

Arkansas Department of Higher Education

Existing Program Review

Program Self Study

Associate of Applied Science in Business Technology

Ozarka College

**2014-2015 Academic Year**

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## SECTION ONE

### Goals, Objectives, and Activities

#### 1. Describe specific educational goals, objectives, and activities of the program.

Successful completion of the requirements of the AAS in Business Technology provides students with the opportunity to achieve marketable skills and the knowledge necessary to succeed in a business occupation. The curriculum is provided for those individuals who desire to train, retrain, or upgrade their skills for an occupation in a business environment. All students should have the opportunity to develop to their highest potential in the best learning environment possible through guidance and instruction by a well-trained staff and hands-on applications using equipment which duplicates, as nearly as possible, equipment found in business offices.

#### Program graduates will possess the knowledge and skills needed to:

1. Prepare appropriate and accurate personal and business documents in word processing, electronic spreadsheet, database, and power point software while using correct formatting, spelling and grammar.
2. Effectively communicate verbally and in writing using correct language, grammar, spelling, and proofreading.
3. Use computer applications and the Internet safely and ethically.
4. Set up a simple manual accounting system for a small business.
5. Apply and use basic mathematical calculations correctly.
6. Identify rights and duties involving personal, legal, and community legal rights and requirements.
7. Relate well with others in personal and business environment.
8. Demonstrate a keyboarding skill of at least 30 wpm.
9. Obtain employment relevant to training or be able to continue his/her education beyond the two-year degree.

#### 2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The Business Technology program serves the general education program. The Associate of Applied Science program provides an opportunity for students to complete English Composition I, English Composition II, Communications, and a Mathematics course. The program also provides eligible requirements and elective options for the AA General Education degree, AA Teaching degree, AAS Automotive Service Technology degree, AAS Culinary Arts degree, AAS General Technology degree, AAS Health Information Technology degree, AS Business degree, and five Certificates of Proficiency. The most common threads to these other programs are computer applications courses, Management courses, and Accounting courses.

#### 3. Document market demand and/or state/industry need for careers stemming from the program.

The *State of Arkansas Long-Term Industry and Occupational Projections for 2012-2022* published by the Department of Workforce Services and the Arkansas Workforce Centers reports that jobs in the Business Administrative and Support Services category will be in the Top 20 Industries by Net Growth over the next few years. Other categories that employ workers with Business skills, such as Retail Trade and the Leisure and Hospitality sectors, are also expected to have high growth rates in the number of jobs available. The majority of growth in the state will be in the Service-Providing industries.

According to the **Skills-Based Projections Tool** on the Discover Arkansas Labor Market Information website, long-term demand for certain skills in the labor market is increasing. Out of the top 15 knowledge bases for 2008-2018, almost half reflect the knowledge and skills graduates of the AAS Business Technology possess.

1. Customer and Personal Service
2. English Language
3. Clerical
4. Mathematics
5. Administration and Management
6. Computers and Electronics
7. Sales and Marketing
8. Accounting

Generalized work activities that fall under these projections include:

1. Organizing, planning, and prioritizing work
2. Updating and using job-relevant knowledge
3. Communicating with supervisors, peers, or subordinates
4. Getting information needed to do the job
5. Making decisions and solving problems
6. Working directly with the public
7. Processing information
8. Resolving conflicts and negotiating with others
9. Communicating with persons outside the organization
10. Thinking creatively

The AAS in Business Technology program is preparing students to be employed in a wide variety of careers in the Business industry, ranging from entry-level positions up to management, or even entrepreneurship. Retailers, offices, schools, doctor’s offices, hospitals, local businesses, and even web-based employers are looking for, recruiting, and hiring students with the knowledge and skills needed to be successful in Business.

With additional training and education, business technology professionals in Arkansas can pursue a variety of business positions, technology based employment and self-employment opportunities.

**4. Document student demand for the program.**

The total number of all (semester 1-4) declared AAS Business Technology majors is shown in the table below. These numbers reflect duplicate students from year to year, since it includes students at all levels within the program. These are not all new students. Approximately 20-25 new students are included in each total.

<b>Associate of Applied Science – Business Technology</b>		
<b>Fall 2011-2012</b>	<b>Fall 2012-2013</b>	<b>Fall 2013-2014</b>
93	76	79

There have been 38 graduates from the program during this three-year time frame (2011-2014).

## SECTION TWO

### Curriculum

#### 1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

Advisory Boards meet annually for technical areas. Within these meetings, input from the advisory members is solicited for specific fields of study, such as: what the trends are, needs for the community, students, and employers. These Boards have minutes and documentation of all information obtained and the use of the information drives the decision making process to meet the demands of the market to help ensure employability for our students.

Internet research, current textbooks, professional and business articles, and input from current and past students are also used to help monitor and update the program. The Ozarka College Information Systems personnel provide up-to-date hardware and software acquisitions and information to maintain the technological edge students must have to be successful.

Another great resource is employers who call wanting to hire students to do part-time work during school, or to recruit graduates for their place of business. Even employers calling for job references provide a lot of guidance. These requests often include specific software requirements or skills that are needed. These “trends” (what employers in our area are looking for) help to steer the AAS Business Technology curriculum in the best direction.

#### 2. Provide an outline for each program curriculum, including the sequence of courses.

#### Associate of Applied Science – Business Technology

FIRST SEMESTER	Hours	Completed
COLL 1001 College Success (Must make a C or better)		Must make a C or better or retake.
ACCT 1003 Intro to Accounting	3	
BTMA1033 Math for Business Technology or higher Math	3	
BUS 1133 Keyboarding Essentials	3	
MGMT 2643 Human Relations	3	
<b>ENGL 1013 English Composition I</b>	3	Students must complete ENGL1013 English Comp I with a grade of C or better to Graduate.
<b>HOURS</b>	15	
SECOND SEMESTER	Hours	Completed
ENGL 1023 English Composition II or ENGL 1123 Tech & Bus English (Prerequisite: ENGL 1013)	3	Must make a C or better to graduate.
Social Science Elective	3	
ACCT 1123 Accounting I	3	
CPSI 1003 Introduction to Computer Applications	3	
ELECTIVE: ACCT, BANK, BUS, CIS, IST, MGMT, HOSP, OR MKTG	3	
<b>HOURS</b>	15	
THIRD SEMESTER	Hours	Completed
ACCT 2133 Accounting II or ACCT 2143 Computerized Acct (Spring Only)	3	
BUS 2613 Business Principles (Fall Only)	3	
Bus 2013 Business Communications (Fall Only)	3	
BUS 2663 Legal Environment of Business (Spring Only)	3	
ELECTIVE: ACCT, BANK, BUS, CIS, IST, MGMT, HOSP, OR MKTG	3	
<b>HOURS</b>	15	
FOURTH SEMESTER	Hours	Completed

COMM 1313 Communications	3	
CIS 1303 Computer Information Systems	3	
ELECTIVE: ACCT, BANK, BUS, CIS, IST, MGMT, HOSP, OR MKTG	3	
ELECTIVE: ACCT, BANK, BUS, CIS, IST, MGMT, HOSP, OR MKTG	3	
ELECTIVE: ACCT, BANK, BUS, CIS, IST, MGMT, HOSP, OR MKTG	3	
HOURS	15	
TOTAL HOURS IN DEGREE	60	

**Certificates of Proficiency**  
18 Credit Hours Each

ACCOUNTING	HOSPITALITY MANAGEMENT	INFORMATION SCIENCE TECHNOLOGY	BUSINESS MANAGEMENT Six Courses from the following:
ACCT 1123 Accounting I ACCT 2133 Accounting II (Spring) ACCT 2283 Managerial Accounting (Fall) ACCT 2163 Federal Income Tax Accounting (Fall) ACCT 2153 Payroll Accounting (Spring) *Approved Business Division Elective  *Recommended Electives: ACCT 1003 Introduction to Accounting or ACCT 2413 Computerized Accounting (Spring)  <b>Use of Skills:</b> Accounting Clerk Tax Preparation Bookkeeper QuickBooks Pro Payroll Accounting Clerk Accounts Payable Clerk Accounts Receivable Clerk	HOSP 1103 Introduction to Hospitality HOSP 1203 Hospitality Purchasing CUL 2503 Catering and Banquet Service HOSP 1403 Hospitality Marketing HOSP 1303 Hospitality Operations and Supervisory Management CUL 1103 Sanitation and Safety  <b>Use of Skills:</b> Restaurant management Hotel management Catering Operations Hospitality Promotions Management and Supervise employees	IST 2713 Computer Ethics and Security (Spring) IST 1213 Intro to Computer Programming (Fall) IST 1503 Internet Technologies (Fall) IST 1223 Introduction to Visual Basic (Spring) IST 1403 Networking I (Spring) IST 2803 Intro to Database Concepts  <b>Use of Skills:</b> Perform basic computer programming. Design web pages. Set up simple local area network. Design and manage databases.	ACCT 1003 Intro to Accounting CPSI Intro to Computer Applications ACCT 2143 Computerized Accounting (Spring) MGMT 2643 Human Relations MGMT 2623 Principles of Management (Fall) MGMT 2603 Financial Planning (Spring) MGMT 2663 Small Business Management (Spring) MKTG 2633 Principles of Marketing (Spring)  <b>Use of skills:</b> Create a small business and set up the accounting records necessary for success. Prepare necessary documents, work with others, set up and manage a small business and market the product or service. Opportunity for promotion in current job to higher position. Entry level Assistant Manager

**Certificates of Proficiency (continued)**  
18 Credit Hours Each

<b>BANKING AND FINANCE</b>	<b>BUSINESS COMPUTER APPLICATIONS</b>	<b>MEDICAL OFFICE ADMINISTRATION</b>
BANK 2013 Law and Banking (Spring) BANK 1013 Principles of Banking (Fall) MGMT 2603 Financial Planning (Spring) CPSI 1003 Intro to Computer Applications CIS 2353 Electronic Spreadsheets (Fall) IST 2713 Computer Ethics and Security (Spring)  <p align="center"><b>Use of Skills:</b></p> Banking Administrative Assistant Banking Data Entry Bank Teller	CPSI 1003 Intro to Computer Applications BUS 1213 Information Processing (Fall) CIS 2353 Electronic Spreadsheets (Fall) CIS 2393 Desktop Publishing (Spring) IST 2803 Intro to Database Management (Spring) Approved Business Division Elective Recommended Elective: <i>MGMT 2403 Records Management (Fall</i> <i>or ACCT 2143 Computerized Accounting (Spring)</i>  <p align="center"><b>Use of skills:</b></p> Receptionist Office Clerk Secretary Data Entry	BUS 1213 Information Processing (Fall) HIT 1203 Medical Term I HIT 1213 Medical Term II HIT 2213 Legal/Ethical Aspects of Health Care MGMT 2643 Human Relations MGMT 2403 Records Management (Fall)  <p align="center"><b>Use of skills:</b></p> Medical Office Administration Assistant Medical Data Entry

