



College of Education

Educator Preparation Providers Policy Handbook

College of Education
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Educator Preparation Providers

Policy Handbook

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INTRODUCTION TO SOUTHERN ARKANSAS UNIVERSITY

History of Southern Arkansas University

Southern Arkansas University (SAU) was founded more than a century ago as the Third District Agricultural School (TDAS) by Act 100 of the Arkansas legislature in April 1909. SAU celebrates this date as Founder's Day. The school was a Progressive Era educational reform urged by the Farmers Educational and Cooperative Union. It taught rural young men and women scientific agricultural practices and modern home economics and awarded high school degrees. The Farmers Union's legacy endured at SAU. The University operates one of the state's largest collegiate farms, and the school's colors – Blue and Gold – are those of the Union. SAU's agricultural roots are also evident in its unique symbol – the Mulerider – adopted in 1912 when its football players rode mules to practice and games.

To increase the supply of rural schoolteachers, Arkansas elevated TDAS and the state's three other residential agricultural schools to junior college status with Special Act 229 in 1923 and Act 45 in 1925. Officially renamed State Agricultural and Mechanical College, Third District, the school was known everywhere as Magnolia A&M College. The North Central Association of Colleges and Secondary Schools accredited Magnolia A&M in 1929. The institution afterward has maintained continuous accreditation.

In the fall of 1949 the Board of Trustees, exercising authority vested in it by the state legislature, decided to change the junior college into a four-year, degree-granting institution. By Act 11 on January 24, 1951, the legislature conformed this change with a new name, Southern State College (SSC). Enrollment grew from a few hundred students during the junior college years to well over two thousand during SSC's twenty-five year history. The Arkansas legislature, with Act 171 on February 14, 1975, created a three-campus SSC system by adding two junior college branches at El Dorado and Camden to the main campus at Magnolia. The El Dorado branch, however, became independent in 1991. Having gained approval in 1973 from North Central Association to offer graduate courses in education, SSC began offering master's degrees on June 2, 1975. The name was changed to Southern Arkansas University on July 9, 1976.

For in-depth history of SAU, please refer to Willis, J. F. (2009). *Southern Arkansas University: The Mulerider School's Centennial History 1909 – 2009*. Magnolia, AR: Southern Arkansas University Foundation.

Location

Southern Arkansas University is located in Magnolia, which has a population of 11,577. Magnolia is approximately 55 miles east of Texarkana, 80 miles northeast of Shreveport, and 140 miles south of Little Rock. Magnolia is a growing, progressive town in the heart of an agri-business, industrial, timber, and oil-producing area.

Mission Statement

Southern Arkansas University is a two-campus system comprised of a technical college with both state and regional responsibilities and a regional state university. Recognizing the diversity

of student backgrounds and educational experiences, each campus accepts its coordinated and unique role.

The mission of Southern Arkansas University is to educate students for productive and fulfilling lives in a global environment by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. The University believes in the worth of the individual and accepts its responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society. Further, the University provides an environment conducive to excellence in teaching and learning, scholarship, creative endeavors, and service.

Role and Scope of Southern Arkansas University (Approved by the Arkansas Higher Education Coordinating Board, July 25, 2008)

1. *Audience* – Southern Arkansas University (SAU) in Magnolia is responsible for serving:
 - a. residents of southwest and south central Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
 - b. employers in the region, both public and private – school districts, health care providers, local governments, and private businesses.
 - c. economic development interests and entrepreneurs in the region.
 - d. the community and area by providing a broad range of academic and cultural activities and public events.
 - e. area K-12 schools seeking college general education courses for advanced students.
 - f. Two-year college transfer students.
2. *Array of Programs and Services* – SAU serves its primary audiences by providing:
 - a. an associate- and baccalaureate-level program in nursing.
 - b. baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
 - c. baccalaureate programs in the professional fields of business, education, nursing, and human services (i.e., social work, and criminal justice).
 - d. master's program in education, computer sciences, kinesiology, counseling, public administration, business administration, and agriculture.
 - e. services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. *Special Features*
 - a. Agriculture and education programs.
 - b. Regional natural resources with emphasis in lignite development.
 - c. Nursing programs to assist regional medical community needs.

University Learning Goals

1. Our graduates can communicate effectively.
2. Our graduates are prepared to be personally and socially responsible citizens, having the ability to apply knowledge and skills that encourage responsible civic engagement for the advancement of society.
3. Our graduates can think critically, solve problems, and make informed decisions.
4. Our graduates can use technology effectively.
5. Our graduates have content knowledge in their chosen fields and the necessary skills to be successful.

Revised spring, 2012-2013

Accreditation

Southern Arkansas University is accredited by the Higher Learning Commission through the North Central Association (AQIP Pathway), AACSB International, National Association of Schools of Music, Council for the Accreditation of Educator Preparation (CAEP), The National League for Nursing Accrediting Commission, Council on Social Work Education, and Commission on Accreditation of Athletic Training.

General University Academic Information

Students are expected to know the rules governing academic matters. The Southern Arkansas University Student Handbook, Undergraduate Catalog, and Graduate Catalog present answers to general questions regarding academic policies. Responsibility for meeting degree requirements rests upon the student. Each student is expected to be aware of all relevant requirements published in the catalog under which he/she plans to graduate. The catalog in force is the one when one first registers is the binding document between the student and the University. For example, when one first registered during the academic year 2012/2013, the catalog in force is the 2012/2013 catalog. However, a student may request permission to meet the requirements of another catalog in force during his/her years at the University. The student's freedom to choose the catalog under which he/she will graduate is limited.

Attendance at the University

The admission of candidates, their remaining as students, their status, the awarding of academic credits, and the granting of degrees are all subject to the ordinary powers of the University. It

reserves the right to cancel, at its discretion, any of these privileges for reasons considered sufficient by the administration.

The College of Education dean reserves the right to review his/her students' grades periodically. Together with the faculty, they may also recommend that students performing unsatisfactorily should discontinue their degree programs.

The disciplinary authority of the university president is absolute. The vice presidents, deans, and other officers are responsible for specific cases and in restricted areas.

Changes in Catalog Requirements

The provisions of the Southern Arkansas University catalog are not regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirements at any time during the student's term of residence. All regulations adopted and published by the Board of Trustees or the faculty have the same force as those published in the current catalog.

Registration

After being admitted to the University, each student must register for courses at the time designated by the University. Students should plan to register during the days assigned to registration on the official academic calendar. Registration is neither official nor complete until all parts of the registration process have been completed, including financial arrangements. **The student is responsible for the accuracy of the registration schedule, which should correspond with planning a program of study and meeting the requirements of graduation. No credit will be granted for courses for which the student has not been duly registered.**

For more detailed admissions and enrollment information, please refer to the undergraduate and/or graduate catalog.

Student Responsibilities

Textbooks

Students are expected to acquire all textbooks assigned in courses in which they enroll.

