



College of Education

New and Adjunct Faculty Handbook

College of Education
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Table of Contents

Introduction to Southern Arkansas University	4
History of Southern Arkansas University	4
Location	4
Mission Statement	4
Role and Scope of SAU (as approved by Arkansas Higher Education Coordinating Board, July 25, 2008)	5
Accreditation	7
General University Academic Information	7
Attendance at the University	7
Changes in Catalog Requirements	7
Registration	8
Changes in Registration	8
Transcripts	8
Student Responsibilities	9
Textbook	9
Examination	9
Class Attendance	9
Academic Integrity	9
Human Subjects Research	9
Introduction to the College of Education (Professional Education Unit)	10
The College of Education	10
The Department of Teacher Education (TED)	10
The Department of Counseling and Professional Studies (CPS)	10
The Department of Health, Kinesiology, and Recreation (HKR)	11
The Office of Admissions, Field Experience, and Licensure (AFEL)	11
The Educational Renewal Zone (ERZ)	11
The Health and Wellness Center	11
Accreditation	12
The Conceptual Framework	12
Professional Dispositions	12
Initial Candidates	12
Advanced Candidates	14
PEU Dispositions Review Committee	15
Procedures for Disposition Review for Initial and Advanced Programs	17
Dispositions Appendices	
Notification to Student of Review	20
Disposition Review Committee Decision Form	21
Dispositions Development Plan	23
Professional Portfolio	25
Assessment Procedures	27
Data Collection and Feedback Loop Process	27

Employment Information and Academic Qualifications	28
Equal Employment Opportunity Policy	28
Faculty Qualifications	28
Appointment Procedures	28
Adjunct Faculty Compensation	29
Preparation for Teaching	29
Conceptual Framework and Assessment System	29
Textbooks and Textbooks Ordering	29
On-line Instruction	31
Orientation for Faculty	31
Evaluation of Teaching	32
Clinical Faculty Evaluation	32
Security	32
Attendance at Departmental Meetings	32
Syllabus Guidelines	33
Initial (undergraduate) Program Syllabus Template (including MAT)	34
Advanced Program Syllabus Template	38
Assessing Class Lists	41
Grades	41
Submitting Grades	42
Grade Records	42
Grade Appeal	42
Examinations	42
Final Examination	42
Make-up Examinations	42
Tardiness	43
Emergencies	43
Distance Learning and Instructional Technology	43
LiveText	43
Writing Center	44
Handling of Confidential Information	44
Technology (Equipment and Resources)	44
Miscellaneous	44
On-campus Parking	44
Library	45
Personnel Contact Information (telephone and e-mail addresses)	46
College of Education	46
Department of Teacher Education	47
Department of Counseling & Professional Studies	48
Department of Health, Kinesiology, and Recreation	49
The Office of Admissions, Field Experience, and Licensure	50
Educational Renewal Zone	50
The Health and Wellness Center	50
Professional Education Unit (PEU) Faculty	51
Faculty Request for Approval of Class Absence	52
Adjunct Payroll Checklist	53
Adjunct Data Sheet	54

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 University's mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission, the University will support selected research. Further, the University believes in the worth of the individual and it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever changing, free, and democratic society.

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.

Goals

1. *University Institutional Goals*

- a. Implement strategies that demonstrate student learning as the most important University experience.
- b. Insure the University Learning Goals and General Education Goals are achieved through a comprehensive assessment process.
- c. Recruit and retain diverse, well-qualified faculty and staff that support an environment of collegiality and academic excellence.
- d. Develop and implement enrollment management strategies that recruit students of character and academic promise.
- e. Improve retention and graduation of students.
- f. Establish strategic partnerships and initiatives to expand the advancement and development of SAU.

2. *University Learning Goals*

- a. Our graduates possess the knowledge and skills to be successful.
- b. Our graduates understand their own as well as other societies and cultures.
- c. Our graduates prepare to be contributing members of their communities.
- d. Our graduates communicate effectively.
- e. Our graduates understand the process of making informed and ethical decisions.
- f. Our graduates utilize appropriate quantitative skills in making decisions.
- e. Our graduates use technology effectively.

3. *University General Education Goals*

- a. Communication: Students will communicate effectively.
- b. Critical thinking: Students will think logically and creatively to solve problems and make informed decisions.
- c. Technology: Students will use technology applications.
- d. Culture: Students will understand world histories, cultures, and fine arts in relation to their own values.

- e. Health and Wellness: Students will understand concepts that support personal and community health.

Accreditation

Southern Arkansas University is accredited by the Higher Learning Commission through the North Central Association (AQIP Participant), AACSB International, National Association of Schools of Music, National Council for the Accreditation of Teacher Education, 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 not 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.

The last day a student will be allowed to register is the Wednesday of the second week of classes of a regular semester or third day of the first week of a summer session. Students entering late (after the regular registration period) must pay a \$50 late registration fee and may be required to take a reduced class load.

A student's schedule may be changed during the first six days of classes of a regular semester or the first three days of a summer term subject to the approval of the advisor and a \$10 fee.

Changes in Registration

A student may drop a course without penalty until the end of the office hours on Wednesday of the 11th week of a regular semester or Wednesday of the third week of a summer term subject to the consultation with the advisor and the payment of a \$10 fee. A student who drops a course after these deadlines will receive a grade WF (withdrawal with failure), except for circumstances beyond the student's control which are approved by the registrar. A grade of WF is computed in the grade point average as an *F*.

A student who stops attending class but does not officially withdraw will receive a grade of *F* in the course.

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

Transcripts

A University transcript is a complete and unabridged academic record. The Office of the Registrar issues official transcripts of the student's academic record upon request by the student. The University prepares and issues four categories of transcripts:

Official – This transcript is issued directly from SAU to another educational institution or employer.

Official – Issued to student – This transcript is stamped “Issued to Student.”

Unofficial – This transcript can be obtained from the student's account on Campus Connect.