**3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.**

**Technical Education Requirements**  
(45 semester credit hours)

**Accounting-6 hours**

**ACCT 1123** Accounting I

**ACCT 2133** Accounting II

**ACCT 2143** Computerized Accounting

**Required Courses-24 hours**

**BUS 1133** Keyboarding Essentials

**BUS 2013** Business Communications

**CIS 1303** Computer Information Systems

**CPSI 1003** Introduction to Computer Applications

**BUS2613** Business Principles

**MGMT 2643** Human Relations

**IST 2713** Computer Ethics and Security

**BUS 2663** Legal Environment of Business

**Business Electives-15 hours**

**ACCTXXXX**

**BANKXXXX**

**ECONXXXX**

**BUSXXXX**

**CISXXXX**

**ISTXXXX**  
**MGMTXXXX**  
**MKTGXXXX**

**General Education Requirements**  
(15 semester credit hours)

**English/Communications-9 hours**

**ENGL 1013** English Composition I (with grade of C or better)  
**COMM 1313** Communications

**Select one course from the following:**

**ENGL 1023** English Composition II (with grade of C or better)  
**ENGL 1123** Technical and Business English (with grade of C or better)

**Math-3 hours**

**BTMA 1003** Math for Business or higher level math course

**Social Science Elective-3 hours**

**HISTXXXX**  
**PSYCXXXX**  
**SOCIXXXX**  
**ECONXXXX**  
**ANTHXXXX**  
**GEOGXXXX**  
**CRIMXXXX**  
**PLSCXXXX**

**Total Credit Hours Required.....60 Hours**

**4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.**

**Accounting-6 hours**

**ACCT 1123** Accounting I Spring 2015

**Select one course from the following:**

**ACCT 2133** Accounting II Spring 2015  
**ACCT 2143** Computerized Accounting Spring 2015

**Required Courses-24 hours**

**BUS 1133** Keyboarding Essentials Spring 2015  
**BUS 2013** Business Communications Fall 2014  
**CIS 1303** Computer Information Systems Spring 2015  
**CPSI 1003** Introduction to Computer Applications Spring 2015  
**BUS2613** Business Principles Fall 2014  
**MGMT 2643** Human Relations Fall 2014  
**IST 2713** Computer Ethics and Security Fall 2014  
**BUS 2663** Legal Environment of Business Spring 2015



## **5. Provide syllabi for discipline-specific courses and departmental objectives for each course.**

See APPENDIX A for core course syllabi.

Syllabus- ACCT 1123 Accounting I  
Syllabus- ACCT 2133 Accounting II  
Syllabus- ACCT 2143 Computerized Accounting  
Syllabus- BUS 1133 Keyboarding Essentials  
Syllabus- CIS 1303 Computer Information Systems  
Syllabus- SPSI 1003 Introduction to Computer Applications  
Syllabus- BUS 2613 Business Principles  
Syllabus- MGMT 2643 Human Relations  
Syllabus- IST 2713 Computer Ethics and Security  
Syllabus- BUS 2663 Legal Environment of Business

## **6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

Curriculum development is a key element in the education process at Ozarka College and requires careful planning and implementation in order to meet student and community needs within the scope of the institution's mission.

To enable the College to be accurate and consistent in curriculum development, the following plan complements existing Board academic policies. These policies can be found in Section 4 of the Ozarka College Board Policy and Procedures Manual.

Proposals for new curriculum are generated from many sources. Common sources include faculty initiative, administrative initiative, curriculum committee, advisory committee, needs assessment, and program review.

Minor curriculum changes or developments such as adding or deleting specific courses necessitate the following procedure:

1. Curriculum Committee Review and Approval
2. Faculty Council Review and Approval
3. Administrative Council Review and Approval

Additionally, minor curricular changes must also be examined before implementation to determine whether the proposal is compatible with the institution's mission and resources, and whether the proposed change will supplement (not supplant) current curriculum.

Major curriculum changes or developments include new programs that result in a certificate or degree, new majors leading to a certificate or degree, and others as defined by the Arkansas Department of Higher Education. These require more intense research, planning, and documentation that will result in a formal written proposal to the Arkansas Higher Education Coordinating Board.

Generally, major curricular change or development requires a steering committee comprised of professionals in the field or related area, college faculty, and administration. As with all curriculum proposals, major curriculum proposals are subject to approval through the progressive committee structure of the College, the Ozarka Board of Trustees, the Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board. Any new programs involving Title IV funding that are comprised of 50 percent new courses must also be approved by the Higher Learning Commission. The Ozarka College curriculum development process involves a hierarchy of procedures and opportunities for evaluation, assessment, and revision. At any step in the process, the proposal may be returned to the originator and/or the previous

decision-making body for additional information, clarification, or revision. Curriculum changes, additions, and revisions reflect a persistent focus on program and course relevancy.

Instructor-to-student interaction for distance courses are achieved through various means. All courses offer interaction through email, phone conversations, and office appointments. Instruction of course material is offered through instructor videos, PowerPoint presentations, and classroom discussion through discussion board, assignments, and test/quizzes. Some tests may be proctored.

## **7. List courses in the proposed degree program currently offered by distance delivery.**

Most courses included in the AAS-BT and the CP's are offered via distance delivery—through ITV, or Internet.

1. ACCT 1003 Introduction to Accounting
2. ACCT 1123 Accounting I
3. ACCT 2133 Accounting II
4. ACCT 2143 Computerized Accounting
5. ACCT 2153 Payroll Accounting
6. ACCT 2163 Federal Income Tax Accounting
7. ACCT 2283 Managerial Accounting
8. BANK 1013 Principles of Banking
9. BANK 2013 Law and Banking
10. BUS 1133 Keyboarding Essentials
11. BUS 1213 Information Processing
12. BUS 2013 Business Communications
13. BUS 2613 Business Principles
14. BUS 2663 Legal Environment of Business
15. CIS 1303 Computer Information Systems
16. CIS 2353 Electronic Spreadsheets
17. CIS 2393 Desktop Publishing
18. CPSI 1003 Intro to Computer Applications
19. ECON 2113 Business Statistics I
20. ECON 2313 Principles of Microeconomics
21. ECON 2323 Principles of Macroeconomics
22. ENGL1123 Business and Technical Writing
23. IST 2713 Computer Ethics & Security
24. MATH 2143 Business Calculus
25. MGMT 2403 Records Management
26. MGMT 2553 Small Business Management
27. MGMT 2603 Financial Planning
28. MGMT 2623 Management
29. MGMT 2643 Human Relations
30. MKTG 2633 Marketing

## **8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, instructor response to student assignments).**

With regard to distance delivery, all courses in the CP and AAS programs are offered via distance delivery.

All of the general education course requirements (included in the AAS) are offered via distance delivery with the exception of BTMA Math for Business Technology. This course is offered in class only; however, students have the option of fulfilling the math requirement with College Algebra, which is offered via distance delivery.

## **PROCEDURES FOR CONSISTENCY IN DEVELOPING ONLINE COURSES:**

<b>COURSE CONTENT</b>	<p>All instructors who teach a course must coordinate with other instructors teaching the same course to assure consistency throughout the curriculum and quality of content of courses.</p> <p>All courses should contain the same rigor and grading standards.</p>
<b>FIRST WEEK ACTIVITIES</b>	<p>Please include an “Introduce Yourself” Discussion in your first week of activities. Also, please include a getting started assignment—does not have to be graded—that gives the student information about your expectations in the course and how to proceed.</p> <p>Please be sure your student has enrolled in the Online Orientation Course for Students in online courses. You can see if they have completed the course by checking your roster. Completion of this orientation will be indicated with a “Y” or “N” or a red ~ mark. If the student shows a “Y”, then they have completed the course. If it is an “N”, then they are currently enrolled, but have not completed it. If it shows a red ~, then you can click on the red symbol and it will automatically enroll them in the course.</p> <p>Please explain to the student that you are requiring them to complete this orientation course—it will only take 1-2 hours to complete. You may set this up as an assignment and award points for completion. Be sure to give the students that have already completed the course points. You will need to check with the Distance Education Director to get information of when the ones that have not previously completed the course do complete it. Have the students let you know they completed it and then check with the Distance Education Director.</p> <p>If you have a student that has not completed the activities in week one, please CONTACT them immediately by mail or phone and be sure they intend to continue in the course and that they need to get started.</p>
<b>ACTIVITIES SECTION OF MYOZARKA</b>	<p>Weekly Activities must be entered in MyOzarka Activities Section. There should be activities or instructions on how to proceed in the course each week.</p> <p>Enter all your assignments to be graded in the activities section of MyOzarka. By doing this, you can enter a grade in the grade book for everything that is to be graded and students always have a current grade showing how they are doing in the class.</p> <p>Enter required discussions as an individual assignment in activities section of MyOzarka in the week that it is due, and indicate in the assignment the topic to be discussed in the discussion. Also instruct student to go to the Discussion Board to Discuss the topic. Be sure to enter a Discussion Thread for each of the Discussion Assignments given. This way, when you copy forward your course to another semester, you will have your discussion topics available.</p> <p>Enter start and stop dates for assignments to require students to stay at the same pace as in-class coursework. Please do not open all assignments at the beginning of the semester or leave them open for the entire semester. When you put your assignments in the week that they are due, the program will set the due dates for that week.</p> <p>Be sure to coordinate coursework for web classes to cover the same information and require the same assignment load as the in-class course. Instructors must work together to maintain course consistency and quality from web to in-class.</p> <p>Save files that are to be included in the assignment in the .rtf (rich text format) so that they may be opened by any software program.</p> <p>Instruct students to save their submissions in .rtf format, so that the file may be opened by any software program.</p> <p>Include homework type assignments, as well as problem type exams in the activities section.</p>
<b>CREATING DISCUSSIONS</b>	<p>Regular discussion assignments are required of all web courses. This allows for student to student and student to instructor interaction. The discussions may be entered in the Activities Section of MyOzarka in the week they are due; however, they may have an open date earlier.</p> <p>It is critically important to have an “Introduce Yourself” discussion in the first week activity section. This will let you know who is participating in the course from the first week.</p>