Examination

Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule.

Class Attendance

Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

Academic Integrity Policy

Academic integrity at SAU is an organizational and individual responsibility. Students, faculty and staff share responsibility for maintaining the highest standards for academic integrity. The basis and context of the Academic Integrity Policy is applicable to all.

For more information and detailed description of the policy, please refer to the Faculty Handbook.

Human Subjects Research

All students and faculty conducting any research involving human subjects must apply for approval from the Institutional Review Board. For more information, please contact the Office of the Vice President for Academic Affairs.

INTRODUCTION TO THE COLLEGE OF EDUCATION

The College of Education

In 1976 when Southern State College (SSC) became Southern Arkansas University (SAU), four schools were approved: Business, Education, Liberal and Performing Arts, and Science and Technology. Later, when new programs for the master's of education degrees were approved, schools were reorganized into Colleges of Business, Education, Liberal and Performing Arts, Science and Engineering, and School of Graduate Studies.

The College of Education (COE) is charged with the responsibility for managing or coordinating all programs for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in SAU. All programs that prepare teachers and other school professionals to work in school settings (P – 12) are grouped under the umbrella known as the “Educator Preparation Providers (EPP)” with the dean of COE serving as the leader. He/she has the authority and responsibility for the overall administration and operation of EPP.

The Educator Preparation Providers (EPP) offers the following initial and advanced programs:

Initial

The College of Education (COE) is the approved unit for professional education and teacher licensure at Southern Arkansas University and offers a Bachelor of Science in Education (BSE) degree with majors in:

- Elementary Education K-6
- Elementary Education K – 6 STEM focus
- Middle School Education – Choose 2 (Math, Science, English, Social Studies)
- Middle School Education STEM
- Physical Education and Health K-12
- Master of Arts in Teaching (MAT) – Elementary, Middle, K-12, and Secondary Licensure areas

The COE also offers the teacher education minor and professional semester for candidates preparing to teach in the following areas:

- Agriculture Education (7-12) [major - College of Science and Engineering]
- English (7-12) [major – College of Liberal and Performing Arts]
- Foreign Language (7-12) [major- College of Liberal and Performing Arts]
- Mathematics (7-12) [major – College of Science and Engineering]
- Music Education: instrumental and vocal [major – College of Liberal and Performing Arts]

Advanced

The following advanced professional education programs are offered through COE that lead to the Master in Education (M.Ed.) degree:

- Master of Education in School Counseling
- Master of Education in Elementary or Secondary Education
Focus areas: Curriculum and Instruction
- Master of Education in Gifted and Talented Education K-12
- Master of Education in Special Education K-12
- Master of Education in Educational Administration and Supervision
Building Administrator K-12
[Non-degree licensure program for building and district administrator]
- Master of Education in Library Media and Information Specialist
P-12

The College of Education (COE) consists of three academic departments and two service areas:

- The Department of Teacher Education (TED)
- The Department of Counseling and Professional Studies (CPS)
- The Department of Health, Kinesiology, and Recreation (HKR)
- The Office of Admissions, Field Experience, and Licensure (AFEL)
- The Educational Renewal Zone (ERZ)

The academic departments are headed by department chairpersons and the service areas are headed by directors. These individuals also hold academic appointment and rank in academic departments within the COE.

Department of Teacher Education (TED)

Located in Magale Library on the first floor and Cross Hall, TED offers a BSE degree with the choice of majors in Elementary Education K-6 or Middle Level (4 – 8) Education and the MAT program with multiple pathways to licensure. For more detailed information, **please refer to Undergraduate and Graduate Catalogs.**

Department of Counseling and Professional Studies (CPS)

Located in Cross Hall, CPS offers graduate degrees in Counseling (Mental Health, School, Student Affairs & College Counseling); Educational Administration & Supervision; Elementary or Secondary Education with focus in Curriculum & Instruction, Gifted/Talented, Special Education, Library Media and Information Specialist. **For more detailed information, please refer to Graduate Catalog.**

Department of Health, Kinesiology, and Recreation (HKR)

Located in Athletic/HKR Building, HKR offers undergraduate degrees in Athletic Training, Exercise Science, Physical Education, and Human Performance, Recreation and Community

Service. HKR also offers a graduate degree in Kinesiology. For more information, please refer to both Undergraduate and Graduate Catalogs.

Admissions, Field Experience, and Licensure (AFEL)

Located in Cross Hall 221 (AFEL Director) and 218 (AFEL Administrative Assistant), this Office handles issues regarding admission to teacher education programs, placement of initial candidates in field experiences, and recommendation of teacher and other school personnel candidates for Arkansas Teacher licensure.

Education Renewal Zone (ERZ)

The Education Renewal Zone – Southwest-B (ERZ) is designed to support schools, school leadership, education service cooperatives, institutions of higher education, and communities participating with the Education Renewal Zone in the delivery of the quality education needed to assist students in attaining the performance levels set forth by the State of Arkansas and as defined by the Federal No Child Left Behind Act of 2001.

University Governance Academic Standing Committee:

Teacher Education Committee (TEC).

The mission of TEC is to recommend, monitor and evaluate programs and policies governing teacher education.

Membership of the committee:

Chair, Dean of the College of Education

Faculty, ten (10) as represented by these areas:

Counseling and Professional Studies, one (1)

Teacher Education, one (1), (two-year term)

Health, Kinesiology, and Recreation, one (1)

Director of AFEL

Coordinator, CAEP

Coordinator, M.Ed. and MAT online

College of Liberal and Performing Arts/Music, one (1)

College of Liberal and Performing Arts/Music, one (1)

College of Science and Engineering, one (1)

College of Business, one (1)

Undergraduate Education student, one (1), appointed by Student Government Association

Graduate Education student, one (1), appointed by Graduate Council

Public/Private P-12 teacher, one (1), (appointed by the dean of the College of Education

Public/Private P-12 administrator, one (1), appointed by the dean of the College of Education

All ex officio are non-voting

Provost and Vice President for Academic Affairs, ex officio
 Dean of School for Graduate Studies, ex officio
 Registrar, ex officio
 Director of Library and Information Services, ex officio
 Education Renewal Zone Director, ex officio
 Faculty Senator (if one is not elected to the committee), ex officio
 Staff Senator, ex officio

Undergraduate-related items approved by the TEC will be forwarded for consideration and approval to the Academic Affairs Committee. For graduate-related items, TEC will forward to the Graduate Council for consideration and approval and the Graduate Council will forward its approval to the Academic Affairs Committee.

Accreditation

Teacher Education Programs offered by the College of Education are accredited by the State of Arkansas and CAEP. These accreditations cover initial teacher preparation and advanced educator and school personnel preparation programs.

The Bachelor of Science in athletic training is accredited by CAATE – the Commission on Accreditation and the National Athletic Trainers Association.

