □ Satisfactory □ Below Standard □

PART IV – OVERALL RATING

Overall Rating – It is understood that an Unsatisfactory in any above fields precludes awarding an Exceeds Standard rating during this period. The overall rating received is determined at the discretion of the rating official.

Exceeds Standard □ Above Average □ Satisfactory □ Below Standard/Unsatisfactory □

Rating Period Beginning Date: ___________________________ Rating Period Ending Date: ___________________________

By signing Below the employee concurs only that the performance evaluation has been conducted. The employee’s signature does not indicate that he or she agrees with the evaluation. Comments concerning performance may be submitted on a separate sheet.

Employee’s Signature: ___________________________________________ Date: _____________________________

By signing below the supervisor certifies that all subordinate performance evaluations have been completed and forwarded to the reviewing official.

Raters Signature: ___________________________________________ Date: _____________________________

Reviewing Officials Signature: ___________________________________________ Date: _____________________________
APPENDIX G

ASSESSMENT SUMMARY

Please submit to appropriate Dean/Coordinator: Tricia Baar, Patty Weak, Melinda Sanders

Faculty--Enter data and appropriate information in the yellow cells only. The gray cells contain formulas and will be calculated when you enter the number of As, Bs, Cs, etc.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>Section No.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Course flagged for data collection this term?</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

| Number of A's: | | Students Enrolled (SE) | 0 |
| Number of B's: | | Students Completing (SC) | 0 |
| Number of C's: | | SC=SE-(Ws+unearned F's) | |
| Number of D's: | | Retention Rate (SC/SE) | #DIV/0! |
| Number of "earned" F's: | | Drop-Out Rate (Ws+unearned F's)/SE | #DIV/0! |
| Number of "unearned" F's: | | Success Rate (Students completing with a "C" or better/SE) | #DIV/0! |
| Number of W's: | | Retained Student Success Rate (Students completing with a "C" or better/SC) | #DIV/0! |
| Number of I's: | | Number of Audits: | |

Assessment methods utilized to measure student academic achievement (pre/post-test, exams, comprehensive final, portfolio, lab projects, etc):

Review the course outcomes, identified in your Syllabus, and list strategies that you will implement to improve student success in those areas.
Institutional Student Learning Outcomes:

With an "X," mark ALL of the college's general education outcomes listed below that were attained by students in your class AND provide a brief example of how they were demonstrated.

<table>
<thead>
<tr>
<th>Gen Ed Category</th>
<th>Attained</th>
<th>Activity or Activities Where Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- Students will demonstrate skills, good judgement, and behavior that is appropriate to the workplace or academic environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- Students will use critical thinking skills to identify problems, analyze alternative solutions, and make appropriate decisions for themselves, the group and society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- Students will use communication skills necessary to read and listen for understanding, to speak and write clearly, and to follow written and verbal instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- Students will use available resources, time, materials, and technology efficiently and effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISLO Assessed

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Yes/No</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of assessment instrument (for example, dedicated test, quiz, or survey; assessment questions added to course test, quiz, or survey; assignment; project; or paper.)

Please provide a brief description of the context for assessment. What preparation, instruction, or directions preceded the administration of assessment?

Please discuss any follow-up on data you collected from the evaluation, if this is a formative assessment point (introduction or reinforcement).

Analysis of Data--What do you know about your students' skills, attitudes, or behaviors in the assessed areas based on these results?

Attach instrument as .docx or .pdf
Attach data report as .docx or .pdf
APPENDIX H

College of the Ouachitas
Course Syllabus

Course information. Include the following in a header or top section:
- Semester and Year (for example, Spring 2018)
- Course Number and Section (for example, DATA1123 Section 3)
- Course Name (for example, Fundamentals of Information Technology)
- Course Dates/Meeting Times and Building/Room Number (for example, TR 1:00-2:15, A510)

Instructor Name and Contact Information. Include as much information as you can to provide multiple methods for students to contact you outside of class time.