<p><b>LINKING AND CREATING CONTENT FOR ASSIGNMENTS</b></p>	<p>Add helpful links, textbook website link, youtube.com video links, help sheets, etc. as content in the Activities Section as a new items.</p> <p>You can add all your content in any Week; however, the content must be linked to an assignment for the student to see it.</p> <p>When you create Assignments in any week, you can then link any of your Content items directly to any assignment in any week.</p> <p>If you have taught your class as an interactive video class, you will have archived lectures of all class section from all semesters that may be linked to your current course assignments for students to view in-class presentations of the content.</p> <p>You may also create your own videos of presentations of theory and content.</p> <p>Also, tools like <a href="http://www.screencast-o-matic.com/">http://www.screencast-o-matic.com/</a> Screencast-o-Matic are excellent ways to capture items on your screen, while you talk and explain content. It is free for 15 minute videos.</p>
<p><b>EXAMS AND QUIZZES</b></p>	<p>Exams and Quizzes in MyOzarka may be created in the Activities section of any week.</p> <p>Give frequent exams and quizzes--maybe every chapter or two.</p> <p>Give a proctored comprehensive final exam which is weighted heavy enough to assure that student must know the information in order to make above a C in the course, i.e. 200-300 points. These will be proctored final exams for Online Courses on each of the Ozarka Campuses during finals week.</p> <p>Other problem exams as assignments in the activities section of MyOzarka:</p> <p>You may set up any of your other problem type exams as assignments to be at a certain time on one day, at one time. All students should be required to take the exam at the same time or date. You might set up the exam at a time when all students can access it, and limit the time it is open to 90-120 minutes to complete and submit.</p> <p>This is also possible to do with the Exams or Quizzes In MyOzarka, if you want more security.</p> <p>Textbook test banks may be uploaded to the test bank section of Exams in MyOzarka for each course. You may create tests or create one test with all the questions for a chapter as a test bank for that chapter in one of the programs that comes with your textbook instructor CD. These may be done in "Exam View" for example. Once you have created it in one of these programs, you can export it to go in "blackboard format". The entire zipped file you create may then be uploaded to MyOzarka test banks in the Exams section. Then when you create exams for that chapter, you will have to option to choose which questions or have the program randomly choose from the entire test bank questions for the exams. Students would then receive different questions in a random format. MyOzarka Exams also creates a different or of questions and multiple choice answer sequence for each person; therefore, if they are sitting next to each other, they would not get the same questions in the same order.</p>
<p><b>SYLLABUS</b></p>	<p>EXAMPLE OF POSSIBLE WORDING ON SYLLABUS</p> <p>Methods of Instruction:</p> <p>DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ACTIVITIES OF MYOZARKA.</p> <p>This course will be comprised of:</p> <p>Videos, power points, links to textbook sites, exercises, problems and solutions for each chapter are linked to the resources assignment for each chapter.</p> <p>Discussions for chapters and required topics will be included in the activities section of MyOzarka.</p> <p>Problem exams located in the activities section of MyOzarka. Students must open, download, complete and submit these exams in the assignment on or before the due date and time.</p> <p>Exams and quizzes must be taken in MyOzarka Exams section on or before the due date. These show up in the activities section of each week.</p> <p>This is a web-based course. Students must be self-motivated. Students must access the course website and MyOzarka and participate in the activities for each week on or before the due dates shown on the assignment.</p>

	<p>Students must log in to this course regularly and participate weekly. Online courses require as much time as a regular course and student activity is tracked.</p> <p><b>Make-Up Policy:</b>          You <b>MUST</b> plan ahead and complete assignments, exams and quizzes on or before the due dates. Computers down, internet down, computer broken are <b>NOT EXCUSES</b> to allow late work. If computer shuts down during an exam online, student should call or e-mail instructor at the time of the failure. Tracking will be checked and if excuse is legitimate, work may be opened--at discretion of instructor.</p> <p>If you are working on an exam or quiz <b>BEFORE THE DUE DATE</b> and something happens online to shut you out of the quiz or exam, you may notify the instructor, who will at her discretion after investigating the situation, reopen the quiz or exam for you to finish it.</p> <p>Please be aware that we have tracking on MyOzarka that shows exactly when you logged onto exams, etc. If your computer went off or the site went down, we will have documentation as to how long you were at a certain place on MyOzarka.</p> <p>No late work accepted. Extenuating circumstances may be considered by instructor.</p> <p><b>Attendance Policy:</b>          You should expect to spend as much time in this class as you would in an in-class class, plus time to do your homework. Classes on the web make the class more flexible <b>NOT</b> easier!</p> <p>Students must participate in this course via the web. Assignments are to be submitted, quizzes taken, exams taken, discussion comments entered in the discussion section, and e-mail used for communication. Student time on the site will be monitored. Students who do not log regularly, participate in discussions and turn in assignments on or before the due date may receive a grade of "F" at the discretion of the instructor.</p>
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### RUBRIC FOR ASSESSING ONLINE INSTRUCTION

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
<b>Category 1 Learner Support &amp; Resources</b>	<input type="checkbox"/> Course contains limited Information for online learner support and links to campus resources. <input type="checkbox"/> Course provides limited course-specific resources, limited contact info for instructor, department, and/or program <input type="checkbox"/> Course offers limited resources supporting course content and different learning abilities.	<input type="checkbox"/> Course contains adequate information for online learner support and links to campus resources. <input type="checkbox"/> Course provides adequate course-specific resources, some contact information for instructor, department and program. <input type="checkbox"/> Course offers access to adequate resources supporting course content and different learning abilities.	<input type="checkbox"/> Course contains extensive information about being an online learner and links to campus resources. <input type="checkbox"/> Course provides a variety of course-specific resources, contact information for instructor, department, and program. <input type="checkbox"/> Course offers access to a wide range of resources supporting course content and different learning abilities.

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
<p><b>Category 2 Online Organization &amp; Design</b></p>	<p><input type="checkbox"/> Much of the course is under construction, with some key components identified such as the syllabus.</p> <p><input type="checkbox"/> Course syllabus is unclear about what is expected of students.</p> <p><input type="checkbox"/> Aesthetic design does not present and communicate course information clearly.</p> <p><input type="checkbox"/> Web pages are inconsistent both visually and functionally.</p> <p><input type="checkbox"/> Accessibility issues are not address. (Including: sight, mobility, hearing, cognition, and technical.)</p>	<p><input type="checkbox"/> Course is organized and navigable. Students can understand the key components and structure of the course.</p> <p><input type="checkbox"/> Course syllabus identifies and delineates the role the online environment will play in the course.</p> <p><input type="checkbox"/> Aesthetic design presents and communicates course information clearly.</p> <p><input type="checkbox"/> Most web pages are visually and functionally consistent.</p> <p><input type="checkbox"/> Accessibility issues are briefly addressed.</p>	<p><input type="checkbox"/> Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course.</p> <p><input type="checkbox"/> Course syllabus identifies and clearly delineates the role the online environment will play in the total course.</p> <p><input type="checkbox"/> Aesthetic design presents and communicates course information clearly throughout the course.</p> <p><input type="checkbox"/> All web pages are visually and functionally consistent throughout the course.</p> <p><input type="checkbox"/> Accessibility issues are addressed throughout the course.</p>
<p><b>Category 3 Instructional Design and Delivery</b></p>	<p><input type="checkbox"/> Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.</p> <p><input type="checkbox"/> Course goals are not clearly defined and do not align to learning objectives.</p> <p><input type="checkbox"/> Learning objectives are vague or incomplete and learning activities are absent or unclear.</p> <p><input type="checkbox"/> Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.</p> <p><input type="checkbox"/> Course provides limited activities to help students develop critical thinking and/or problem-solving skills.</p>	<p><input type="checkbox"/> Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content.</p> <p><input type="checkbox"/> Course goals are adequately defined but may not align to learning objectives.</p> <p><input type="checkbox"/> Learning objectives are identified and learning activities are implied.</p> <p><input type="checkbox"/> Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.</p> <p><input type="checkbox"/> Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.</p>	<p><input type="checkbox"/> Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.</p> <p><input type="checkbox"/> Course goals are clearly defined and aligned to learning objectives.</p> <p><input type="checkbox"/> Learning objectives are identified and learning activities are clearly integrated.</p> <p><input type="checkbox"/> Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.</p> <p><input type="checkbox"/> Course provides multiply activities that help students develop critical thinking and problem-solving skills.</p>
<p><b>Category 4 Assessment &amp; Evaluation of Student Learning</b></p>	<p><input type="checkbox"/> Course has limited activities to access student readiness for course content and mode of delivery.</p> <p><input type="checkbox"/> Learning objectives, instructional and assessment activities are not aligned.</p> <p><input type="checkbox"/> Assessment strategies are limited in use to measure content knowledge, attitudes, and skills.</p> <p><input type="checkbox"/> Opportunities for students to receive feedback about their own performance are infrequent and sporadic.</p> <p><input type="checkbox"/> Students ' self-assessments and/or peer feedback opportunities are limited.</p>	<p><input type="checkbox"/> Course has adequate activities to assess student readiness for course content and mode of delivery.</p> <p><input type="checkbox"/> Learning objectives, instructional and assessment activities are adequately aligned.</p> <p><input type="checkbox"/> Ongoing strategies are used to measure content knowledge, attitudes and skills.</p> <p><input type="checkbox"/> Opportunities for students to receive feedback about their own performance are provided.</p> <p><input type="checkbox"/> Students' self-assessments and/or peer feedback opportunities exist.</p>	<p><input type="checkbox"/> Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.</p> <p><input type="checkbox"/> Learning objectives, instructional and assessment activities are closely aligned</p> <p>.</p> <p><input type="checkbox"/> Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.</p> <p><input type="checkbox"/> Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p><input type="checkbox"/> Students' self-assessments and peer feedback opportunities exist throughout the course.</p>