The Conceptual Framework

Educator Preparation Providers (EPP) CONCEPTUAL FRAMEWORK: Attaining Educational Achievement through Collaboration and Reflection.

The mission of the educator preparation providers is to prepare candidates who attain educational achievement through collaboration and reflection. To that end the educator preparation providers (including content departments), collaborates with K-12 schools, educational Service Cooperatives, Educational Renewal Zones and other local, state, and national organizations to inculcate high standards of educational achievements for all students. The EPP engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.

The EPP CONCEPTUAL FRAMEWORK was developed collaboratively and over time. Through the identification of a set of core values held by faculty and stakeholders, the shared vision of the EPP CONCEPTUAL FRAMEWORK was created. From this vision emerged core values that represent the critical dispositions and competencies deemed necessary by faculty and stakeholders to be an effective teacher and other school personnel.

Faculty are expected to make the outcomes of the CONCEPTUAL FRAMEWORK very evident to the candidates in their course outcomes; assessments of candidates, and in their teaching. The CONCEPTUAL FRAMEWORK is a set of outcomes to which the candidates are to demonstrate mastery prior to program completion. In addition the CONCEPTUAL FRAMEWORK outcomes provide the framework for course development, curriculum decisions, and assessment measures for the College of Education and Educator Preparation Providers (EPP).

Initial Candidate Dispositions

The EPP composed and continuously updates the dispositions handbook which is available on the College of Education website. Refer to the Dispositions Handbook for additional information.

Initial Candidate Conceptual Framework Competencies

The EPP holds the following competencies, as described in the CONCEPTUAL FRAMEWORK, as critical for all **initial** EPP candidates, to include the Master of Arts in Teaching degree program. As in accordance with the state of Arkansas, Arkansas Teaching Standards (ATS) or InTASC standards is the model for all student competences; refer to the Program Handbooks for additional information.

Advanced Candidate Dispositions

The EPP holds the following dispositions, as described in the CONCEPTUAL FRAMEWORK, as critical for all **advanced** EPP candidates, to include Master of Education in Educational Administration and Supervision, Master of Education in Elementary or Secondary Education, Master of Education in Library Media and Information Specialist, Master of Education in School Counseling:

- Collaboration
- Leadership
- Communication Skills
- Initiative
- Commitment to Profession
- Fairness to All
- Response to Feedback
- Belief That All Students Can Learn

Advanced Candidate Conceptual Framework Competencies

The EPP holds the following competencies, as described in the CONCEPTUAL FRAMEWORK, as critical for all advanced EPP candidates, to include Master of Education in Educational Administration and Supervision, Master of Education in Elementary or Secondary Education, Master of Education in Library Media and Information Specialist, Master of Education in School Counseling:

- G1. Demonstrate facilitative and leadership skills.
- G2. Apply appropriate principles of education research to discover “best practice”.
- G3. Model and initiate promising and productive practices to serve diverse populations.

- G4. Demonstrate continuous learning through professional development.
- G5. Demonstrate leadership roles in collaboration with the community partnerships.
- G6. Demonstrate critical and reflective thinking.

Review of Dispositions

Upon completion of an Educator Preparation Providers degree program, students are required to exhibit proficiency in all areas of established dispositions. Students will be assessed at various points throughout the program on the established dispositions. ***Refer to the Dispositions Handbook for more information and procedures.***

Professional Assessments

Professional dispositions, Conceptual Framework competencies, and candidates' impact on student learning are assessed through the completion of the Professional Assessments.

The Professional Assessments, a collection of evidences related to professional dispositions, the Conceptual Framework competencies, and impact on student learning, as relevant to the program degree level, is required for all EPP programs, both initial and advanced.

Evaluation of the Professional Assessments occurs at the following points:

Initial Programs:

Checkpoint I – Field Experience II or Internship I

Checkpoint II – Student Teaching or Internship II

Advanced Programs:

Checkpoint I – At or prior to degree audit

Checkpoint II – Internship or Capstone Course

Initial Program Professional Assessment Evaluation

The Professional Assessments are evaluated at both Checkpoint I and Checkpoint II by the appropriately assigned faculty member or adjunct. All faculty and adjuncts working with candidates who are admitted to the College of Education are trained on TESS and the TESS rubrics which is the evaluation system adopted by Arkansas, receiving a badge at the end of the training to ensure portfolio evaluations are valid, reliable, and free from bias. The TESS rubrics are cross walked with the conceptual framework ATS or InTASC. The Professional Assessments are evaluated for the following:

- Modified Impact on Student Learning Project, which is evaluated using the TESS (cross walked with conceptual framework competencies) rubric as presented in *LiveText*.
- Professional dispositions, which are evaluated based on the established scoring rubric and indicating the level of proficiency for each disposition as presented in *LiveText*.
- Impact on Student Learning, which is evaluated using the TESS (cross walked with conceptual framework competencies) rubric as presented in *LiveText*.

Upon the submission of a Professional Assessment, the assigned faculty member conducts an evaluation of the assessment. Prior to graduation, the candidate must attain proficiency in all Conceptual Framework competencies (TESS Domains) in both the Modified Impact on Student Learning and the Impact on Student Learning as well as in Professional Dispositions.

If the candidate does not agree with the results of the evaluation, the candidate may appeal the decision of the assigned faculty assessor. The following procedure must be followed for appeal:

Within seven (7) working days of receipt of the evaluation in *LiveText*, the candidate must submit a written request for an appeal to the Dean of the Educator Preparation Provider. The Dean of the Educator Preparation Providers may request additional documentation from the program director, program faculty, etc. Within seven (7) working days of receiving the candidate's request of appeal, the Dean of the Educator Preparation Providers will submit a written decision to the candidate of appeal decision. A copy of the decision is will be provided to the assigned faculty member. ***The decision of the Dean of the Educator Preparation Providers is final.***

Advanced Program Professional Assessment Evaluation

The Professional Assessments are evaluated at both Checkpoint I and Checkpoint II by the advanced program director or appropriately assigned faculty member. All program directors working with candidates who are admitted to the College of Education's graduate school have closely participated in the development and design of the assessment rubrics, ensuring that evaluations are valid, reliable, and free from bias. The Professional Assessments are evaluated for the following:

- Checkpoint I: Conceptual Framework Competencies and Program Standards, which are evaluated using an EPP-designed scoring rubric as presented in *LiveText*.
- Checkpoint I and Checkpoint II: Professional dispositions, which are evaluated based on an EPP-designed scoring rubric and indicating the level of proficiency for each disposition as presented in *LiveText*.
- Checkpoint II: Impact on Student Learning Project, which is evaluated using an EPP-designed scoring rubric as presented in *LiveText*.

Upon the candidate's submission of a Professional Assessment, the program director or faculty member conducts an evaluation of the assessment via *LiveText*. Prior to graduation (Checkpoint

II), the candidate must attain “target” status in all Conceptual Framework competencies in the Impact on Student Learning Project as well as in Professional Dispositions.