Advising – This transcript is used by the student and advisor to plan a program of study. It can be requested by the student or advisor in the Office of the Registrar, but is released only to the advisor.

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, beginning page 34 to 38.

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 Technology, 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 “Professional Education Unit (PEU)” with the dean of COE serving as the Unit head. He/she has the authority and responsibility for the Unit’s overall administration and operation.

The College of Education (COE) consists of three academic departments and three 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 Health and Wellness Center

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.

The COE has off-campus programs in early childhood education in four locations in southwest Arkansas with two cohorts. The first off-campus cohort is located in DeQueen and Mena; and the second off-campus cohort is located in Hope and Camden. Classes are held in excellent facilities at both off-campus sites.

Department of Teacher Education (TED)

Located in Magale Library on the first floor, TED offers a B.S.E. degree with the choice of majors in Early Childhood Education P – 4 or Middle Level (4 – 8) Education. For more detailed information, please refer to Undergraduate Catalog.

Chairperson: Dr. Misty LaCour, Interim Chair

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 P – 8/7 – 12, Math/Science; Special Education, Library Media and Information Specialist. For more detailed information, please refer to Graduate Catalog.

Chairperson: Dr. Alec Testa, Interim Chair

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.

Chairperson: Mr. Steve Dingman

Admissions, Field Experience, and Licensure

Located in Cross Hall 204, 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.

Director: Ms. Jamie Boyd

Education Renewal Zone

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.

For more information regarding the ERZ and related services, please contact the director of ERZ in Cross Hall 113 or call (870) 235-5014.

Director: Dr. Roger Guevara

The Health and Wellness Center

The Health and Wellness Center is being sponsored by the Department of Health, Kinesiology and Recreation (HKR) and the College of Education. In addition to the Fitness Facility, the Wellness Center offers additional services on a fee-for-service basis, including:

- Adult fitness classes
- Senior Wellness Program
- Graded Exercise Testing (Stress Testing)
- Individualized Exercise Prescriptions and Programs
- Personal Trainers

For more information on membership fee and hours of operation, please contact the Health and Wellness Center at (870) 235-4136.

Director: Mr. James Robertson

Accreditation

Teacher Education Programs offered by the College of Education are accredited by the State of Arkansas and NCATE. 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

Professional Education Unit (PEU) CONCEPTUAL FRAMEWORK: Attaining Educational Achievement through Collaboration and Reflection.

The mission of the professional education unit is to prepare candidates who attain educational achievement through collaboration and reflection. To that end the professional education unit (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 Unit engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.

The PEU 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 PEU 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 Professional Education Unit (PEU).

Initial Candidate Dispositions

The PEU holds the following dispositions, as described in the CONCEPTUAL FRAMEWORK, as critical for all initial PEU candidates (including the Master of Arts in Teaching degree program) pursuing a degree in the PEU:

- Attendance
- Punctuality
- Initiative

Response to Feedback
 Collaboration
 Belief that all students can learn
 Emotional Maturity
 Appearance
 Reliability
 Fairness to all
 Interaction with others
 Speaking skills
 Writing skills
 Presentation skills

Initial Candidate Conceptual Framework Competencies

The PEU holds the following competencies, as described in the CONCEPTUAL FRAMEWORK, as critical for all **initial** PEU candidates, to include the Master of Arts in Teaching degree program:

Pathwise Domain A: Organizing Content Knowledge for Student Learning

- A1. Becoming familiar with relevant aspects of all students' background knowledge and experiences
- A2. Articulating clear learning goals for the lesson that are appropriate for all students.
- A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- A4. Creating or selecting teaching methods, learning activities, instructional materials and discipline appropriate technology (i.e., smartboards, projectors, etc.) or other resources that are appropriate for all students and that are aligned with the goals of the lesson.
- A5. Creating or selecting evaluation strategies that are appropriate for all students and that are aligned with the goals of the lesson

Pathwise Domain B: Creating an Environment for Student Learning

- B1. Creating a climate that promotes fairness for all students.
- B2. Establishing and maintaining rapport with all students.
- B3. Communicating challenging learning expectations to all students.
- B4. Establishing and maintaining consistent standards of classroom behavior for all students.

- B5. Making the physical environment as safe and conducive to learning as possible for all students.

Pathwise Domain C: Teaching for Student Learning

- C1. Making learning goals and instructional procedures clear to all students.
- C2. Making content comprehensive to all students through the use of appropriate technology.
- C3. Encouraging all students to extend their thinking.
- C4. Monitoring students' understanding of content through a variety of means including discipline-specific instructional technology, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- C5. Using classroom instructional time effectively.

Pathwise Domain D: Teacher Professionalism

- D1. Reflecting on the extent to which the learning goals were met.
- D2. Demonstrating a sense of efficacy.
- D3. Building professional relationship with colleagues to share teaching insights and coordinate learning activities for students.
- D4. Communicating with parents or guardians about student learning.

Advanced Candidate Dispositions

The PEU holds the following dispositions, as described in the CONCEPTUAL FRAMEWORK, as critical for all **advanced** PEU 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 PEU holds the following competencies, as described in the CONCEPTUAL FRAMEWORK, as critical for all advanced PEU 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 a Professional Education Unit 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.

Failure to demonstrate an acceptable level in any one or more of the indicated dispositions will result in one or more of the following actions which may include but not be limited to:

- 1. a hearing with the Disposition Review Committee,
- 2. completion of a recommended Dispositional Development Plan,
- 3. removal and/or failure of any associated field experiences, and/or
- 4. removal from pursuing a degree in the Professional Education Unit.

Students will be assessed at various points throughout the program to determine proficiency in the identified critical competencies as outlined in the CONCEPTUAL FRAMEWORK. Students are required to demonstrate an acceptable level of proficiency in competency areas in order to proceed in the program of study and/or obtain a Professional Education Unit related degree.

PEU Dispositions Review Committee

Charge: Establish a committee to review dispositions, determine course of action for disposition assessments indicating unacceptable in any area, and determine course of action for any dispositional issue presented to the committee. The committee will also recommend changes regarding dispositions criteria to the Professional Education Unit.