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
<b>Category 5 Innovative Teaching with Technology</b>	<input type="checkbox"/> Course uses limited technology tools to facilitate communication and learning. <input type="checkbox"/> New teaching methods applied to enhance student learning are limited.  <input type="checkbox"/> There are limited multimedia elements and/or learning objects for accommodating different learning styles. <input type="checkbox"/> Course uses Internet access and engages students in the learning process in a very limited way.	<input type="checkbox"/> Course uses adequate technology tools to facilitate communication and learning. <input type="checkbox"/> New teaching methods are adequately applied to innovatively enhance student learning. <input type="checkbox"/> Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles. <input type="checkbox"/> Course optimizes Internet access and effectively engages students in the learning process.	<input type="checkbox"/> Course uses a variety of technology tools to appropriately facilitate communication and learning. <input type="checkbox"/> New teaching methods are applied and innovatively enhance student learning, and interactively engage students. <input type="checkbox"/> A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course. <input type="checkbox"/> Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.
<b>Category 6 Faculty Use of Student Feedback</b>	<input type="checkbox"/> Instructor offers limited opportunity for students to give feedback to faculty on course content. <input type="checkbox"/> Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course. <input type="checkbox"/> Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	<input type="checkbox"/> Instructor offers adequate opportunities for students to give feedback on course content. <input type="checkbox"/> Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course. <input type="checkbox"/> Instructor requests and uses student feedback a couple of times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	<input type="checkbox"/> Instructor offers multiply opportunities for students to give feedback on course content.  <input type="checkbox"/> Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course.  <input type="checkbox"/> Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

## SECTION THREE

### Program Faculty (full-time/adjunct/part-time)

- 1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.**

Charles Bradford Hollaway has 15 years' experience teaching at Ozarka College. The courses he has taught over the past two academic years are: BUS 1133 Keyboarding Essentials, BUS 2613 Business Principles, CPSI 1003 Intro to Computer Applications, ECON 2113 Business Statistics 1, MGMT 2643 Human Relations, ACCT 2143 Computerized Accounting, and MGMT 2603 Financial Planning.

Stephen Baltz has been teaching at Ozarka College for 15 years. The courses he has taught over the past two academic years are: BUS 1133 Keyboarding Essentials, CIS 1303 Computer Information systems, CPSI 1003 Intro to Computer Applications, ECON 2313 Intro to Microeconomics, MGMT 2623 Management, MGMT 2543 Human Relations, MGMT 2663 Small Business Management, MKTG 2633 Principles of Marketing, and BUS1213 Information Processing.

Brad Lawrey began teaching at Ozarka College this year. The courses he teaches are: CPSI 1003 Intro to Computer Applications, IST 2713 Computer Ethics and Security, IST 1213 Intro to Computer Programming, IST 1703 Intro to Web Design, IST 2923 A+ Essentials, IST 1403 Networking Essentials I, and IST 2803 Intro to Database Concepts.

Kathryn Langston has been teaching at Ozarka College for 14 years. The courses she has taught over the past two academic years are: ACCT 1003 Introduction to Accounting, ACCT 1123 Accounting 1, and ACCT 2133 Accounting II,

Curriculum Vitae for these instructors are included in Appendix B.

- 2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.**

Academic credentials required for full-time faculty, as determined by the Higher Learning Commission's Guide on Qualified Faculty, in undergraduate programs require the instructor hold a degree at least one level above that of the program in which they are teaching.

The guide also states "Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they teach and /or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Further, it is assumed that completion of a degree better prepares a person than an unstructured collection of credit courses."

Faculty appointments are made by the president, with recommendation of the Vice President for Academic Affairs, to persons who can give substantial contributions of time, expertise, and participation in College programs.



Adjunct faculty appointments are not eligible for staff benefits and are executed on a semester by semester basis or other period for special purposes. All recommendations for appointment to the Ozarka College faculty must be supported by a file containing an application, appropriate material establishing expertise and qualifications, and valid transcript(s). These credentials are reviewed by the VPAA prior to recommendation for employment.

**3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.**

Orientation and evaluation processes for faculty are available on pages 19-21 in the Ozarka College Faculty Handbook, located on the Ozarka College website, Human Resources link at <http://www.ozarka.edu/hr/index.cfm>.

Student evaluation of instruction is conducted on each faculty member, both full-time and adjunct, each semester of the academic year using an online evaluation provided through the learning management system, MyOzarka. This evaluation process provides a way of assessing the effectiveness of instruction and other areas of faculty performance at Ozarka College. The information gathered assists each instructor in the identification of areas of strength as well as opportunities for improvement.

Each faculty member, whether full-time or adjunct can be observed in the classroom, via interactive video recorded class sessions, or online courses by the VPAA, Division Chair or designee at least once annually. The visit is unannounced and observed for at least thirty minutes.

**4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.**

Faculty loading for full-time instructors is a minimum of 15 credit hours per regular semester. Part time faculty loading is available at a maximum of 9 credit hours per regular semester, with the exception of high-need and competency based coursework requiring comprehensive instruction by an industry specialist.

## SECTION FOUR

### Program Resources

#### 1. Describe the institutional support available for faculty development in teaching, research, and service.

Full access to library holdings, databases and research, student services, academic support services, tutoring, advising, placement preparation, basic education assistance, information technology resources, helpdesk, information training and assistance

#### 2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Instructional support available for faculty development is multifaceted and provided in a variety of options including the following:

Bi-Annual Faculty In-service

Bi-Annual Adjunct Faculty In-service

Professional Development Webinars-viewable in MyOzarka and directed by the Faculty

Professional Development Committee

Professional Development Seminars-offered by the Institutional Professional Development Committee

Additional local, state-wide, regional and national conferences and symposiums as requested will be provided via the Vice President of Academic Instruction as requested and approved.

Most in-service meetings provided on the Ozarka College campus are recorded and viewable via the MyOzarka learning management system.

Magna Publications Monday Morning Mentor is available for online Professional Development Membership.

#### 3. Provide the annual library budget for the program or describe how library resources are provided for the program.

Because of the diversity of this program, there is no budget specifically for it alone.

Ozarka College Library offers extensive online research databases for students on all the campus sites. [https://www.ozarka.edu/library\\_online\\_databases.cfm](https://www.ozarka.edu/library_online_databases.cfm).

Library resources, program equipment, and program specific expenditures are budgeted through the Vice President of Academic Affairs or the appropriate institutional sector (library, allied health, etc.). All instructional technology is requested and purchased through Information Systems. Comprehensive teaching technology is provided in all Ozarka College classrooms.

#### 4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

##### Online Research Databases

The following online databases are provided through the Ozarka College Library. Just click on the link.

##### » Academic World Book

Find World Book information including the World Book Atlas and interactive maps. The database also features research guides, article searching and timelines plus a World Resources section and e-book collection.

##### » Access World News

Find current and archived state, regional, national, and international articles on issues, events, people, government and more with over 2,000 news sources including the Arkansas State Collection, New York Times (1995-Current) and the Washington Post (1977-Current),

Access Broadcast Transcripts, and Access Newswires.

» **Alldata**

A comprehensive resource for automotive diagnostic, repair and maintenance information, plus technical service bulletins and a Technician's Reference section.

» **Books In Print**

This site contains information on books, audio books, or videos with millions of titles to choose from.

» **Consumer Health Complete**

Consumer Health Complete™ (CHC) is the single-most comprehensive resource for consumer-oriented health content. It is designed to support the information needs of patients, and to foster an overall understanding of health-related topics.

» **Credo Reference**

Credo Reference offers access to over 600 e-books and numerous articles on a wide range of subjects. Credo also allows seamless searching of most of the Paul Weaver Library's databases without leaving the Credo Site or re-typing the previous search terms.

» **EBSCOHOST**

A wide-ranging group of databases including Newspaper Source, Business Source Elite, Health Source (Nursing), PSYCHINFO (Psychological literature and abstracts database) and CINAHL (which includes indexing for over 1,800 journals from the fields of nursing and allied health.)

» **Gale Databases**

A wide ranging group of databases that include Culinary Arts, Discovering Collection (Covers core curriculum areas and integrated national and state curriculum standards), National Geographic (contains every issue from 1888 to present), and Gale Virtual Reference Library (a database of encyclopedias and specialized reference sources in eBook form).

» **Global Road Warrior**

The Ultimate Guide to the World This comprehensive resource contains a wide variety of information on 175 countries in a simple and easy to use format

» **InfoBase Learn**

Issues and Controversies supporting the curriculum across a wide variety of subject areas from history, science, and literature to careers, health, and social issues.

» **LearningExpress Library**

After setting up a free personal account, users can access over 100 different practice tests including EMT, GED, Civil Service, and Teacher Certification exams.

» **ProQuest Direct**

This comprehensive database offers thousands of articles on a wide range of subjects, many in full text and ready to print.

» **Sharpe Reference**

Core reference e-books in U.S. history and culture. Contains seven full-text titles which offer a unique, interdisciplinary approach to U.S History and Culture, Sharpe Online Reference (SOLR) explores the broad range of events, people, movements, and political, social, economics, and cultural issues that have shaped the nation from colonial times to the present day.

» **SIRS online**

The Social Issues Resource Series database includes SIRS Researcher, SIRS Government Reporter, SIRS Renaissance (Arts and Humanities), and SIRS WebSelect, an index of Internet sites.

## **5. Provide a list of program equipment purchases for the past three years.**

No equipment was purchased specifically for this program. This program uses the equipment purchased for all the AAS programs at Ozarka College and computers purchased for the entire student body.

## SECTION FIVE

### Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

#### **1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.**

Ozarka College has been approved by the Higher Learning Commission to offer up to 100% of its total degree programs through distance education. The ADHE currently approves Ozarka College to provide nine degrees and eleven certificates through distance delivery; therefore, Ozarka College has demonstrated a track record of success in distance education.

#### **2. Summarize the policies and procedures to keep the technology infrastructure current.**

The college has invested in developing its own Learning Management System (LMS) platform (MyOzarka) which provides distance delivery capability to all online and hybrid coursework at Ozarka College as well as provides the distance education support for more than 300 registered nursing students enrolled with the Arkansas Rural Nursing Education Consortium (ARNEC), which consists of membership from eight two-year public colleges in Arkansas.

The Information Systems department at Ozarka College provides all programming and information technology support for the LMS so that the college can respond to any learner or educator need. In addition, Ozarka College employs a full-time Director of Distance Learning to provide training for all faculty and students to properly use the LMS as well as to be successful in the distance education experience. The Director also serves as an in-house expert regarding the packaging (e.g. course shell, compressed video exchange, etc.) of distance delivered education. Because of the internal wealth of distance education expertise, Ozarka College does not out-source any of its LMS capabilities as well as technical support. These unique capabilities frequently result in Ozarka College being deemed a leader of distance education for the two-year colleges across the state.