If the candidate does not agree with the results of the evaluation, the candidate may appeal the decision of the program director or assigned faculty assessor. The following procedure must be followed for appeal:

Within seven (7) working days of receipt of the evaluation in *LiveText*, the candidate must submit a written request for an appeal to the Dean of the Educator Preparation Provider. The Dean of the Educator Preparation Providers may request additional documentation from the program director, program faculty, etc. Within seven (7) working days of receiving the candidate’s request of appeal, the Dean of the Educator Preparation Providers will submit a written decision to the candidate of appeal decision. A copy of the decision will be provided to the assigned faculty member. *The decision of the Dean of the Educator Preparation Providers is final.*

Assessment Procedures

Assessments of Candidates in Courses

Full time faculty develops the syllabus for each of their courses. Adjunct faculty members are provided with a syllabus for each of their courses which was already developed by the full-time faculty. This process ensures consistency across all programs and courses. The outcomes for candidates in each course are tied back to the EPP’s Conceptual Framework. Each faculty member is responsible to ensure the assessments of candidates in their course(s) are tied to the course outcomes stated in the syllabus. Most assessments completed on candidates in their courses have a rubric to give structure to the assessments and the subsequent evaluations.

In addition to the assessments of candidates on their knowledge and skills related to the Conceptual Framework, the EPP has developed a set of dispositions to which they hold each candidate responsible. All faculty members are expected to make observations and have the opportunity to complete assessments of individual candidates on the expected dispositions. The EPP completes assessments of candidate dispositions at key checkpoints in the candidate programs. When a concern related to one or more dispositions for a candidate is documented, the candidate is expected to develop a plan for improvement, and faculty monitor that plan.

Ensuring Assessments are valid, reliable, and free from bias

All EPP assessments are reviewed by the Initial Educator Preparation Committee (IEPC) or the Advanced Educator Preparation Committee (AEPC) to ensure they are valid, reliable, and free from bias. During regularly scheduled meetings, the committees review one or more assessments and the associated data. The committees report to the EPP faculty following their review with suggestions for change when that is warranted. EPP faculty then consider the report and make changes to the curriculum and/or instrument(s) when it is determined these are necessary.

Data Collection and Feedback Loop Process

In addition to the assessments individual faculty do of candidates within their courses, the EPP conducts regular and systematic assessments of candidates, programs, and EPP operations (procedures and policies to ensure the EPP is doing all of its work effectively) following a cycle. Data are collected at the key checkpoints to include exit surveys and follow-up studies of all graduates and their employers. The data from these assessments are aggregated and shared with the EPP faculty to ensure the EPP is making “data driven decisions”. Any changes for program improvement and EPP operations are voted on by the EPP faculty. (*Note: Faculty members teaching in EPP programs which are administratively located in other colleges are included in the process*).

The feedback loop process consists of formative feedback, plans for improvement, summative feedback, evaluation decisions, and revision and renewal. The sequence of the elements in this feedback loop process should always lead to improved candidate performance and programs.

Data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement

The EPP’s Assessment System Handbook provides the procedures and best practices related to collecting, compiling, aggregating, summarizing, and using data for continuous improvement. Both the IEPC and the AEPC oversee the processes and procedures. EPP faculty regularly review aggregated data in departmental and EPP meetings and use the data to inform the discussions and ensuing actions related to decisions to improve programs, candidate performance, and /or EPP operations.

Employment Information and Academic Qualifications

Equal Employment Opportunity Policy

Southern Arkansas University, Magnolia, recruits, hires, educates, trains, promotes, and conducts all other employment practices without regard to race, color, religion, gender, age, national origin, disability, veteran status or any other legally protected class. SAU is an equal opportunity employer and an affirmative action institution of higher education.

All inquiries or complaints (except for disability and Title IX) by faculty and staff should be addressed to the vice president for administration, and all inquiries or complaints by students should be addressed to the dean of students.

SAU is committed to the provisions of the Americans with Disabilities Act. All inquiries or complaints of students, faculty, and staff concerning provisions of the Act should be addressed to the director of the counseling and testing center/disability support services.

SAU is committed to compliance with Title IX. All inquiries related to Title IX can be addressed to the Title IX coordinator. The SAU website contains all Title IX contact information.

Faculty Qualifications and Appointment Procedures

Southern Arkansas University adheres to Higher Learning Commission guidelines on determining quality faculty. These guidelines state that “qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified.” (For detailed information on faculty qualifications and appointment procedures, see the [Faculty Handbook](#), pages 67-69)

Adjunct Faculty Compensation

The adjuncts’ pay scale per three credit hour course is as follows:

Master’s degree	\$2100 (undergraduate)	\$2500 (graduate)
Terminal degree	\$2400 (undergraduate)	\$2700 (graduate)
Retired Faculty	\$2400 (undergraduate)	\$2700 (graduate)

When the classes do not reach the required standard enrollment levels, adjunct instructors will be compensated at a rate proportional to the enrollment. For example, an adjunct instructor, with a master’s degree, teaching a lower division undergraduate course with an enrollment of eight would receive 8/10 of \$2100 or a total of \$1680 (effective July 1, 2012)

Unit Meetings

Upon becoming adjunct faculty for the EPP, the adjunct faculty member’s email address is placed in the EPP email database list maintained in the Office of the Dean of COE. Adjunct faculty are invited to unit faculty meetings by the COE Dean via email invitation. Following the completion of the unit faculty meeting, minutes and necessary documents from the meetings are provided to adjunct faculty via email from the COE Dean.

Preparation for Teaching

Conceptual Framework and Assessment System

Before classroom instruction begins new faculty need to become knowledgeable about how the Unit’s Conceptual Framework and Assessment System are aligned with teaching, learning outcomes, and program accreditation. Understanding all aspects of the Conceptual Framework and the COE’s Assessment System are described in detail in the Unit’s Handbooks and reviewed in detail during the College of Education faculty orientation process in August of each academic year.

Adjunct faculty will have a meeting with the COE dean and the chair of the department in which they will be teaching prior to the beginning of their teaching. In this meeting they receive a copy of the syllabus for their course, a copy of the New and Adjunct Teacher Handbook which is

reviewed with them, and copies of the Conceptual Framework Handbook and the Assessment System Handbook (on-line).

Textbooks

Textbooks and other materials to be used in each course or section are to be chosen by the full-time faculty member and/or department as a whole. There is a state statute governing the adoption of textbooks at higher education institutions in Arkansas. By state law, the bookstore must have textbook information posted on the University's website by certain dates. To meet this task, the bookstore usually sends out the adoption requests one to two months in advance of the deadline. Then, the bookstore usually asks that the textbook information be returned to them about a week before the deadline in order for the information to be entered into the system in a timely manner.

Summer & Fall – Legal Deadline is April 1.