Committee Details

The Professional Education Unit (PEU) of Southern Arkansas University employs the following procedures for reviewing the performance of students entering the PEU as well as the performance and progress of students currently enrolled in programs. These procedures will be brought to the attention of all PEU candidates upon entry into a PEU program, and they will remain posted on the PEU website.

The Dispositions Review Committee is comprised of a minimum of nine members. The members must include:

1. The Director of AFEL
2. The Director of Continuing Education
3. A minimum of three faculty members to represent initial degree programs with one member representing the MAT program.
4. A minimum of two faculty members to represent advanced degree programs: 1) represent a primarily residential program; 2) represent a primarily online program.
5. A minimum of two student representatives: 1) candidate currently enrolled in an initial programs at the junior level or higher; 2) candidate currently enrolled in an advanced programs

The Dean of the College of Education will appoint the Dispositions Committee chair from the established membership.

The members established in Spring 2012 will continue to serve as committee members for academic year 2012-2013. The Director of AFEL and the Director of Continuing Education will remain on the committee for all subsequent academic years. At the end of the Spring 2013 semester, one member from the initial program faculty group and one member from the advanced program faculty group will rotate off the committee based on a random drawing. This will occur each subsequent spring semester until a three-year rotation is established. Student representatives will rotate off the committee at the end of each academic year. New student representatives will be chosen at the beginning of each new academic year based on faculty committee members' recommendations.

If candidate receives unacceptable in any area of the indicated dispositions or exhibits behaviors resulting in the cooperating teacher and/or principal requesting removal from the school, the candidate will be removed from the field experience, student teaching, or internship course. Removal from course may result in a grade of W (if occurring before the drop date) or a grade of F (if occurring after the drop date).

Procedures for Disposition Review for Initial and Advanced Programs

Procedures for Student Performance Reviews: Disposition Assessments completed at Checkpoint 1 and 2

The dispositions assessment data completed at Checkpoint 1 and 2 is provided to the committee by the Director of Assessment. Once the committee is provided the data, the committee will meet within fourteen (14) working days. Below are the action items for any candidate receiving a score of unacceptable in any area on the dispositions assessment:

1. The candidate is scheduled to meet with the Dispositions Review Committee for a “hearing” regarding the issue in writing (see Appendix 1). The individual completing the dispositions assessment in which an issue is indicated is strongly encouraged to attend the hearing. Candidates pursuing a degree via distance learning or at off-campus locations may attend the meeting via Skype if preferred.
2. Following the hearing the Dispositions Review Committee, completes a Dispositions Development Plan (DDP) for the candidate (see Appendix 3).
3. If the candidate is brought forward for a hearing a second time during the duration of the candidate’s pursuit of their degree or does not adequately meet the criteria set forth in the DDP, the Dispositions Review Committee may recommend removal of the candidate from the program to the Dean of the Professional Education Unit.
4. The decision of the Dispositions Review Committee is provided to the Dean of the Professional Education Unit, the Director of AFEL, the Chair of the Department in which the candidate is pursuing a degree, the candidate’s advisor, the individual(s) completing the disposition assessment, and the candidate (see Appendix 2).
5. The candidate may appeal the decision of the Dispositions Review Committee. The following procedure must be followed for appeal:

Within seven (7) working days of receipt of the decision, the candidate must submit a written request for an appeal to the Dean of the Professional Education Unit. The written request must include reasonable grounds for appeal in order to be considered. The Dean of the Professional Education Unit may request additional documentation from the committee, to include recording of the hearing, and from the department, to include candidate’s advising folder, along with any additional documentation as needed. Within seven (7) working days of receiving the candidate’s request of appeal, the Dean of the Professional Education Unit submits a written decision to the candidate of appeal decision. A copy of the decision is provided to the Dispositions Review Committee.

Procedures for Student Performance Reviews: Dispositions Issues brought forth by faculty, staff, or member of area school districts associated with the candidate

Faculty, staff, and members of area school districts associated with the candidate should make every effort to anticipate and preempt dispositional concerns with the candidates under their supervision – or to address issues with the individual candidates once concerns arise. Faculty or staff should first attempt to negotiate such problems *within* programs or departments in keeping with established program/departmental protocol. However, when a dispositional concern raises questions about the candidate’s ability to complete his or her program or to succeed professionally, that concern will be addressed by the Dispositions Committee.

1. The Chair of the Dispositions Committee will e-mail PEU faculty requesting notification of any dispositional concerns based upon the established dispositions criteria for the unit. The e-mail will be sent to PEU faculty and the Dean of Students at least seven (7) business days prior to a regularly scheduled dispositions review meeting.
2. Faculty, staff, or a member of an area school district associated with a candidate exhibiting a dispositional concern, must respond to the chair’s e-mail within two (2) business days of receiving the e-mail. In order for the committee to review a candidate’s dispositions, the faculty, staff, or area school district member must reply to the e-mail with the candidate’s name, the candidate’s major, and the disposition(s) in which the candidate is deemed unacceptable. The indicated disposition(s) of concern must align to the established dispositions criteria for the PEU.
3. The candidate is scheduled to meet with the Dispositions Review Committee for a “hearing” regarding the issue in writing (see Appendix 1). Candidates attending via distance learning or at off-campus locations may prefer to attend the meeting via Skype. The individual providing the written notification is encouraged to attend the hearing.
4. Following the hearing, the Dispositions Review Committee completes a DDP for the candidate (See Appendix 3).
5. If the candidate is brought forward for a hearing a second time during the duration of the candidate’s pursuit of their degree or does not adequately meet the criteria set forth in the DDP, the Dispositions Review Committee may recommend removal of the candidate from the program to the Dean of the Professional Education Unit
6. The decision of the Dispositions Review Committee is provided to the Dean of the Professional Education Unit, the Director of AFEL, the Chair of the Department in which the candidate is pursuing a degree, the candidate’s advisor, the individual(s) completing the disposition assessment, and the candidate (see Appendix 2).