#### **3. Summarize the procedures that assure the security of personal information.**

Regarding protection of information and training, student and faculty learning exchanges are protected through the use of appropriate firewalls to the online infrastructure as well as through the use of mandatory username and password requirements for logging into the MyOzarka LMS. Staff and faculty are kept apprised of advancements in distance delivery education through specialized trainings to include:

(a) bi-annual in-service training, (b) special speaker seminars (i.e. presenters who are experts in the field distance education), and (c) professional publications and webinars regarding best practices and advancements in distance education, which are paid for by the college through annual subscriptions.

#### **4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:**

The college provides effective student and academic services to support students enrolled in distance education offerings. Examples of evidence of these services provided to students are:

Admissions program for distance education provides good web-based information to students about the nature of the on-line environment, and assists them in determining if they possess the skills important to success in distance learning

Students in distance education programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

Students using distance learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

Students using distance education demonstrate proficiency in the use of electronic forms of learning resources.

Student complaint processes are clearly defined and can be used electronically.

Students can withdraw from courses electronically. Once the student submits their withdrawal request, the request will be routed electronically to the registrar, instructor, advisor, etc., for their approvals.

**5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.**

Students in distance education programs have ready access to 24/7 tech support

**6. Describe the orientation for students enrolled in distance technology courses/programs.**

An on-line distance education orientation program is provided to all students

Support services are provided to students in formats appropriate to the delivery of the on-line learning program

**7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.**

Faculty loading for full-time distance education instructors is a minimum of 15 credit hours per semester. Part time faculty loading for distance education is available at a maximum of 9 credit hours per regular semester. Ozarka College has full ownership of all intellectual property.

## SECTION SIX

### Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

2011-2012	93
2012-2013	76
2013-2014	79

2. Describe strategies to recruit, retain, and graduate students.

#### Recruitment Strategies 2015-2020

##### High Schools-

**Approach-** The local area high schools are approached through the use of a program called “Project College Now”. This program is an agreement between Ozarka College and the high schools giving us ability to visit multiple times throughout the semester and maintain more contact with these students. We offer the schools placement testing (COMPASS), early registration, help through the application process, and even some light advising is done during the many visits.

**Good-** The good stemmed from this program is that it does give us that contact that is necessary to influence students and their decisions. We are also able to make great connections with the counselors and administration. These important figures are then able to give us information on their students we wouldn't have known without the constant contact. This program gives the students more time to trust the recruiter and the college.

We also see a lot more dependence being put on the “contact person”. This dependence goes back to questions about college, financial aid, careers, and even just advice. The program is designed to gain these very things, while also encouraging enrollment.

**Bad-** The bad of this also is seen as a positive. We are developing such good relationships with these schools, their dependence grows to spread the “contact person” thin, therefore, putting the relationship in danger of fizzling out. Changing our image in the students mind is improving, but has always been seen as a last resort for most students. Students are beginning to see the advantages but this can be altered by starting with the students early and often.

**Potential-** Our high schools give us a constant flow of potential students and the close proximity we have to each school gives us a strong advantage in most cases.

##### Concurrent Enrollment-

**Approach-** Ozarka has developed a good establishment in most of our local schools for concurrent enrollment. We have begun to approach our Oregon County schools in Missouri and breaking that bond to MSU West Plains presents the biggest problem. We present this opportunity to students as a way to get ahead and better their college experience as well as their high school.

**Good-** Price is a key to this program and the ease of access we bring to the students. They are able to get ahead at a reasonable price. This also gives us one more connection to the students giving us more contact and more comfort between students and the college.

**Bad-** Because it is such a good deal and it helps these students so much, we often help them right out of Fall enrollment with us after they graduate. They are already so far ahead it makes more sense for them to continue at the 4-year institution. It also presents problems when instructors retire and new ones hired aren't being required to have Masters so we aren't able to offer as much

**Potential-** The potential possibly lies in the way we record these students. We are getting the top students in our concurrent enrollment and then may catch a few after graduations, but most go to the four year institution. The initial reaction when we don't get those students is negative, but in reality we

have had them. More and more are beginning to understand the benefits especially with college prices not getting any cheaper.

#### College Fairs-

**Approach-** We use the college fairs as ways to reach those students we do not have contact with in the high schools. It does give us more contact with our local students, but is intended to catch the others.

**Good-** It allows us to showcase what we offer to students who may not know about us otherwise.

**Bad-** There are restrictions on material to bring and you must stay at your table, no mingling. The students at some are pushed through like an assembly line and there is not time to develop that rapport. This creates a very strong need for good print material to send student after the fair to entice them even more. Some students are just there to kill time.

**Potential-** There are a lot of students at these fairs at one time, which allows for ultimate visibility among the schools we are not able to visit. Having a proper set up, good print material and some eye catchers are what's going to better us at these fairs.

#### Community-

**Approach** - We aim to reach the community in as many ways as possible. We are attending community events such as Fairs, parades, shows, etc... we always have team members on hand ready to answer questions and material for them to have for future

**Good-** seeing how prominent we are in our communities, it is easy to be known and seen. We are able to participate in many events allowing more people to see our involvement and helping our community.

**Bad-** The need for participation in many events puts stress on the recruiting department because these are recruiting type events and responsibility will come back to the recruitment. Not all people are able to communicate the proper recruitment message at these events and prospects can slip through the cracks.

**Potential-** With all the events, a good general way of approaching them would be an effective way to ensure that all prospective students are getting the same information. Each person's approach may differ slightly but the verbal and nonverbal messages should be the same.

#### Admissions Process Current and Future-

##### **Current:**

The admissions process currently is an effective yet opportune process that has room for improvement. The process begins with prospects. These students have filled out a contact card or have gone on our website and requested more information therefore entering themselves as prospects. These students are then pulled and sent general information because it does not give their interest unless we manually enter it from a contact card.

They remain at the prospect level until an application is filed; they are then moved to applicant status. At this point they have decided to possibly take a course or at least begin the process just in case. We contact them with an email and a letter telling them their status and their next steps to take. They are then instructed to submit the admissions documents that follow: Transcripts from High School and previous college work (Official), Acceptable Photo ID (Copy of Driver's License), Records of Immunizations, Test Scores (COMPASS, ACT). Students then can also schedule to meet with financial aid if they haven't already. After required documentation is submitted, students are able to register with their assigned advisor. These new students are then ready to begin classes with New Student Orientation and a College Success course remaining on their checklist.

##### **Future:**

The prospective student will begin when a student inquires information from Ozarka College. The Admissions department will log students into the prospective database that enter into the office asking about school, call with interest in attending, and prospect cards sent to us. After the information gathered is documented and entered into the system, the prospects will also be put in a separate database to separate them from inactive prospects. The list will be checked weekly to promote prospects to applicant status and remove the inactive. We will also be sending these prospective students a letter as well as an

interest form so that we can learn more about these students and relate to them more. This will allow us to make Ozarka College a better fit for them. Prospects can slip between the cracks if they aren't kept informed and managed properly. Once we receive the forms back, they will be given a "college pathway" for their interests that will help assure that Ozarka is a good fit for them. Applicants that skip the prospect phase will also be sent an interest form. Once the student is at the Applicant phase, they will be assigned an Advisor and be placed on registration hold until the necessary documents are submitted: Driver's License, Shot Records, Transcripts (High School, GED and College), and Placement Scores. Student can register as soon as transcripts and test scores have been received. After the student has submitted documents, they will be promoted to Student Status. This allows them to register for classes with their assigned advisor. After Registration if student is missing any documents such as a picture or a shot record, they will be placed back on hold until documents are submitted.

**3. Provide the number of program graduates over the past three years.**

AAS-BT Graduates

2011-2012	16
2012-2013	14
2013-2014	8

Total Graduates 38

Ozarka College has experienced cycles in enrollment in the AAS-BT degree. There have been closings of major factories in the immediate area that resulted in an influx of displaced workers needing re-training for employment.

In the last three years, the enrollment seems to be leveling at the current student count.

Brochures and recruiting visits to local high school are planned. Also, increased advertising in local area newspapers is planned.



## SECTION SEVEN

### Program Assessment

#### **1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).**

##### Program Assessment

Assessment is accomplished at Ozarka College in a variety of ways using a combination of assessment methods. Students will be asked to take standardized tests, complete surveys, and evaluate courses.

Standardized placement tests required by state law include the ACT or COMPASS which must be taken before enrollment in the proper level of math, English, and reading, as determined by test scores. The SAT placement test commonly taken in other states will be accepted.

Faculty members use formative and summative assessment to determine whether learning is taking place in both program specific and general education coursework. Formative assessment, in the form of quizzes, tests and assignments, is utilized to immediately determine whether students have learned the material presented. Results of formative assessment assist the instructor in determining whether curriculum or learning activities need to be modified during a class session or before the next class meets. Results vary from semester to semester. Summative assessment is cumulative in nature and is utilized to determine whether students have met the course goals, competencies or student learning outcomes at the end of a course or program.

#### **2. Describe program/major exit or capstone requirements.**

Exiting the program consists of completion of the 60 credit hours with an overall GPA of 2.5 or higher. When the student enrolls in their final semester, they complete an intent to graduate online.

#### **3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.**

Student course evaluations offer insight into teaching methodology and knowledge acquisition. Input is gathered from the evaluations and taken into consideration to constructively make the courses better for student learning and rigor maintained.

Students are surveyed about their opinions at several points in their college careers. Entering students, non-returning students, and alumni will all be contacted, as well as currently enrolled students. Areas which will be measured are satisfaction with procedures, policies, facilities, and instruction.

Ozarka College is currently participating in the Higher Learning Commission Assessment Academy. Our goals are to develop more relevant institutional learning outcomes, general education learning outcomes and assessment methodologies. The College is also actively working to revise course learning objectives to a more outcomes-based format, and develop appropriate assessment strategies for those outcomes to supplement current practices in course and program assessment.

#### **4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.**

This is a terminal degree plan. There is no transfer information for the entire degree; however course work within the degree is transferrable to other institutions through the Arkansas College Transfer System (ACTS).

**5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**

A majority of graduates with the AAS-BT, since it is a terminal degree and provides the students with salable skills, find employment.