- Deadline for adoption submission by faculty around March 22.

Spring – Legal deadline is November 1.

- Deadline for adoption submission by faculty around October 22.

The form determines:

1. what textbooks each instructor will require the succeeding semester;
2. the approximate number of each text that will be needed;
3. whether the books used during the current semester will be used the next time the course is offered.

Order forms for textbooks are sent by the University bookstore directly to faculty members. Textbook requisitions must be approved by the department chair, and one copy of all requisitions must be forwarded to the dean. A faculty member may borrow textbooks from the bookstore for a period of not more than 90 days. If not returned in good condition during this period, the books will be charged to the instructor's departmental budget.

It is the faculty members' responsibility to ensure all of the information is correct for each of the courses. Because the information in the order form was based from the "like" semesters (for example, information on a fall adoption was based on the last fall semester, and not from the immediate preceding spring semester), it is important to mark through any information that is incorrect. In cases when a class does not require a textbook, such information also needs to be communicated to the bookstore.

Adoptions can be delivered to the bookstore in person, return e-mail using the attachment, or telephone the bookstore at 870-235-4050, or the information can be sent using the eDoption procedure. Directions for using the option are included below:

1. Go to www.efollett.com

2. Choose your state
3. Choose your institution – Southern Arkansas University Main Campus
4. Choose Faculty Services
5. Choose eDoptions
6. From here you will either need to register as a new account or just login in if you are a returning user.

For new accounts, after you enter your information, your e-mail, and your password, you will be asked to enter a bookstore supplied password. The password is “563” or “0563”.

7. Once you are registered, you are ready to go. Your term are “Summer I 20**”, “Summer II 20**” or Fall 20**-**”.
8. Click the button “Click Here to Create a New eDoption.”

Because the vast majority of SAU students are on financial aid, students on aid cannot get their textbooks from websites such as eBay or Amazon. There are also vendors that the bookstore cannot use to acquire textbooks.

The bookstore hours are:

Fall and Spring semesters:

Monday – Friday: 8:00 a.m. – 4:00 p.m.

[First week of classes for fall and spring semesters, bookstore is open until 6:00 p.m.]

Summer terms:

Monday – Thursday: 8:00 a.m. – 5:00 p.m.

[closed on Friday]

Online Instruction

The criteria and guidelines for teaching online and/or distance courses are the same as those for the traditional instructional format. New and adjunct faculty members are to consult with department chairs and/or program directors for additional guidelines on online delivery.

Online Attendance Policy

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following methods:

- Completion of tests or quizzes
- Discussion forums
- Submission/completion of assignments

- Communication with the instructor
- Or other course participation

Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course. Note: nonattendance may affect financial aid. If a student fails to meet the attendance requirements, he or she may be recommended for withdrawal from the course. In the case of an anticipated absence, such as military deployment, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Orientation for Faculty

New and adjunct faculty must be adequately oriented to the policies and procedures of the College of Education and the department or program to which they have been appointed. They are required to attend University-wide new faculty orientation in August of each academic year. In addition, they will complete the College of Education New Faculty Orientation or Adjunct Faculty Orientation process. This process includes:

1. Viewing an introductory PowerPoint presentation on COE departments and programs, the Conceptual Framework, program dispositions, and the Educator Preparation Providers Policy Handbook;
2. Reviewing the New and Adjunct Faculty Handbook;
3. Completing the “Preventing workplace harassment” module;
4. Printing out, signing, and submitting the following forms:
 - a. Adjunct Payroll Checklist (see Appendix 1)
 - b. Adjunct Data Sheet
 - c. Form I-9 Employment Eligibility Verification
 - d. State of Arkansas Employee’s Withholding Exemption Certificate
 - e. State of Arkansas Employee Disclosure/Certification and Employment of Family Members Form
 - f. Southern Arkansas University’s Direct Deposit Authorization Form
 - g. Statement of Selective Service Status in compliance with Act 228 of the 1997 Acts of the Arkansas General Assembly
 - h. Background Check Authorization Form
5. Printing out, signing, and submitting the “acknowledgement of completion of faculty orientation” form.

The chair of the department in which new and/or adjunct faculty members will be teaching is responsible for orienting them to the department and the College of Education. Orientation may involve:

1. Meeting the dean, faculty and staff;
2. Visiting classroom;
3. Reviewing guidelines for using and/or operating instructional facilities/equipment and accessing office supplies.

School faculty members (those licensed practitioners in P-12 schools not employed by Southern Arkansas University who provide instruction, supervision, and direction for candidates during field-based assignments) will complete the online forms sent by the College of Education. The director of AFEL will oversee the completion of this task.

Departments and programs may conduct further orientation for all faculty members, including adjuncts and school faculty members, at their discretion.

Evaluation of Teaching

For new full-time faculty members in regards to administrative evaluation procedures, there are specific datelines that must be met. For details, please refer to [Faculty Handbook](#), Section IX. Evaluation of Faculty and Administrators (Annual Review of Performance) under subsection I. General Procedures for New Faculty Evaluation (page 60-64).

For adjunct faculty members, the department chairs are to provide administrative evaluation and to facilitate students' evaluations. (Detailed procedures are outlined in the [Faculty Handbook](#).)

Clinical Faculty Evaluation

The Office of Admissions, Field Experience and Licensure (AFEL) coordinates and administers the evaluation of clinical evaluations. For those involved in providing supervision of counseling students such as counseling practicum and internship, the counseling program coordinator/director ensures such evaluations are conducted and completed.

Security

All faculty members who are scheduled to teach during the evening hours (usually 5:10 p.m. to 8:00 p.m. or 6:10 p.m. to 9:00 p.m. or anytime Saturday and Sunday) are to ensure that the classrooms are locked after the session ends. Instructional equipment should be safely stored.

Attendance at Departmental Meetings

All full-time faculty members are expected to attend departmental meetings, College of Education faculty meetings, and professional development workshops and seminars. Adjunct faculty members are invited and are expected to attend whenever possible.

Course Syllabi

Full-time faculty develops the syllabus for each course. The syllabus indicates which Conceptual Framework Competencies and/or program standards are addressed in the designated

course. The primary assignments for the course are listed, described, and aligned to the indicated Conceptual Framework Competencies and/or program standards.

The department chair for each department in the EPP will facilitate the process of ensuring alignment of conceptual framework competencies and dispositions across all course sections taught within the department. Department faculty, in collaboration with the chair, will determine the alignment of conceptual framework competencies to each course offered within the department. In addition, department faculty will determine the major assessments, aligned to the chosen conceptual framework competencies, for each course. The conceptual framework competencies, dispositions, and the major assessments must be presented on the approved syllabus template. Once department faculty have developed the course syllabus, to include the conceptual framework competencies aligned to the course and the major assessments for the course, the syllabus is provided to the department chair prior to the first day of class. The department chair reviews the course syllabus for accuracy, revising as necessary. Once approved, the course syllabus is provided to all faculty, full-time and adjunct, teaching the course in order to ensure quality and consistency of course offerings. Lastly, copies of all course syllabi are provided to the Dean of the College of Education by the department chair.