6. The candidate may appeal the decision of the Dispositions Review Committee. The following procedure must be followed for appeal:

Within seven (7) working days of receipt of the decision, the candidate must submit a written request for an appeal to the Dean of the Professional Education Unit. The Dean of the Professional Education Unit may request additional documentation from the committee, to include recording of the hearing, and from the department, to include candidate's advising folder, along with any additional documentation as needed. Within seven (7) working days of receiving the candidate's request of appeal, the Dean of the Professional Education Unit submits in writing the decision to the candidate. A copy of the decision is provided to the Dispositions Review Committee.

Quorum Policies

Definition

Five members of the committee, actually present, establishes a quorum for the purpose of conducting dispositions reviews.

Quorum for Meetings

In the event a quorum is not present, the committee may proceed with the dispositions meeting. However, in proceeding without a quorum, the committee members present must reach a unanimous vote. In the event the committee cannot arrive at a unanimous vote, the committee must re-convene at a time, no later than five (5) working days following the established meeting, when a quorum is present.

Quorum for Hearings

In the event a quorum is not present, the hearing will take place as previously scheduled, allowing the student and member indicating the issue to present based on the above prescribed details. The hearing will be recorded for documentation. Following the procedures of the hearing, the committee will withhold voting on the issue. Member(s) not present at the hearing are required to review the recording of the hearing for voting purposes. The review of the recording by the member(s) must take place within five (5) working days following the hearing. Once all absent members have reviewed the recording of the proceedings, the committee will meet to establish a vote and decision.

Appendix 1

Notification to Student of Review

[DATE]

[CANDIDATE'S NAME
ADDRESS
CITY, STATE, ZIP]

Dear [CANDIDATE'S FIRST NAME]:

The Dispositions Review Committee of the Professional Education Unit at Southern Arkansas University has scheduled a Student Performance Review (SPR) meeting for [DATE] at [TIME] in [BUILDING, ROOM #]. The purpose of the SPR meeting is to hold a comprehensive review of your status in your program. You will have an opportunity at the meeting to present information, as will [NAME OF INDIVIDUAL REPORTING ISSUE]. Written and audio records will be made of the SPR proceedings. The SPR Committee will consider all information presented to decide whether the concerns warrant further action, whether you will be placed on professional probation, or whether you will be permitted to continue in the program.

You are encouraged to attend the SPR meeting and to summarize the situation from your perspective, adding to what the recommending individual(s) reported and noting areas of agreement and/or disagreement. In addition, you have the option of submitting a written statement regarding your performance. If you choose to send written documentation, it must be received by the [INDICATE OFFICE OF CHAIR OF COMMITTEE] on [DATE – 3 BUSINESS DAYS BEFORE HEARING], so that it may be circulated among the committee members.

If you elect to attend the meeting in person, one person of your choosing may accompany you. That individual may consult with you during the meeting but may not address the committee directly. If you plan to bring an attorney, you must notify me a minimum of three university business days before the SPR, as University Counsel will be required. Written documentation that has not been previously distributed to all committee members and recommending individual(s) at least three university business days prior to the meeting may not be presented at the meeting.

Committee members may ask questions about the information presented. One question that will be asked is what you would do differently to ensure a successful outcome if you are allowed to continue in the program. You should come to the meeting prepared to respond to that question.

Enclosed are copies of the "Procedures for Student Performance Reviews" related to your situation and a copy of materials being presented. If you have not already done so, you will sign a copy of the Professional Education Unit Dispositions Form at the SPR, indicating that you have received and read the document.

If you have any questions concerning the SPR meeting or any of the procedures, please do not hesitate to email me at [EMAIL ADDRESS].

Sincerely,

[NAME AND TITLE]
Chairperson, Dispositions Review Committee

cc: Dean, Professional Education Unit
Dean of Students
Chair of Department
Candidate's Advisor
Committee Members

Appendix 2

Committee Decision Form

After reviewing documentation, hearing all reports of presenting issues, and discussing all aspects of this candidate's performance, the consensus of the voting members of the committee was that (mark one):

Continuation

_____ The candidate is admitted to PEU or allowed to continue his/her program effective _____.
The candidate is responsible for meeting all paperwork deadlines for registration, clinical experiences, etc., for adequate continuation.

Notes: _____

Candidates who are admitted or allowed to continue their program may return to the committee at any time if additional dispositional issues are indicated.

_____ A probation period is not required.

OR

_____ A probation period is required. The candidate is required to complete a Dispositions Development Plan (DDP) as set forth by the committee. The DDP must be completed by _____.

Probation Completion (mark one): _____ Successful _____ Unsuccessful

Signature of Dispositions Committee Chair:

Date:

Dismissal

_____ The student is denied admission or dismissed from all PEU programs.

OR

_____ The student is denied admission or dismissed from current program only.

This decision is effective _____ and will continued to be effective _____ permanently.

_____ for a period of _____.

Notes:

**Rationale for Dismissal
(Refer to Standards)**

--

- Copies to:
- _____ Student (via certified letter)
 - _____ Committee members
 - _____ Dispositions Review Committee Chair
 - _____ Chair of department in which candidate was enrolled
 - _____ Candidate's Advisor
 - _____ Individual submitting dispositional concern

Appendix 3

Dispositions Development Plan (DDP)

**Dispositions Development Plan
Professional Education Unit
Southern Arkansas University**

Candidate: _____ Major: _____ ID: _____

Committee Chair: _____ Meeting Date: _____

Voting Members	Department/Program

Other Attendees	Role

The candidate: _____ attended
 _____ submitted a written statement
 _____ neither attended nor submitted a written statement.

Details of Dispositional Issue Indicated
Committee Recommendation(s) for Remediation

Adequate completion of the indicated Committee Recommendation(s) for Remediation will be reviewed on _____.