Office Hours/Location. For online courses, note method and times.
Note: COTO now has Blackboard Collaborate, which allows video conferencing. Contact your Coordinator or Dean for more information.

Final Test Date/Time. Provide final examination information including date, time, and location if other than classroom.

Online faculty should include information about proctoring (distance students may arrange off-site proctoring; contact your Coordinator or Dean for information and an approval form).

Note: Specific times have been designated for final exams in online courses. See the finals schedule for available times, and contact Sandra Spayde at sandra@coto.edu for scheduling. On-site proctoring assistance is available; contact your Coordinator or Dean to inquire.

Textbook, Materials, Resources. List any required textbook, materials, Web sites, or other class resources that are required or recommended.

Note: Include the following TEACH Act Copyright Notice if you will be disseminating online (through Blackboard or Self Service) any material which is subject to copyright:

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Course Description. To find this information, go to the Catalog’s Course Descriptions on the College web site (http://coto.edu/pages/course_catalog), select the current catalog year, and select the course you are teaching. Copy the description—including pre- and co-requisites as well as any ACTS transfer note—and paste that text here.

Prerequisite Competencies. This section is optional. If you wish, list competencies students should already have, prior to the start of this course.
Course Outcomes. Standardized course competencies, if available, may be obtained from the Coordinator or Dean. All courses listed in the ACTS course transfer system must include or align to the corresponding ACTS outcomes: See ACTS.ADHE.EDU, or contact your Coordinator or Dean for assistance.

If your course’s competencies have not yet been standardized, list the knowledge/skills students are expected to have at the end of the course.

Assessment Methods. List the multiple methods of assessment that you plan on using to document that students have acquired the course competencies. Methods listed should include more than exams. Examples include pretest/posttest, portfolios, observation checklist or rubric, oral presentation, comprehensive final exam, etc.

Note: This section may be combined with (reflected in) Assignments and Grading section, below.

Assignments and Grading. Type your assignments and grading policy here.

You must be clear here. Briefly list assignments or assignment categories and the points or percentage of final grade associated with each. Include a table similar to the example below. If you are calculating your grades based on points or some other method, you can substitute the point ranges that equate to an A, B, C, D, or F in place of the percentage ranges. The key is that you have clearly stated to the student what they must do to earn a given grade in your class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
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<tr>
<td>C</td>
<td>79-70%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

Note: If mid-semester grades are calculated differently from final grades, also include that grading method here.

Note: The statement below should be included in this section:

Mid-semester and final grades can be accessed through Self Service, at www.coto.edu. Click on the Self Service link and follow the posted instructions.

Note: If you will not be posting assignment grades online for student access (meaning, you are not keeping grades in Self Service or Blackboard), you are strongly encouraged to use a simple percentage-of-total-points system, with no weighting, so that students may calculate their own averages before mid-term and between mid-term and final grades.

Attendance Policy. Explain your attendance policy. You may wish to include the following statement, as well.
College policy is that regular class attendance is considered essential if a student is to receive maximum benefit from any course. Any student accumulating an excessive number of absences in a course may be dropped from the course with a grade of “F.” Absences are subject to review by agencies granting financial aid.

NOTE: For online courses, include the following statement in this section, as is:

For online courses, federal regulations state that a student does not meet the academic attendance requirement simply by logging into the course. Rather, a student is considered in attendance by participating in or engaging with the course through assignments and/or exams related to academic matters.

Online courses should include clear expectations for attendance under this definition.

**Academic Integrity.** Include the following statement:

As outlined in College Operation Policy No. 5.50, “Any student who engages in classroom disruption, cheating, plagiarism, or test tampering will be subject to disciplinary action. According to College policy, violation may result in lowered assignment scores, a failing grade in the class, administrative withdrawal from the College, or a combination of the above sanctions.”

You may add your own specific statement to this. The clearer and more thorough your statement is, the better.