Adjunct faculty are provided with a syllabus for each of their courses which was already developed by the department's full-time faculty. This process ensures consistency across all programs and courses. Adjunct faculty will have a meeting with the COE dean and the chair of the department in which they will be teaching prior to the beginning of their teaching.

Syllabus Guidelines

Course syllabi must be available to students on or before the first period of instruction, and must contain the following information:

1. Name of the University
2. Name of the College
3. Name of the Department
4. Current Semester and Year
5. Instructor's name, Title, Office Number, Office Hours, Phone Number, E-Mail address, Instructional Days, Times and Venue
6. Course Number, Title, Description
7. Program Framework and Competencies
8. Program Goals and Objectives
9. Course Competencies
10. Course Description
11. Required Texts/Reading
12. Suggested Texts/Reading
13. Required Supplies
14. Portfolio Materials
15. Attendance Policy
16. Late Assignments
17. Academic Integrity Policy, Plagiarism, Cheating
18. Statement on Special Needs Accommodations
19. Assignments (include title, criteria and point value or weight)

- 20. Grading scale
- 21. Course References/Bibliography

A template for syllabi is available in each department. Please contact the department chair for further information.

Accessing Class Lists

Faculty members can access class lists through Campus Connect. The faculty needs a username and password, issued by ITS, in order to access Campus Connect. Normally access to class lists will be made available as soon as the course is officially listed in the master course schedule and the number of enrollees begin to accumulate throughout the registration period.

Courses with low enrollment are subject to cancellation on or before the 11th day of classes of fall and spring semesters and the 5th day of summer terms.

Class Attendance

Faculty members are required to certify the class attendance by certain dates as determined by the Office of the Registrar. Falsifying class attendance could result in a serious reprimand. In some cases, faculty members may be required to submit the last date of attendance of a student who fails the course to the appropriate state and federal agencies.

Grades

The grading system used is described in the *University Catalog*. In addition to the grades of A, B, C, D, and F, as described in the University Catalog, the following grades may be given under certain circumstances:

- a. The grade AU may be given only if a student has registered as Audit for a course.
- b. The grade CR may be given only if the student has registered for credit only.
- c. The grade P may be given only in courses designated as pass/fail.
- d. The grade I may be given to students whose work is incomplete because of circumstances beyond their control, and it is given at the discretion of the instructor. A student who receives a grade of I must complete the required work for the course in which the grade was received during the next regular semester (i.e., spring or fall semester). The work must be completed and the grade changed by the instructor prior to the week before final examination of that semester. A grade of I which is not changed by that point automatically becomes an F.
- e. The grade of NC is given only in certain classes which have made provisions for such a grade, and it is given at the discretion of the instructor only to students who have made a sincere and vigorous effort to do the work of the course satisfactorily (including attending regularly) but have not met the requirements of the course.
- f. The grade W is given by the Registrar to students who have officially dropped a course before the deadline for such action. The grade WF may be assigned by instructors to students who were failing at the time of their withdrawal from the University after the deadline for dropping a course, or to students who come under the provisions of the Attendance Policy of the University, described in the University Catalog. Alternatively,

instructors who remove a student for non-attendance may, at their discretion, assign a grade of WN (for “withdrawn for nonattendance”). While the WF grade is calculated in student grade points as an F, the grade WN removes the course from consideration in calculation of grade point.

Submitting Grades

Semester grades will be electronically submitted to the Registrar’s Office as soon as possible and in no case later than 10:00 a.m. on the Monday following the end of the semester. The Registrar is responsible for distributing students’ grades at the end of the semester.

Grade Records

Grade books may be obtained from the faculty member’s department chair or college dean. Upon leaving the University faculty, the faculty member is responsible for leaving all grade records with the college dean.

Grade Appeal

Grade appeal procedures are outlined in both [Undergraduate](#) and [Graduate](#) catalogs. Whenever a student expresses a desire to pursue an appeal, please refer him or her to the catalog for more information regarding the procedures and the time-line.

Examinations

Each instructor is personally charged with the responsibility of keeping examination papers from falling into student’s possession before examination time.

Final Examination

- a. There shall be no exemptions from final examinations.
- b. All one-hour courses will hold the final examination at the last regularly scheduled class meeting.
- c. Final examinations will be given according to the published final examination schedule

Make-up Examinations/Credit for Class Absences

Make-up credit for work missed will be given under any one of the following conditions:

- a. student is excused in advance for due cause determined by the vice president for academic affairs. This will include, but not limited to, absences due to academic program or course field trips and events, intercollegiate athletics, or school-sponsored lectures.
- b. student has been ill and has a written excuse from the University nurse or personal physician.
- c. student is excused by the instructor for emergency reasons.

The type of work missed for which make-up credit may be given includes major examinations, homework, presentations, and attendance. Work given to a student for make-up does not have to be in the same format as work missed, but must be of equivalent credit.

The absent student must contact the instructor no later than the start of the next class attended in that course to make arrangements for the make-up work. A student who fails to make arrangements prior to commencement of the next class attended forfeits the right to make up credit, though the instructor may, for good cause, choose to allow make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

Tardiness

Faculty members are expected to meet their classes at the regularly scheduled time, on time, and for the entire length of time for which each class (or laboratory) is scheduled. In anticipation of absence for such legitimate purposes as attending a meeting of a professional organization, representing the University officially, or participating in the program, the faculty member in consultation with the department chair should make provision for classes to be missed. Please see appendix titled "Faculty Request for Approval of Class Absence" on the back pages of this handbook for the form on which the faculty member is to indicate the reason for absence, date of absence(s), and arrangements made for the class(es) to be missed, which will be submitted in advance to the office of the dean who forwards the form, if approved, to the Office of Vice President for Academic Affairs (Academic Policy, Faculty Handbook, page 29).

Emergencies

When an emergency arises, such as an illness, the faculty member should, as soon as possible, inform the department chair, who will contact the college dean. If it is not possible to locate the department chair or dean, the faculty should report to the vice president for academic affairs.

Distance Learning and Instructional Technology

SAU offers more than 250 on-line courses each year. SAU and the Unit use Blackboard software as a flat form to deliver academic services. For more information and assistance, contact Director of Online Learning at 870-235-4168 or e-mail at kscole@saumag.edu. The Office website is <http://web.saumag.edu/online>.

LiveText

The EPP's Assessment System provides an EPP-wide method of collecting, analyzing, summarizing, and using data to make informed decisions at all levels, while *LiveText* is the primary system used for candidate assessment and management.