Remediation Outcome (mark one)

1. _____ Remediation requirements were met as of _____. The candidate is allowed to continue in her/his program and is responsible for continuing to meet dispositional standards.
2. _____ Dismissal from all PEU programs has resulted from failure to meet requirement(s). Dismissal is effective _____ and is permanent.

Rationale for Dismissal (Refer to Standards)

Committee Chair Signature: _____

Date: _____

- Copies to:
- _____ Student (via certified letter)
 - _____ Committee members
 - _____ Dispositions Review Committee Chair
 - _____ Chair of department in which candidate was enrolled
 - _____ Candidate's Advisor
 - _____ Individual submitting dispositional concern

Professional Portfolio

Dispositions and Conceptual Framework Competencies, as well as candidate impact on student learning, are assessed through the completion of a Professional Portfolio. See the appropriate Professional Portfolio handbook, either initial or advanced, for more details regarding candidate completion and submission of the portfolio.

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

Evaluation of the Professional Portfolio 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 Portfolio Evaluation

The Professional Portfolio is evaluated at each Portfolio Checkpoint point, one and two, by a Professional Portfolio Evaluation Committee. The committee is an established committee representing PEU faculty across programs of study, both initial and advanced, to ensure portfolio evaluations are valid, reliable, and free from bias. The Professional Portfolio Evaluation Committee uses the following methods for evaluation:

- Conceptual Framework Competencies (Pathwise Domains) are evaluated using the established rubric aligned to the competencies as presented in LiveText.
- Dispositions are evaluated based on the established scoring rubric indicating level of proficiency for each presented disposition as presented in LiveText.
- Impact on Student Learning is evaluated based on the rubric established by the PEU faculty as presented in LiveText.

Upon the submission of your Professional Portfolio, the members of the Portfolio Evaluation Committee will conduct an evaluation of your portfolio artifacts. Prior to graduation, the candidate must indicate proficiency in all Conceptual Framework Competencies (Pathwise Domains), Dispositions, and Impact on Student Learning.

Portfolio Evaluation Committee membership will include the following:

1. The Director of AFEL
2. The Director of Continuing Education

3. A minimum of three faculty members to represent initial degree programs with one member representing the MAT program.
4. A minimum of two area public school teachers or other school professionals, preferably alumni from PEU programs.

If the candidate does not agree with the results of the evaluation, the candidate may appeal the decision of the Portfolio Evaluation Committee. 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 Professional Education Unit. The Dean of the Professional Education Unit may request additional documentation from the committee, program director, program faculty, etc. Within seven (7) working days of receiving the candidate's request of appeal, the Dean of the Professional Education Unit submits a written decision to the candidate of appeal decision. A copy of the decision is provided to the Portfolio Evaluation Committee. ***The decision of the Dean of the Professional Education Unit is final.***

Advanced Program Professional Portfolio Evaluation

The Professional Portfolio is evaluated at each Portfolio Checkpoint point, one and two, by a Professional Portfolio Evaluation Committee. The committee is an established committee representing PEU faculty across programs of study, both initial and advanced, to ensure portfolio evaluations are valid, reliable, and free from bias.

Portfolio Evaluation Committee membership will include the following:

1. Representative from the Office of Graduate Studies
2. A minimum of two faculty members to represent advanced degree programs: a) represent a primarily residential program; b) represent a primarily online program
3. A minimum of two area public school teachers or other school professionals, preferably alumni from PEU programs.

The Professional Portfolio Evaluation Committee uses the following methods for evaluation:

- Conceptual Framework Competencies are evaluated using the established rubric aligned to the competencies as presented in LiveText.
- Dispositions are evaluated based on the established scoring rubric indicating level of proficiency for each presented disposition as presented in LiveText.
- Impact on Student Learning is evaluated based on the rubric established by the PEU faculty as presented in LiveText.

Upon the submission of your Professional Portfolio, the members of the Portfolio Evaluation Committee will conduct an evaluation of your portfolio artifacts. Prior to graduation, the candidate must indicate proficiency in all Conceptual Framework Competencies, Dispositions, and Impact on Student Learning.

If the candidate does not agree with the results of the evaluation, the candidate may appeal the decision of the Portfolio Evaluation Committee. 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 Professional Education Unit. The Dean of the Professional Education Unit may request additional documentation from the committee, program director, program faculty, etc. Within seven (7) working days of receiving the candidate's request of appeal, the Dean of the Professional Education Unit submits a written decision to the candidate of appeal decision. A copy of the decision is provided to the Portfolio Evaluation Committee. **The decision of the Dean of the Professional Education Unit is final.**

Assessment Procedures

Assessments of Candidates in Courses

Full time faculty develop the syllabus for each of their courses. Adjunct faculty 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 Unit'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 assessments of candidates completed on their knowledge and skills related to the Conceptual Framework, the Unit has developed a set of dispositions to which they hold each candidate responsible. All faculty are expected to make observations and have the opportunity to complete assessments of individual candidates on the expected dispositions. The Unit completes assessments of candidate dispositions at key "gateways" 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.

Data Collection and Feedback Loop Process

In addition to the assessments individual faculty do of candidates in their courses, the Unit conducts regular and systematic assessments of candidates, programs, and Unit operations (procedures and policies to ensure the Unit is doing all of its work effectively) following a cycle. Data are collected at the key gateways to include exit reviews and follow-up studies of all graduates and their employers. The data from these assessments are aggregated and shared with the COE faculty to ensure the Unit is making "data driven decisions". Any changes for program improvement and Unit operations are voted on by the College of Education faculty. (Note:

Faculty members teaching in PEU 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.

Employment Information and Academic Qualifications

Equal Employment Opportunity Policy

In keeping with Southern Arkansas University policy on equal rights for hired personnel (see University Handbook: 101 Equal Employment Opportunity Policy), the Professional Education Unit hires, promotes, compensates, and provides benefits for all employees without discrimination because of 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.