**6. Provide aggregate results of student/alumni/employer satisfaction surveys.**

**Alumni Surveys**

ALUMNI SURVEY LIFE LONG LEARNING SKILLS 12 Students Responded					
	V. Much	Much	Average	Little	None
Speaking more effectively	3	7	2		
Gaining insight into human nature	1	4	7		
Developing and openness to new ideas and practices	3	6	3		
Locating, screening & organizing information	2	8	2		
Presenting a positive company image to customers	3	5	3	0	1
Developing good interpersonal relationships on the job	4	5	2	0	1
<b>TOTAL</b>	<b>16</b>	<b>35</b>	<b>19</b>	<b>0</b>	<b>2</b>
70 points out of 72 = 97%					

ALUMNI SURVEY Technical Skills 12 Students Responded					
	V. Much	Much	Average	Little	None
Becoming a proficient computer user	8	3	1		
Using Word Processing	8	3	1		
Using Spreadsheet	6	4	2		
Using Database	5	3	2	1	1
Preparing, interpreting, & analyzing financial statements	3	5	3	1	0
Using touch keyboarding skills to enter and manipulate text and data	4	4	3	1	
Using technology to enhance communication	3	6	2	1	
Completing the various steps of the accounting cycle	4	5	2		1
Using the 10-key pad accurately	2	5	3		2
<b>TOTAL</b>	<b>43</b>	<b>38</b>	<b>19</b>	<b>4</b>	<b>3</b>
100 points out of 107 = 94%					

Conclusion: Students graduating from Ozarka College overwhelmingly believe they developed lifelong learning skills and technical skills.

## Employer Surveys

Ten employers responded to the Employer Survey. 97% of the responses were “very satisfied”, “satisfied”, or “neutral”.

Employer Survey 10 Employers Responded					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Speaks Effectively	4	4	2		
Understands and applies math concepts	4	6			
Defines and solves problems	4	6			
Has an insight into human nature	4	4	2		
Displays an openness to new ideas and practices	5	4	1		
Locates, screens and organizes information	5	4		1	
Writes effectively	4	6			
Uses the computer proficiently	7	3			
Organizes and manages time effectively	6	3		1	
Prepares, interprets, and analyzes financial statements	3	2	4	1	
Operates computer keyboard by touch	6	3	1		
Uses technology to enhance communication	3	6	1		
Represents your company well to customers	5	3	2		
Shows competency in his/her field	4	6			

### 7. Describe how the program is aligned with the current job market needs of the state or local communities.

The core of this degree includes training in Accounting, computer applications, human relations, communications, English and math. The technical courses chosen by each student gives them training to work in their specific field of interest.

<b>Business Technology Employment Data 2014</b>			
<b>Year of Graduation</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Number of Graduates	N=16	N=16	N=14
Employed* Year 1 (%)	50.0	68.8	64.3
Quarters Employed* Year 1	2.9	3.7	3.6
UI Wages** Year 1	\$12,373	\$16,053	\$10,867
<b>Average Estimated Salary Year 1***</b>	<b>\$17,066</b>	<b>\$17,355</b>	<b>\$12,074</b>
Employed* Year 2 (%)	62.5	68.8	42.9
Quarters Employed* Year 2	2.9	3.6	2.0
UI Wages** Year 2	\$11,860	\$16,532	\$7,365
<b>Average Estimated Salary Year 2***</b>	<b>\$16,359</b>	<b>\$18,369</b>	<b>\$14,730</b>
Employed* Year 3 (%)	43.8	50.0	
Quarters Employed* Year 3	3.6	1.8	
UI Wages** Year 3	\$18,215	\$8,365	
<b>Average Estimated Salary Year 3***</b>	<b>\$20,239</b>	<b>\$19,120</b>	

\* Represents employment in Arkansas only, wage data from other states not available  
 \*\* Wages are averages for those working  
 \*\*\* Average Estimated Salary results from extrapolating to 4 quarters worked

Yellow=Data is limited due to the year of graduation not having enough time for everyone to have 4 full quarters for that time frame  
 Black=Data is not available due to not having enough time post graduation to get the data

Year 1=First 4 full quarters after graduation  
 Year 2=Quarters 5 through 8 after graduation  
 Year 3=Quarters 9 through 12 after graduation

<b>Business Technology Employment Data 2014</b>		
<b>NAICS CODE</b>	<b>NAICS NAME</b>	<b>PROGRAM 0730*</b>
		<b>YEAR 1</b>
23	CONSTRUCTION	13%
31	MANUFACTURING	
42	WHOLESALE TRADE	
44	RETAIL	25%
51	INFORMATION	
52	FINANCE/INSURANCE	13%
54	REAL ESTATE	
56	ADMIN/WASTE MANAGEMENT	13%
61	EDUCATION	
62	HEALTH	38%
72	FOOD SERVICE	
81	OTHER SERVICES	
92	PUBLIC ADMIN	
<b>Total</b>		
* Business Technology 2011, 2012, & 2013 graduates with wage data. Data represents wages earned during the first full four quarters after graduation date.		

**8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.**

For undergraduate career and technical education programs only, provide the following:

Names and location of companies hiring program graduates are:

- Ozarka College has hired many of the AAS-BT graduates as administrative assistants.
- White River Medical Center, Batesville, AR                      USPS, Oxford, AR
- White River Regional Housing Authority                      Chiefs Recycling and Rehab, Fox, AR

Mark Martin Chevrolet, Melbourne, AR  
Walmart, Ash Flat, AR  
Paul Miller Dodge, Melbourne, AR

Woodlawn Heights, Batesville, AR  
Melbourne State Farm Insurance  
Hardy Price Chopper, Hardy, AR

Average hourly rate for program graduates.  
\$7.25 per hour to \$15.00 per hour.

Names of companies requiring the certificate/degree for initial or continued employment.  
None.

## SECTION EIGHT

### Program Effectiveness (strengths, opportunities)

#### 1. List the strengths of the program.

Program Strengths: The AAS-BT is offered at a nominal cost to students at \$6,100 excluding supplies and books. Books and supplies are chosen to maximize resource accessibility while minimizing cost to student.

An Advising Protocol has been developed to provide needed information in detail for every student pursuing these programs of study. Instructors are readily available to students which provides for active learning opportunities.

The program is offered twice per year, as well as some courses offered each summer session.

This entire degree plan is offered online to students. This is a great benefit to our students, as many of them are non-traditional and have both economic and family constraints to overcome to attain an education.

#### 2. List the areas of the program most in need of improvement.

There have been no areas at this time that have been earmarked for improvement, with changes to the advising and program audit systems, students are kept on track to complete in the most appropriate timeframe.

#### 3. List program improvements accomplished over the past two years.

Audits of degrees have been included for advisor and student access so that students know what course areas are complete and what is yet to be completed. This also helps the advisor to guide students into taking courses that are required on the degree plan and not take courses in sections that are already complete.

Advising notes allow other advisors to see what has been done with the student to ensure completion in a timely fashion and guidance should the students regular advisor be out.

The most up-to-date computer technology has been installed on all Ozarka College computers for student instruction and use.

#### 4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Ozarka College is implementing the OPAC exam to graduating AAS-BT students beginning with the Spring Semester 2015. Since the OPAC software measures critical skills & abilities in a modern, job-related manner, it is an ideal certification and testing solution for the business office education classroom and career development program.

The elements in the OPAC correspond with the skills outcomes Ozarka College needs to measure for the AAS-BT degree. The OPAC also provides a vehicle for assessment of success of the program outcomes.

Students will have the opportunity to receive OPAC Certification upon successful completion of the OPAC exam.

OPAC Certification will not only document their success in certain office and clerical skills but provide those same students with encouragement to pursue and succeed in related careers.

The cost for the first year is \$1250 and has already been paid.



## **SECTION NINE**

### **Institutional Review Team**

Out of State Reviewer: Dr. Susan Mann, Associate Professor at University of Northwestern Ohio

In-State Reviewer: Dr. Duane Doyle, Assistant Professor at ASU Newport

### **Internal Self-Study Team:**

Chair, Kathryn Langston, Division Chair for Applied Science and Technology

Brad Hollaway, Business Technology Instructor

Stephen Baltz, Business Technology Instructor

Brad Lawrey, Information Science Technology Instructor



# Appendix A

## Course Syllabi

## BUS1133 KEYBOARDING ESSENTIALS

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

<b>Instructor:</b>	Hollaway, Brad
<b>Office Phone:</b>	870.368.2082
<b>College Fax:</b>	870.368.2091
<b>Email:</b>	bhollaway@ozarka.edu
<b>Office Hours:</b>	Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students Melbourne Office H101A. Phone 870-368-2082.  Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students Melbourne Office H101A. Phone 870-368-2082.  Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082. Administrative Duties & Meetings
<b>Times:</b>	Unassigned
<b>Class Room:</b>	Internet WEB

### COURSE DESCRIPTION

Introduces the new keyboarder to the techniques and skills necessary to perform touch keying. Skill-building is emphasized, and document formats using current word-processing software are introduced. 3 credits.

### RATIONALE

Students enrolled in BUS 1133 Keyboarding Essentials will develop touch control of the keyboard and proper keyboarding techniques, build basic speed and accuracy skills, and provide practice in applying those basic skills to the formatting of letters, reports, tables, and memos.

### OUTCOMES/LEARNING OBJECTIVES

- Operate computer keyboard letter, number and symbol keys by touch.
- Format various types of business, personal business, and personal documents.
- Demonstrate effective proofreading and editing skills.
- Display proper keyboarding technique and posture.
- Type 30+ words per minute on three-minute timed writings.

### TEXT/REQUIRED MATERIALS

#### Keyboarding & Word Processing Essentials 1-55

ISBN: 1285576322

Price: \$149.06

Author: [Richard Powell; illustrated by Caroline Davis]

#### Keyboarding access-

ISBN: 1285768655

Price: \$20.25

Author:

### METHODS OF INSTRUCTION

This course will be comprised of a mixture of visual aids, hands-on computer exercises, problem solving, and computer based training.

Instruction will be given through the MyOzarka course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing homework assignments on time.

The textbook packet in the Ozarka College Bookstore includes your access code to the Keyboarding Pro Deluxe Online software, which is required to complete the homework assignments. You will be responsible for installing any required plug-ins or software on your computer. The software is also available in the Ozarka College computer labs.

You must have Word 2013 installed on whatever computer you want to install the Keyboarding Pro software on, or KPDO will not install!

When you register your access code for the KPDO, you will need to put in the class code so that your results will come to the instructor. The class code is: 2c1fe4f3-7161-4c21-958f-651db31054d8

Copy and paste this code into the box--it is very easy to make a mistake!

You must also have access to Microsoft Word 2013, or compatible word processing software. The assigned documents should be completed in Word and submitted on the Assignments page in MyOzarka in Word format. You must come on campus for a proctored final exam, where you will be using Word 2013 to complete some documents.