The EPP uses *LiveText* to maintain the majority of data on its initial and advanced education candidates. Candidates are charged a *LiveText* fee upon registration at the university and are assigned a registration key through Technology Services. It is the responsibility of the student to activate their account. Candidates are then trained in how to use the platform in their initial coursework.

Follow-up surveys of graduates/completers and their employers

Both initial and advanced programs within the EPP must complete follow-up studies, as well as track their candidates for two (2) years after the candidates were awarded their degrees (*or in the case of non-degree endorsement programs, complete their programs of study*). Employers of graduated/completed candidates are surveyed according to the same time frame.

Writing Center

The Writing Center offers assistance free of charge to writers in any discipline at any stage of the writing process. The center is staffed by trained student writing consultants who are supervised by an English faculty member. It is open Sunday through Friday during the fall and spring semesters and is located downstairs in the Magale Library. For more information contact the SAU Writing Center at (870) 235-4381, or visit the website at www.saumag.edu/writingcenter.

Handling of confidential information

Your work for the University may give access to educational records that are considered confidential. You are expected to respect the confidentiality of such information and not disclose it to anyone who does not have an official need for it. The University is governed by the Family Educational Rights and Privacy Act of 1974 as amended. The Office of Vice President for Student Affairs in Overstreet Hall (870) 235-4012 retains a copy of student's signed waiver. Please ensure to have seen documented/signed waiver before sharing any information.

Managing Candidate Complaints

The COE's policy and procedures for managing Candidate Complaints is informed by the University Policy on "Candidate Complaints". The University Policy is followed by the COE faculty and Dean in all instances related to Candidate Complaints. (Advanced – Graduate Catalog, page 80, 85 and 86; Initial – Undergraduate Catalog pages 24, 28 and 29). Records of the complaints and proceedings are maintained in the Office of the Dean of the College of Education. [Approved 10/12/2012]

Technology (Equipment and Resources)

Technology

The Unit subscribes to the University policies regarding the use of technology. Please refer to the University Handbook, item 314, for issues covering cell phones, social networking on the internet, posting, risks (spam, spyware, and viruses), monitoring, user-generated content disclaimer, inappropriate content disclaimer, terms of use, copyright, etc.

To ensure compatibility with SAU's environment and the availability of on-campus support, any requests for new equipment and software must be approved by ITS prior to the purchase.

ITS (Information technology Services) through its HelpDesk system (on an e-mail address, just type "helpdesk" or call 870-235-4083) offer assistance with technology resources in classrooms, offices, and laboratories including repairs, and software issues. The academic department, through ITS, will assist new and adjunct faculty in setting up e-mail account, and passwords.

Miscellaneous

University Catalog Revisions

Requests for catalog revisions are completed in the fall semester for implementation the following academic year. Suggestions for catalog revisions must be provided, first, to the department chair on a routing sheet. The department chair holds a vote of approval for the changes with the department faculty. If approved, the catalog change is voted on by the Teacher Education Committee (TEC). At this point, approved graduate catalog changes, are then voted on by the Graduate Council. Lastly, approved undergraduate and graduate catalog changes are voted on by the Academic Affairs Committee. If changes are approved, undergraduate catalog changes are provided to the Office of the Vice President for Academic Affairs and graduate catalog changes are provided to the Office of Graduate Studies. The changes will appear in the catalog for the following academic year. [Approved 120/12/2012]

On-campus parking

Each vehicle brought to campus is required to be registered. Forms are available at the Cashier's window located in Overstreet Hall. Each faculty or staff member receives one registration at no charge, and additional registrations are available for a fee. If a vehicle is brought to campus for a short period of time, a temporary vehicle permit may be obtained from the University Police. Faculty or staff members wishing to appeal a ticket should contact the University Police for an appeal form.

Reserved parking spaces may be rented by the year by faculty or staff for an annual fee if space is available. Applications are sent to the Office of Financial Services in Overstreet Hall.

Library

The Magale Library is a centrally located learning resource center containing more than 145,000 book volumes. The library offers 80 desktop and 14 laptop computers for student usage and a computer lab for instructional purposes. The library collection also includes 9,822 audiovisual pieces, 32,234 microfilm and microfiche pieces from 96 titles, 73 online subscriptions to journals, 27,437 government documents, current subscriptions to 272 print periodicals, 2,566 e-books, three e-reference book databases, over 9,000 online streaming academic videos, and online full-text access to 50,736 periodical titles from 84 databases with indexing and abstracts for additional titles. Online access to library resources is available through the library homepage at <http://web.saumag.edu/library>.

College of Education

Cross Hall 118
 Mail Slot 29
 870-235-4057
 Fax 870-235-5035

<http://web.saumag.edu/education>

Dr. Zaidy MohdZain, Dean	870-235-5161	zaidymohdzain@saumag.edu
Dr. Margaret Downing	870-235-5208	mrdowning@saumag.edu
Dr. Neelie Dobbins, CAEP Coordinator	870-235-4185	cndobbins@saumag.edu
Ms. Cynthia Blake, Administrative Assistant	870-235-4057	crblake@saumag.edu

Department of Teacher Education

Cross Hall 113
 Mail Slot 25
 870-235-5207

<http://web.saumag.edu/education/academic-programs/teacher-education/>

Dr. Neelie Dobbins, Chair	870-235-4185	cndobbins@saumag.edu
Dr. Karen Ferneding	870-235-5040	kaferneding@saumag.edu
Dr. Marlene Reed	479 394-7628	marlenereed@saumag.edu
Dr. Angela Stanford	870-235-4187	agstanford@saumag.edu
Ms. Jennifer Louden	870-235-4237	jtlouden@saumag.edu
Ms. Brandy Walthall	870-235-5225	brandywalthall@saumag.edu
Ms. Connie Wilson	870-235-5224	conniewilson@saumag.edu
Ms. Cathey White, Administrative Assistant	870-235-4186	mewhite@saumag.edu

Department of Counseling and Professional Studies

Cross Hall 105
 Mail Slot 24
 870-235-4236

<http://web.saumag.edu/education/academic-programs/cps/>

Dr. Alec Testa, Chair	870-235-4236	amtesta@saumag.edu
Dr. Kim Bloss	870-235-5163	kkbloss@saumag.edu
Dr. Carla Bryant	870-235-5041	cdbryant@saumag.edu
Dr. Pat Clanton	870-235-4233	paclanton@saumag.edu
Dr. Roger Guevara	870-235-5014	rcguevara@saumag.edu
Dr. Zaidy MohdZain	870-235-4057	zaidymohdzain@saumag.edu
Dr. Denise Moseley	870-235-4152	dsnoseley@saumag.edu
Dr. Karen Parker	870-235-5151	kdparker@saumag.edu
Ms. Vanda Crank	870-235-5458	vjcrank@saumag.edu
Ms. Suzy Toms	870-235-4085	suzytoms@saumag.edu
Ms. Cathey White, Administrative Assistant	870-235-4186	mcwhite@saumag.edu