Faculty Qualifications

For some departments, a Ph.D., or Ed.D., are the minimum academic qualifications for teaching. In cases where the faculty members do not hold terminal degrees in their discipline, their exceptional expertise (skills, knowledge, and experience) will be considered in determining their qualifications. Prospective faculty for a full-time position must submit an application, a resume, and official transcripts to the Human Resources Department at Southern Arkansas University. Additional information on application and hiring will be provided by the Office of the Dean of the College of Education.

The Unit values the adjunct faculty who are teaching part-time in the Unit. They bring a breadth of experiences to the COE programs. All adjunct must have at least a master's degree in their area of specialty and documentation of exceptional expertise in their teaching and or other aspects of their professional careers.

Clinical faculty (practitioners providing instruction, supervision, and direction for candidates during field-based assignments) must meet the qualifications applicable to the program(s) for which they teach or supervise (see the Unit Policy Handbook, xxxxx).

Appointment Procedure

Short-term faculty appointments are given on a contract basis to adjunct faculty whose teaching or other academic assignments last for a limited period, usually less than one year. Remuneration is provided without regular employee benefits. Such contract appointments specify precisely the tasks and responsibilities to be performed. Contracts are reviewed each semester and may be terminated on one month's paid notice.

Department chair submits a request for an adjunct faculty to the Dean's Office. The Office of the dean initiates collecting all relevant documentations such as academic transcripts and other information. Final approval of hiring an adjunct rests with the vice president for academic affairs.

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)

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 (textbook adoption forms – see appendix ??) 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 are to consult with department chairs and/or program directors for additional guidelines on online delivery.

Orientation

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 Professional Education Unit 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
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 VIII. Evaluation of Faculty and Administrators (Annual Review of Performance) under subsection I. General Procedures for New Faculty Evaluation (page 54-60).

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, page. 57-58.

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. 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.

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. [see Syllabi template for initial and advanced program in the following pages]

Undergraduate/Initial Program
Course Outline/ Syllabus

SOUTHERN ARKANSAS UNIVERSITY
College of Education – [Program]

[Name of Course]

[Course #; Semester]

Instructor: Name and Degree
Office: Cross Hall, Room XXX
Office Phone: 870-235-XXX
E-Mail xxxxx@saumag.edu
Office Hours Enter Days and Times

Disability Support Services:

It is the policy of SAU to accommodate students with disabilities, including, but not limited to, physical, sensory, learning, psychiatric and medical disabilities, pursuant to federal and state laws. Academic adjustments and auxiliary aids are provided to students with disabilities. If assistance is needed because of a disability, contact the Office of Disability Support Services, at (870) 235-4145. Early contact with the office will provide for a smoother transition in obtaining services.

Program Framework and Competencies:

Attaining Educational Achievement through Collaboration and Reflection

The mission of the professional education unit is to prepare candidates who *attain educational achievement through collaboration and reflection*. To that end the professional education unit (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 achievement for all students. The Unit engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.

Program Goals and Objectives:

[Include the program goals and objectives]. If unsure, contact your program or department chair.

Course Competencies:

The candidate will demonstrate proficiency in:

- a) [Indicate the SPA/Program standards addressed in this course. If no SPA/Program standards are addressed in this course, delete this section.]
- b) Conceptual Framework Competencies [Include only the competencies addressed in this course from the list below; indicate if this course is a benchmark course.] If none are addressed in course, delete this section.

Pathwise Domain A: Organizing Content Knowledge for Student Learning

- A1. Becoming familiar with relevant aspects of all students' background knowledge and experiences.
- A2. Articulating clear learning goals for the lesson that are appropriate for the all students.
- A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- A4. Creating or selecting teaching methods, learning activities, instructional materials and discipline appropriate technology (i.e., smartboards, projectors, etc.) or other resources that are appropriate for all students and that are aligned with the goals of the lesson
- A5: Creating or selecting evaluation strategies that are appropriate for all students and that are aligned with the goals of the lesson.

Pathwise Domain B: Creating an Environment for Student Learning

- B1. Creating a climate that promotes fairness for all students.
- B2. Establishing and maintaining rapport with all students.
- B3. Communicating challenging learning expectations to all students.
- B4. Establishing and maintaining consistent standards of classroom behavior for all students.
- B5. Making the physical environment as safe and conducive to learning as possible for all students.

Pathwise Domain C: Teaching for Student Learning

- C1. Making learning goals and instructional procedures clear to all students.
- C2. Making content comprehensible to all students through the use of appropriate technology.
- C3. Encouraging all students to extend their thinking.
- C4. Monitoring students' understanding of content through a variety of means including discipline-specific instructional technology, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- C5. Using classroom instructional time effectively.

Pathwise Domain D: Teacher Professionalism

- D1. Reflecting on the extent to which the learning goals were met.
- D2. Demonstrating a sense of efficacy.
- D3. Building professional relationships with colleagues to share teaching insights and coordinate learning activities for students.
- D4. Communicating with parents or guardians about student learning.

- c) Conceptual Framework Dispositions [Include only the dispositions addressed in this course from the list below; indicate if this course is a benchmark course]. If none are addressed in course, delete this section.

Attendance
Punctuality

Initiative
Response to Feedback
Collaboration
Belief that all students can learn
Appearance
Reliability
Fairness to all
Interaction with others
Speaking skills
Writing skills
Presentation skills

Course Description:

[Include the course description from the catalog.]

Required Texts/Reading

[Include instructor selected texts.]

Suggested Texts/Reading

[Include instructor selected texts.]

Required Supplies

[If this course requires an NCATE assessment to be included in LiveText, include the following information: *LiveText* (software). College LiveText Edu Solutions, LiveText, Inc, LaGrange, Illinois. (<http://college.livetext.com/college/index.html>). This software is required for assessments throughout the program to include a final portfolio.]

Portfolio Materials

[Include details of assignments in this course, if any, that are collected for the portfolio]. If none, delete this section.