Only your three best timed writing grades will be counted on your final grade. I will record your first three timed writing grades, then replace the lowest grade when you have a better grade. At the end of the semester, only your three best timings will be included in your final grade. All timings must be set for 3 minutes!

#### Proctored Final Exam

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

#### EVALUATION PROCEDURES

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Grades will be determined using the following criteria:

25% 3 minute timed writings.

25% Keyboarding Pro Lessons 1-25 and Keypad Lessons 1-4 completion.

17% Keyboarding Pro Skill Building Assignments A-T measurement writings.

20% MS Word Production Assignments.

13% MS Word Production Exam.

#### GRADING SCALE

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90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and Below = F

## CIS1303 COMPUTER INFORMATION SYSTEMS

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

<b>Instructor:</b>	Baltz, Stephen E
<b>Office Phone:</b>	2695600
<b>College Fax:</b>	870.368.2091
<b>Email:</b>	sbaltz@ozarka.edu
<b>Office Hours:</b>	Office Location: Mountain View Campus Main Building (Office #004) Monday-Thursday 10:00-12:00 and 12:30-2:00 Fridays: 9:00-1:00 (Prep time & meetings)
<b>Times:</b>	Unassigned
<b>Class Room:</b>	Internet WEB

### COURSE DESCRIPTION

Provides a thorough introduction to computer concepts. Topics covered include: introduction to computers, the Internet and World Wide Web, application software, components of the system unit, input, output, storage, operating systems and utility programs, and networks. 3 credits.

### RATIONALE

Computers are extremely important to today's business environment. Companies of all sizes use computers to manage information. Some businesses can gain a competitive advantage through the effective use of computer information systems. This course is designed to teach not only technical knowledge, but also where and when to apply the knowledge effectively.

### OUTCOMES/LEARNING OBJECTIVES

- Recognize basic computer types and components.
- Use internet services such as web browsers, e-mail, and search engines.
- Identify the basic need for and uses of basic computer software.
- Use simple computer input, output, and storage devices.

### TEXT/REQUIRED MATERIALS

#### Discovering Computers w/CourseMate bundle

ISBN: 1285713338

Price: \$161.25

Author:

ADDITIONAL MATERIALS: -This textbook bundle includes the following required items:

- 1) Discovering Computers 2014, 1st Edition, ISBN: 9781285161761.
- 2) Discovering Computers 2014 CourseMate Access Code, ISBN: 978-1-285-16279-9.

-If you purchase your textbook in the college bookstore, then it will include all of the required items. If you purchase your textbook somewhere other than the college bookstore, then you will need to purchase both of the required items listed above.

-The student must have access to a reliable computer and Internet connection either at home or at one of the college computer labs.

### METHODS OF INSTRUCTION

Instruction will be given through the course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking quizzes and exams during the scheduled times, and making sure that the course schedule is followed each day. Students should access the course website at least once per day to keep up with any announcements or changes that may occur in the course or the

website.

Students will read each textbook chapter and complete chapter assignments which will each cover one or more of the course learning objectives.

Students will complete quizzes and exams which will cover the course learning objectives.

Students will use the textbook website to assess their understanding of the chapter content and to aid in their learning of the chapter content.

Students will discuss relevant issues related to the course learning objectives in the MyOzarka discussion board.

## **EVALUATION PROCEDURES**

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Grades will be given for participation, exams, a proctored final exam, quizzes, and assignments. Each course discussion, exam, quiz and assignment will cover one or more of the course outcomes listed on this course syllabus. All coursework will indicate which outcome(s) are being assessed. Your course grade will be calculated as follows:

Participation 23%  
Exams 26%  
Proctored Final Exam 22%  
Quizzes 10%  
Assignments 23%

Your participation grade will be based your participation in the online discussions. Everyone is required to participate in all online discussions by replying to each discussion topic and replying to at least one of your classmates' replies. Please answer all of the questions at the end of each assigned discussion section in the textbook. It is not acceptable to only answer the question posed in the title of the discussions. When replying, please include at least one complete sentence for each question asked at the end of each assigned textbook section. Please use your own words when replying to the discussions. While it is acceptable to search for online information pertaining to the discussion topics, it is not acceptable to copy this information without giving credit to the authors. When you do use sources, you should also give your own opinions of the topics. Each discussion will cover one or more of the stated objectives of this course.

Exams will consist of multiple-choice questions. Each exam will be taken online through the course website. Exams must be taken on the dates indicated on the course schedule. You may use your textbooks when taking exams, but you may take each exam only once and there will be a time limit for each exam. Each exam will cover one or more of the stated objectives of this course.

The proctored final exam will consist of multiple-choice questions covering all of the chapters learned during the semester. It must be taken at one of the four Ozarka College sites. You must bring your student identification card with you to the exam site. You must sign in and out at the exam site to receive credit for this exam. No credit will be given for this exam if it is not proctored.

Quizzes will consist of true-false questions. Each quiz will be taken online through the course website. You may use your textbooks when taking the quizzes and there will be no time limit. You may take the quizzes as many times as you want and your highest quiz grade will be recorded. Each quiz will cover one or more of the stated objectives of this course.

Assignments will consist of assigned activities from each chapter covered in the course. Each set of chapter assignments will be submitted online to the Instructor by the due date on the course schedule. Each assignment will cover one or more of the stated objectives of this course.

### **PROCTORED FINAL EXAM:**

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. Proctored Final Exam Guidelines:

1) Please review the Proctored Final Exam Schedule in the Content section of MyOzarka for a list of dates/times/locations available for taking the proctored final exam. It is not necessary to let me know which date/time/location you choose. But,

if you need to take the final exam at a time that is not on the schedule, then you will need to let me know as soon as possible.

2) You will NOT be allowed to use your textbook, notes or any other materials during the exam. You will be required to present your picture ID with a signature to the proctor. This can be your driver's license or your student ID card from Ozarka College. You cannot bring a cell phone, camera, or any other recording device into the testing center. So, when you go to your chosen testing center to complete your final exam, bring only the absolutely required items. There might not be a place for you to leave bags, phones, or other personal items. Your car would be the safest place for your personal belongings.

3) You will need to log in to the Ozarka College computers and then log in to the MyOzarka site. So, it is imperative that you remember your MyOzarka log in! When you access the Course Exams/Quiz page and click on the Comprehensive Final Exam to begin, you will not be able to proceed until the Proctor enters their Proctor code. Once you open the exam, the time limit begins. You will not be allowed to access any search engines, or other online sites to help with your exams.

4) You will be given a time limit to complete the exam. If you finish early, you do not have to stay for the entire time limit. If you have more than one online final exam, you may need to plan to come early enough to complete more than one exam. The latest time you can begin an exam is given on the schedule I sent to you for each time and location. The testing centers WILL NOT ALLOW YOU TO STAY PAST THE CLOSING TIME, so you must utilize your testing time appropriately.

#### **GRADING SCALE**

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90-100 A Excellent

80-89 B Above Average

70-79 C Average

60-69 D Conditional

0-59 F Failing

## CPSI1003 INTRO TO COMPUTER APPLICATIONS

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

**Instructor:** Baltz, Stephen E  
**Office Phone:** 2695600  
**College Fax:** 870.368.2091  
**Email:** sbaltz@ozarka.edu  
**Office Hours:** Office Location: Mountain View Campus  
Main Building (Office #004)  
Monday-Thursday 10:00-12:00 and 12:30-2:00  
Fridays: 9:00-1:00 (Prep time & meetings)  
**Times:** Unassigned  
**Class Room:** Internet WEB

### **COURSE DESCRIPTION**

Hands-on use of integrated software for microcomputers. Categories include operating environments, word processing, spreadsheet, database, graphics, and presentation software. Successful completion of BUS1023 Keyboarding I, or BUS1133 Keyboarding Essentials or keyboarding ability is recommended. 3 credits.

### **RATIONALE**

The microcomputer or personal computer (PC) has made the computer available to most people and businesses. The ability to harness and apply the computing power of these small affordable computers is a tremendous personal and business asset. The software taught in this course provides the student with skills, which immediately make work more productive, and it lays a firm foundation to which computer applications can be added.

### **OUTCOMES/LEARNING OBJECTIVES**

- Demonstrate knowledge of the fundamentals of computers and computer terminology commonly used with computer hardware and software to accept, input, process data, and store data.
- Demonstrate key file management skills.
- Use at a basic level: word processing, electronic spreadsheet, and database applications. May include presentation software and other applications.
- Use the internet to find information.

### **TEXT/REQUIRED MATERIALS**

#### **Office 2013 w/windows trial Bundle**

ISBN: 1305381572

Price: \$154.38

Author:

**ADDITIONAL MATERIALS:** Shelly/Vermaat. Microsoft Office 2013 Brief, 1st edition, Course Technology, 2014. (Packaged with 6-month Office 2013 subscription) ISBN: 9781305381575.

The textbook for this class has been bundled with a 6-month subscription of Microsoft Office 2013 to lower the cost for students purchasing their books in the college bookstore. If you purchase your textbook online or somewhere other than the college bookstore, then these are the items included in the bundle:

1. Microsoft Office 2013 Brief, by Shelly/Vermaat, Course Technology, 2014, ISBN 9781285166131.
2. Six-month Subscription of Microsoft Office 2013 software to be used on student's home computer. The purchase of this software is not required if you plan to complete all of your assignments on campus. This 6-month subscription cannot be purchased separately from the textbook publisher.

## **METHODS OF INSTRUCTION**

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Instruction will be given through the course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking quizzes and exams during the scheduled times, and making sure that the course schedule is followed each day. Students should access the course website at least once per day to keep up with any announcements or changes that may occur in the course or the website.

Students will read each textbook chapter and complete chapter assignments which will each cover one or more of the course learning objectives.

Students will complete quizzes and exams which will cover the course learning objectives.

Students will use the textbook website to assess their understanding of the chapter content and to aid in their learning of the chapter content.

Students will discuss relevant issues related to the course learning objectives in the MyOzarka discussion board.

## **EVALUATION PROCEDURES**

---

Grades will be given for assignments, quizzes, exams, a proctored final exam. Your course grade will be calculated as follows:

Assignments: 30%  
Quizzes: 10%  
Exams: 35%  
Proctored Final Exam: 25%

All assignments will be submitted online in MyOzarka. All assignments will be graded for completion and accuracy.