**ADA Statement.** Include the following statement:

*College of the Ouachitas complies fully with the Americans with Disabilities Act (ADA). If any member of the class has a documented disability on file with the ADA / Section 504 Coordinator, reasonable accommodations will be made as specified. Please advise the instructor of such disability at the end of the first class meeting. Arrangements for accommodations should be made the first week of class.*

**Student Services.** Include the following statement:

*A wide variety of student services is available through the Office of Student Affairs. If you are in need of tutoring services, financial assistance, counseling sessions, etc., please contact your advisor or the Director of Student Success.*

Note: For online courses, also include the following:

*Online students can access these services through the Resources tab within the Blackboard LMS.*

**Instructor Policies:** Note your specific policies here. Some topics to consider: tardiness, late submission of work, missed tests (make up, replace, or other?), classroom etiquette, food/drink in the classroom, electronic devices. The more specific you can be, the better.
Class Calendar:

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Class Date</th>
<th>Topic(s) Covered</th>
<th>Assignment Due Dates/ Test Dates</th>
</tr>
</thead>
<tbody>
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Note: For courses included in the ACTS course transfer system, course outcomes must be evident in unit/content listings, chapter or handout readings, assignments, or activities.

Please understand these are only suggestions. As the instructor of your course, you need to have the flexibility to make adjustments to your course (schedule, assignments, etc.) so that you are able to meet the needs of your students. Open communication is essential when you find it necessary to make a change or adjust the class schedule.

Note: Online courses may use the schedule outline (available in Blackboard) in place of this calendar.

**Inclement Weather Closing.** Include the following statement:

*If inclement weather makes it necessary to cancel on-campus classes, the announcement will be made to the following media:*

- **Blackboard Connect:** Students may sign up for text, phone, and email notifications by visiting coto.edu/pages/blackboard_connect_information_students.
- **College Website:** Emergency information is posted on the front page of the College's web page, [www.coto.edu](http://www.coto.edu).
- **Facebook:** Emergency information is posted as the status on the College’s Facebook page, [www.facebook.com/coto4me](http://www.facebook.com/coto4me).
- **Television:** KARK Channel 4; KATV Channel 7; KTHV Channel 11; FOX 16
- **Radio:** KLAZ 105.9 FM; KQUS 97.5 FM; KSSN 95.7 FM
Online students will continue to have access to their course(s) unless area Internet service is disrupted; therefore, online classes may not be affected by campus closings.

Note: Online faculty should also state their policy regarding assignment and exam deadlines during inclement weather closings that do not disrupt area Internet service. If service is disrupted, assignments and exam deadlines should be rescheduled.

Note: All COTO courses now have a Blackboard shell for supplemental material. You may wish to consider an inclement-weather “online backup plan” for your classroom-based course, as well.

**Program Outcomes.** Include the following statement, adding the appropriate program outcomes for your course. Contact your Coordinator or Dean for assistance in locating program outcomes.

[Course Name] is part of the [Program or Degree]. One or more of the course outcomes identified above may be aligned to the following Program Student Learning Outcomes, which are expected of all graduates from the program:

[List Program Outcomes here.]

**Institutional Student Learning Outcomes.** Include the following material, as is.

Although each program produces outcomes appropriate to its own discipline-specific goals and objectives, COTO has identified the following as desirable attributes for all students to attain for better success in future employment and continuing educational pursuits. These are our Institutional Student Learning Outcomes.

- **Professionalism:** Students will demonstrate skills, good judgment, and behavior appropriate to the workplace or academic environment.
- **Critical Thinking:** Students will use critical thinking skills to identify problems, analyze alternative solutions, and make appropriate decisions for themselves, the group, and society.
- **Communication:** Students will use communication skills necessary to read and listen for understanding, to speak and write clearly, and to follow written and verbal instruction.
- **Information Literacy:** Students will use available resources, time, materials, and technology efficiently and effectively.

**Mission Statement.** Include the following statement.

College of the Ouachitas is a public, two-year institution of higher education that continually identifies and addresses the changing learning needs of the communities it serves.