Attendance

If a student is absent from a class more than the equivalent of one week of instruction (more than three days for MWF class, during a regular semester, for example) those absences may be reported by the instructor of record to the dean of students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during the regular semester, or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of *WN* (withdrawal for non-attendance under extenuating circumstances) or *WF* (withdrawal with failure) will be given for the course. See the University Catalog for further details.

Late Assignments

[Policy per the discretion of the instructor]

Academic Integrity Policy:

The mission of Southern Arkansas University empowers all members of the University community to develop and encourage learning environments that create, expand, acquire, share, evaluate, and communicate knowledge. Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Students, faculty, and staff share responsibility for maintaining the highest standards for academic integrity. This policy focuses on the academic integrity in course-related work, its basis and context is applicable to all. See the University Catalog for further details.

Plagiarism:

Plagiarism is the act of taking and/or using the ideas, work, and/or writing of another person as one's own. See the University Catalog for further details.

Cheating:

Cheating is the act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. See the University Catalog for further details.

Course Outline

The course outline is subject to change, as deemed necessary by the instructor.

[Insert Course Outline created by instructor]

Assignments

[Insert assignments in the following format:]

1. **Assignment Title:** Assignment description (Standards addressed in this assignment – aligned to standards listed above)

Criteria

Point Value or
Weight

Assignments

[Assignment titles]

[% of grade]

Grading Scale:

[Insert grading scale]

Course References/Bibliography

[Insert Reference list]

Graduate/Advanced Program
Course Outline/Syllabus
SOUTHERN ARKANSAS UNIVERSITY
College of Education – [Program]

[Name of Course]
[Course #; Semester]

Instructor: Name and Degree
Office: Cross Hall, Room XXX
Office Phone: 870-235-XXX
E-Mail xxxxx@saumag.edu
Office Hours Enter Days and Times

Disability Support Services:

It is the policy of SAU to accommodate students with disabilities, including, but not limited to, physical, sensory, learning, psychiatric and medical disabilities, pursuant to federal and state laws. Academic adjustments and auxiliary aids are provided to students with disabilities. If assistance is needed because of a disability, contact the Office of Disability Support Services, at (870) 235-4145. Early contact with the office will provide for a smoother transition in obtaining services.

Program Framework and Competencies

Attaining Educational Achievement through Collaboration and Reflection

The mission of the professional education unit is to prepare candidates who *attain educational achievement through collaboration and reflection*. To that end the professional education unit (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 achievement for all students. The Unit engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.

Program Goals and Objectives:

[Include the program goals and objectives]. If unsure, contact your program or department chair.

Course Competencies:

The candidate will demonstrate proficiency in:

- d) [Indicate the SPA/Program standards addressed in this course. If no SPA/Program standards are addressed in this course, delete this section.]
- e) Conceptual Framework Competencies [Include only the competencies addressed in this course from the list below; indicate if this course is a benchmark course.] If none are addressed in course, delete this section.

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.

- f) Conceptual Framework Dispositions [Include only the dispositions addressed in this course from the list below; indicate if this course is a benchmark course]. If none are addressed in course, delete this section.

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

Course Description:

[Include the course description from the catalog]

Required Texts/Reading

[Include instructor selected texts]

Suggested Texts/Reading

[Include instructor selected texts]

Required Supplies

[If this course requires an NCATE assessment to be included in LiveText, include the following information:

LiveText (software). College LiveText Edu Solutions, LiveText, Inc, LaGrange, Illinois.

(<http://college.livetext.com/college/index.html>). This software is required for assessments throughout the program to include a final portfolio.]

Portfolio Materials

[Include details of assignments in this course, if any, that are collected for the portfolio]. If none, delete this section.

Attendance

If a student is absent from a class more than the equivalent of one week of instruction (more than three days for MWF class, during a regular semester, for example) those absences may be reported by the instructor of record to the dean of students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during the regular semester, or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of *WN* (withdrawal for non-attendance under extenuating circumstances) or *WF* (withdrawal with failure) will be given for the course. See the University Catalog for further details.

Late Assignments

[Policy per the discretion of the instructor]

Academic Integrity Policy:

The mission of Southern Arkansas University empowers all members of the University community to develop and encourage learning environments that create, expand, acquire, share, evaluate, and communicate knowledge. Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Students, faculty, and staff share responsibility for maintaining the highest standards for academic integrity. This policy focuses on the academic integrity in course-related work, its basis and context is applicable to all. See the University Catalog for further details.

Plagiarism:

Plagiarism is the act of taking and/or using the ideas, work, and/or writing of another person as one's own. See the University Catalog for further details.

Cheating:

Cheating is the act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. See the University Catalog for further details.

Course Outline

The course outline is subject to change, as deemed necessary by the instructor.

[Insert Course Outline created by instructor]

Assignments

Insert assignments in the following format:

1. **Assignment Title:** Assignment description (Standards addressed in this assignment – aligned to standards listed above)

	<u>Criteria</u>	<u>Point Value or Weight</u>
-		
<u>Assignments</u>		
[Assignment titles]		[% of grade]

Grading Scale:

[Insert grading scale]

Course References/Bibliography

[Insert Reference list]

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 Unit uses LiveText for assessment and portfolio purposes.

The Unit has made an effort to develop its comprehensive assessment plan by implementing a Unit Assessment System complemented by *LiveText*[™]. The Unit Assessment System provides a unit-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 Unit uses LiveText to maintain the majority of data on its initial and advanced education candidates. Candidates who are enrolled in a course requiring LiveText are required to purchase a LiveText account from the bookstore similar to purchasing a textbook for the course. (*LiveText accounts may also be purchased online at www.livetext.com*).

For more information please refer to Assessment Handbook or contact the NCATE Coordinator in Nelson 220; 870-235-4152.

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.

Technology (Equipment and Resources)

Technology

Applications of technology are expanding and policy and guidance are difficult to keep current; hence, this area may be supplemental as technology evolves.