Department of Health, Kinesiology, and Recreation

HKR – Brown Complex
 Mail Slot 34
 870-235-4140

<http://web.saumag.edu/hkr/>

Mr. Steve Dingman, Chair	870-235-4383	sddingman@saumag.edu
Dr. Jingyang Huang	870-235-4138	jhuang@saumag.edu
Dr. George White	870-235-4380	gtwhite@saumag.edu
Dr. Ron Smith	(870) 235-4135	rsmith@saumag.edu
Mr. Jason Anderson	870-235-4384	jeanderson@saumag.edu
Mr. Steven Baldwin	870-235-5229	stephenbaldwin@saumag.edu
Mr. Ken Cole	870-235-4142	kdcole@saumag.edu
Ms. Britney Davis	870-235-4128	britneydavis@saumag.edu
Mr. Steven Gream	870-235-4128	slgream@saumag.edu
Mr. Wade Henderson	870-235-4106	wadehenderson@saumag.edu
Ms. Jan Kiilsgaard	870-235-4248	jmkiilsgaard@saumag.edu
Mr. Bill Keopple	870-235-4105	cwkeopple@saumag.edu
Mr. Landon Keopple	870-235-4108	ldkeopple@saumag.edu
Mr. Joshua Lawson	870-235-5082	jwlawson@saumag.edu
Mr. Zachary Lisko	870-235-4107	zacklisko@saumag.edu
Mr. Julio Pacheco	870-235-4197	juliopacheco@saumag.edu
Mr. Craig Parry	870-235-4114	craigparry@saumag.edu
Mr. Justin Pettigrew	870-235-4127	jrpettigrew@saumag.edu
Mr. Andrew Sharpe	870-235-4131	absharpe@saumag.edu
Mr. Matthew Skare	870-235-5229	maskare@saumag.edu
Ms. Marianne Woodard, Administrative Assistant	870-235-4140	mcwoodard@saumag.edu

The Office of Admissions, Field Experience and Licensure (AFEL)

Cross Hall 218
Mail Slot 29

870-235-4151

<http://web.saumag.edu/education/afel/>

Ms. Jamie Boyd, Director	870-235-5219	jboyd@saumag.edu
Ms. Leigh Ann Labit, Administrative Assistant	870-235-4151	lalabit@saumag.edu

Education Renewal Zone – Southwest-B

Cross Hall 220
Mail Slot 29

870-235-5014

<http://web.saumag.edu/erz/>

Dr. Roger Guevara, Director	870-235-5014	rcguevara@saumag.edu
Ms. Amanda Gray, Administrative Assistant	870-235-5143	akgray@saumag.edu

Educator Preparation Providers
Faculty List

Alec Testa	(870) 235-4236	alectesta@saumag.edu
Carla Bryant	(870) 235-5041	carlabryant@saumag.edu
Catherine Dobbins	(870) 235-4185	cndobbins@saumag.edu
Copie Moore	(870) 235-4343	cdmoore@saumg.edu
Dan Dykema	(870) 235-4247	dandykema@saumag.edu
Deborah Kincaid	(870) 235-4293	mdkincaid@saumag.edu
Deborah Wilson	(870) 235-4324	djwilson@saumag.edu
Denise Moseley	(870) 235-4152	denisemoseley@saumag.edu
George White	(870) 235-4380	georgewhite@saumag.edu
Jamie Boyd	(870) 235-5219	jamieboyd@saumag.edu
Karen Ferneding	(870) 235-5040	karenferneding@saumag.edu
Kim Bloss	(870) 235-5163	kimbloss@saumag.edu
Kim Shirey	(870) 235-4261	kimshirey@saumag.edu
Marlene Reed	(479) 394-7628	marlenereed@saumag.edu
Pat Clanton	(870) 235-4233	paclanton@saumag.edu
Roger Guevara	(870) 235-5014	roerguevara@saumag.edu
Sandra Walker	(870) 235-4006	sandrawalker@saumag.edu
Sara Day	(870) 235-4214	saraday@saumag.edu
Sarah Mickey	(870) 235-4253	skmickey@saumag.edu
Steve Dingman	(870) 235-4383	sddingman@saumag.edu
Jenny Louden	(870) 235-4237	jtlouden@saumag.edu
Angela Stanford	(870)235-4187	agstanford@saumag.edu
Karen Parker	(870)235-5151	kdparker@saumag.edu
Vanda Crank	(870)235-5458	vjcrank@saumag.edu
Jingyang Huang	(870)235-4138	jhuang@saumag.edu
Brandy Walthall	(870)235-5225	brandywalthall@saumag.edu
Connie Wilson	(870)235-5224	Conniewilson@saumag.edu
Zaidy MohdZain	(870)235-5161	zaidymohdzain@saumag.edu

The above listing of Educator Preparation Providers includes the following groups of faculty:
1) Fulltime faculty who are fulltime to the EPP; 2) Fulltime faculty who are part-time to the EPP;
and 3) Part-time faculty to the EPP. Teaching assignments may vary between the semesters.



Faculty Request for Approval of Class Absence

(Approval is to be obtained prior to absence)

Name of Faculty Member: _____

Date(s) of Absence: _____

Reason for Absence: _____

Arrangements made for class(es) to be missed:

Class (Course # and Name)	Day(s) and time	Arrangement made for class - be specific as to assignment and person to direct the class
A) _____	_____	_____
B) _____	_____	_____
C) _____	_____	_____
D) _____	_____	_____
E) _____	_____	_____

If room location changed, be specific as to building and room _____

Approval:

Departmental Chair

Dean of School

Adjunct Payroll Checklist

- Adjunct Data Sheet
- Form I-9 (U.S. Immigration Services) – the two proofs of citizenship most commonly used are a driver's license and social security card. A copy of these documents must be submitted with the I-9 form.
- State Withholding Form
- Federal Withholding Form – make sure social security number and address are correct.
- Employee Disclosure Form
- Direct Deposit Authorization Form – must include a void check.
- Statement of Selected Services Status
- Background Authorization Form

Member of Arkansas Teacher Retirement System: Yes ___ No ___
If so, contributory _____ or non-contributory _____

**Office of Human Resources
Southern Arkansas University**



P.O. Box 9288, Magnolia, AR 71754
870.235.4008



Adjunct Data Sheet

Name: _____ Social Security #: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Home Phone: _____ Cell Phone: _____

Ethnicity: _____ Gender: _____ Birthdate: _____

Term: Fall: 20____ Spring: 20____ Summer I: 20____ Summer II: 20____

College/Department Name: _____

Department Account Number: _____

Degree Levels

Degree Awarded	University Attended	Year Awarded
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please attach a resume to this form.

In addition, we need an official transcript(s) sent to the Office of Human Resources.

Human Resources Office Only

Is transcript on file? Yes or No

Is resume on file? Yes or No