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

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
Ms. Tia Sargent, Administrative Assistant	870-234-4057	twsargent@saumag.edu
Dr. Margaret Downing	870-235-5208	mrdowning@saumag.edu
Dr. Denise Moseley, University Assessment Coordinator	870-235-4152	dsnoseley@saumag.edu
Dr. George White, NCATE Co-coordinator	870-235-4380	gtwhite@saumag.edu
Dr. Misty LaCour, NCATE Co-coordinator	870-235-4375	mmlacour@saumag.edu

Department of Teacher Education

Magale Library 103
Mail Slot 25

870-235-5207

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

Dr. Misty LaCour, Interim Chair	870-235-5207	mmlacour@saumag.edu
(vacant) , Administrative Assistant	870-234-5214	@saumag.edu
Dr. Karen Ferneding	870-235-5040	kaferneding@saumag.edu
Mr. Judge Larry	870-235-5151	jlarry@saumag.edu
Ms. Caprice Borgeson-Day		clborgeson@saumag.edu
Dr. Penny McGlowan		pennymcglowan@saumag.edu
Dr. Marlene Reed		marlenereed@saumag.edu

Department of Counseling and Professional Studies

Cross Hall 221
 Mail Slot 24
 870-235-4186

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

Dr. Pat Clanton	870-235-4233	paclanton@saumag.edu
Dr. Kim Bloss	870-235-5163	kkbloss@saumag.edu
Dr. Carla Bryant	870-235-5041	cdbryant@saumag.edu
Dr. Rudy Buckman	870-235-5458	wrbuckman@saumag.edu
Dr. Brian Canfield	870-235-4187	bcanfield@saumag.edu
Dr. Roger Guevara	870-235-4373	rcguevara@saumag.edu
, Administrative Assistant	870-235-4186	@saumag.edu
Dr. Zaidy MohdZain	870-235-4057	zaidymohdzain@saumag.edu
Dr. Denise Moseley	870-235-4152	dsnoseley@saumag.edu
Dr. W. Fred Ivy	870-235-5225	weldonivy@saumag.edu
Dr. Alec Testa, Interim Chair	870-235-4236	amtesta@saumag.edu
Dr. Neelie Dobbins	870-235-4185	cndobbins@saumag.edu
Ms. Peggy Walters	870-562-9333	ppwalters@saumag.edu
Dr. Kimberley Davis	870-235-4183	kimberleydavis@saumag.edu

Department of Health, Kinesiology, and Recreation

HKR
Mail Slot 34
870-235-4140

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

Mr. Steve Dingman, Chair	870-235-4383	sddingman@saumag.edu
Ms. Jessica Arnold	870-235-4134	jaarnold@saumag.edu
Dr. Sheri Baggett-McMinn	870-235-4138	sbaggett@saumag.edu
Ms. Laci Baurer	870-235-5229	llbaurer@saumag.edu
Mr. Steve Browning	870-235-4114	dsbrowning@saumag.edu
Mr. Ken Cole	870-235-4142	kdcollection@saumag.edu
Mr. Steven Gream	870-235-4128	slgream@saumag.edu
Dr. Ginger Hurst	870-235-4139	gchurst@saumag.edu
Mr. Bill Keopple	870-235-4105	bkeopple@saumag.edu
Ms. Jan Kiilsgaard	870-235-4248	jmkiilsgaard@saumag.edu
Mr. Joshua Lawson	870-235-5082	jwlawson@saumag.edu
Mr. Corey Lyon	870-235-4384	coreylyon@saumag.edu
Mr. Justin Pettigrew	870-235-4127	jrpettigrew@saumag.edu
Mr. David Reeves	870-235-4107	dcreeves@saumag.edu
Dr. Ron Smith	870-235-4135	rtsmith@saumag.edu
Mr. James Robertson		jamesrobertson@saumag.edu
Dr. George White	870-235-4380	gtwhite@saumag.edu
Ms. Marianne Woodard, Administrative Assistant	870-235-4140	mcwoodard@saumag.edu

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

Cross Hall 204
Mail Slot 29

870-235-4151

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

Ms. Jamie Boyd, Director	870-235-5219	jboyd@saumag.edu
Ms. Cathey White, Administrative Assistant	870-235-4151	mcwhite@saumag.edu

Education Renewal Zone – Southwest-B

Cross Hall 114
Mail Slot 29

870-235-5143

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

Dr. Roger Guevara, Director	870-235-5014	rcguevara@saumag.edu
Ms. Cynthia Blake, Administrative Assistant	870-235-5143	crblake@saumag.edu

The Health and Wellness Center

Mail Slot 36

Mr. James Robertson, Director	870-235-4136	jamesrobertson@saumag.edu
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Professional Education Unit
Faculty List

Alec Testa	(870) 235-4236	alectesta@saumag.edu
Brian Canfield	(870) 235-4187	briancanfield@saumag.edu
Caprice Day-Borgeson	(870) 235-7575	clborgeson@saumag.edu
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Catherine Dobbins	(870) 235-4185	cndobbins@saumag.edu
Copie Moore	(870) 235-4343	cdmoore@saumag.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
Judge Larry	(870) 235-5151	judgelarry@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
Kimberley Davis	(870) 235-4183	kimberleydavis@saumag.edu
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Misty LaCour	(870) 235-5207	mistylacour@saumag.edu
Pat Clanton	(870) 235-4233	paclanton@saumag.edu
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Penny McGlown		
Roger Guevara	(870) 235-5014	rogerguevara@saumag.edu
Rudy Buckman	(870) 235-5458	wrbuckman@saumag.edu
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Zaidy MohdZain	(870) 235-5161	zaidymohdzain@saumag.edu



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

Member of Arkansas Teacher Retirement System: Yes ____ No ____

If so, contributory _____ or non-contributory _____

	<p>Office of Human Resources Southern Arkansas University</p> <p>P.O. Box 9288, Magnolia, AR 71754 870.235.4008</p>	
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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.

<p>Human Resources Office Only</p> <p>Is transcript on file? Yes or No Is resume on file? Yes or No</p>
<p>tds 08/25/09</p>