Quizzes will consist of true-false questions. Each quiz will be taken online through the course website. You may use your textbooks when taking the quizzes and there will be no time limit. You may take the quizzes as many times as you want and your highest quiz grade will be recorded. Each quiz will cover one or more of the stated objectives of this course.

Exams will be composed of two parts: theory and production. The theory portion of each exam will be made up of multiple-choice questions. Each theory exam will be taken online in MyOzarka. The production portion of each exam will require the student to create and format an assigned document. Each production exam will be submitted online in MyOzarka.

The proctored final exam will consist of a production exam over all of the programs/chapters covered during the semester. It must be taken at one of the four Ozarka College sites. You must bring your student identification card with you to the exam site. You must sign in and out at the exam site to receive credit for this exam. No credit will be given for this exam if it is not proctored.

### **PROCTORED FINAL EXAM:**

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. Proctored Final Exam Guidelines:

Please review the Proctored Final Exam Schedule on the Activities page in MyOzarka for a list of dates/times/locations available for taking the proctored final exam. It is not necessary to let me know which date/time/location you choose. But, if you need to take the final exam at a time that is not on the schedule, then you will need to let me know as soon as possible.

1. You will NOT be allowed to use your textbook, notes or any other materials during the exam. You will be required to



present your picture ID with a signature to the proctor. This can be your driver's license or your student ID card from Ozarka College.

2. You cannot bring a cell phone, camera, or any other recording device into the testing center. So, when you go to your chosen testing center to complete your final exam, bring only the absolutely required items. There might not be a place for you to leave bags, phones, or other personal items. Your car would be the safest place for your personal belongings.

3. You will need to log in to the Ozarka College computers, then log in to the MyOzarka site. So, it is imperative that you remember your MyOzarka log in! When you access the Course Exams/Quiz page and click on the Comprehensive Final Exam to begin, you will not be able to proceed until the Proctor enters their Proctor code. Once you open the exam, the time limit begins. You will not be allowed to access any search engines, or other online sites to help with your exams.

4. You will be given a time limit to complete the exam. If you finish early, you do not have to stay for the entire time limit. If you have more than one online final exam, you may need to plan to come early enough to complete more than one exam. The latest time you can begin an exam is given on the schedule I sent to you for each time and location. The testing centers **WILL NOT ALLOW YOU TO STAY PAST THE CLOSING TIME**, so you must utilize your testing time appropriately.

### **GRADING SCALE**

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90-100 A - Excellent  
80-89 B - Above Average  
70-79 C - Average  
60-69 D - Conditional  
0-59 F - Failing

## MGMT2643 HUMAN RELATIONS

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

<b>Instructor:</b>	Hollaway, Brad
<b>Office Phone:</b>	870.368.2082
<b>College Fax:</b>	870.368.2091
<b>Email:</b>	bhollaway@ozarka.edu
<b>Office Hours:</b>	Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students Melbourne Office H101A. Phone 870-368-2082.  Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students Melbourne Office H101A. Phone 870-368-2082.  Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082. Administrative Duties & Meetings
<b>Times:</b>	Unassigned
<b>Class Room:</b>	Internet WEB

### **COURSE DESCRIPTION**

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(Same as AIB 4310.) This course draws on the disciplines of psychology and sociology to provide a basic understanding of the relationships between people. Business and interpersonal skills necessary for ethical conduct, supervision, and leadership are covered. 3 credits

### **RATIONALE**

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This course provides the student with an understanding of the four major issues in human relations: understanding and managing yourself, dealing effectively with other people, career choice and work habits, and managing your personal life.

### **OUTCOMES/LEARNING OBJECTIVES**

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- Effectively and ethically relate to others in the work environment.
- Work well with others to solve problems
- Work well in groups to achieve required outcomes.
- Plan and set goals for improving work and home environments.
- Accept and support those in leadership positions.
- Use proper etiquette and protocol when relating with people of different cultures and backgrounds.

### **TEXT/REQUIRED MATERIALS**

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**Human Relations 4th edition**

ISBN: 0538731087

Price: \$114.68

Author:

### **METHODS OF INSTRUCTION**

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Instruction will be given through the MyOzarka course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking exams during the scheduled times, and posting discussions when due. Students will have reading assignments and written homework assignments. Homework assignments will be submitted on the Activities page in MyOzarka.

There will also be discussion board postings via MyOzarka. The instructor will post a discussion question for the topic, to which the students will post a reply or opinion. Your reply or opinion must be formatted in sentence form and in your own words. Probably three to six sentences should effectively cover the discussion. Remember that everyone in the class can read your posting, so be as polite and "clean" as possible. Everyone is entitled to their opinion, and this is not a forum to thrash someone!

Homework assignments will be submitted under Activities in MyOzarka.

Discussions will be posted under Activities in MyOzarka.

Exams will be taken under Activities in MyOzarka.

#### Proctored Final Exam

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

### EVALUATION PROCEDURES

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Grades for Human Relations will be based on participation in discussion board postings, homework assignments, four chapter exams, and a proctored comprehensive final exam.

Discussion postings/Participation 23 % of final grade

Homework Assignments 23 %

Four Chapter Exams 29 %

Proctored Comprehensive Final Exam 25 %

### GRADING SCALE

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90 - 100 A - Excellent

80 - 89 B - Above Average

70 - 79 C - Average

60 - 69 D - Conditional

0 - 59 F - Failing

## ACCT2143 COMPUTERIZED ACCOUNTING

Course Syllabus

Section: 90

Spring 2014-15

**JAN 12, 2015 - MAY 8, 2015**

**Instructor:** Hollaway, Brad  
**Office Phone:** 870.368.2082  
**College Fax:** 870.368.2091  
**Email:** bhollaway@ozarka.edu  
**Office Hours:** Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students  
Melbourne Office H101A. Phone 870-368-2082.

Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students  
Melbourne Office H101A. Phone 870-368-2082.

Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082.  
Administrative Duties & Meetings

**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

Introduction to the application of computerized accounting record keeping systems. Emphasizes the recording of transactions and generation of financial reports in a business environment. ACCT1003, Intro. to Accounting, or ACCT 1123, Accounting I is recommended. 3 credits.

PREREQUISITES: ACCT1003 ,ACCT1123

### **RATIONALE**

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### **OUTCOMES/LEARNING OBJECTIVES**

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- Set up a computerized accounting system for a small business.
- Prepare required legal accounting statements using a computerized accounting system.
- Set up payroll records and successfully prepare required payroll records and documents.
- Prepare required legal tax reports for all aspects of a small business.
- Maintain accurate records for all accounts for the business.

### **TEXT/REQUIRED MATERIALS**

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**Quickbooks Pro 2014**

ISBN: 1259289141

Price: \$0.00

Author:

## **METHODS OF INSTRUCTION**

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Discussions, problem-solving, simulations, and the textbook website are used. Hands-on practice by students is an integral part of the course.

This course is based upon the student working through the book and becoming familiar with the new accounting software. This requires the student to spend time working through the program and following the step by step instructions in each chapter.

Instruction will be given through the MyOzarka course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing homework assignments on time, taking exams during the scheduled times, and completing the Online Quizzes for each chapter.

Homework assignments will be submitted on the Assignments page in MyOzarka. Homework should be saved as PDF Adobe Reader documents for uploading. You can download and install a PDF printer from the internet. These printers save a digital 'printout' of your homework to a file that can be uploaded or emailed as an attachment easily. I suggest Bullzip PDF Printer at Bullzip.com as a free download.

Online quizzes will be completed on the textbook website for each chapter. Print the results using the PDF printer and submit the file to Activities in MyOzarka. These are 10 multiple-choice questions.

### **Proctored Final Exam**

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

## **EVALUATION PROCEDURES**

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Grades will be determined using the following criteria:

Chapter Exercises 47 %

Chapter Online Quizzes 9 %

Chapter Theory Exams 19 %

Final Problem Exam 16 %

Comprehensive Theory Exam 9 %

## **GRADING SCALE**

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90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and Below = F

## BUS2613 BUSINESS PRINCIPLES

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

**Instructor:** Hollaway, Brad  
**Office Phone:** 870.368.2082  
**College Fax:** 870.368.2091  
**Email:** bhollaway@ozarka.edu  
**Office Hours:** Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students Melbourne Office H101A. Phone 870-368-2082.  
  
Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students Melbourne Office H101A. Phone 870-368-2082.  
  
Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082.  
Administrative Duties & Meetings  
**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

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Introduces students to the world of business and helps them prepare for beneficial interactions in the business industry. Studies include factors that comprise our national economy and concepts needed to deal with and become part of the contemporary business world. 3 credits. Fall

### **RATIONALE**

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This course will enable students to understand a variety of types of businesses, typical business strategies, and common business concerns. Students will develop an appreciation of business skills by exploring the roles of entrepreneur, worker, consumer, shareholder, manager, and citizen.

### **OUTCOMES/LEARNING OBJECTIVES**

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- Identify appropriate managerial skills, proper business ethics and business social responsibilities.
- Recognize factors and barriers to global businesses and supply and demand.
- Recognize basic business types including union and nonunion influence.
- Recognize the roles of production and operations managers and owners of small businesses.
- Identify basic consumer and business markets, product life cycles and promotional methods.
- Apply successful teamwork and business promotional skills.

### **TEXT/REQUIRED MATERIALS**

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**Business Now**

ISBN: 0073377287

Price: \$102.91

## **METHODS OF INSTRUCTION**

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Instruction will be given through the MyOzarka course website, and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing homework and case studies on time, taking exams during the scheduled times, and posting discussions when due. Students will have reading assignments, homework quizzes, and written case studies. Homework and case studies will be submitted on the Activities page in MyOzarka.

There will also be discussion board postings via MyOzarka. The instructor will post a discussion question for the topic, to which the students will post a reply or opinion. Your reply or opinion must be formatted in sentence form and in your own words. Probably three to six sentences should effectively cover the discussion. Remember that everyone in the class can read your posting, so be as polite and "clean" as possible. Everyone is entitled to their opinion, and this is not a forum to thrash someone!

Homework and case studies will be submitted under Activities in MyOzarka. Homework for each chapter is a 20 question True/False quiz, which can be completed as many times as you like. Your highest grade on the quiz will be automatically recorded in the grade book. Case studies will be a one page Word report answering the case questions and detailing your reaction to the Ethical Dilemma. Case studies will be uploaded to Activities in MyOzarka.

The Discussion Board will be accessed in Activities in MyOzarka.

Exams will be taken in Activities in MyOzarka. Each Multiple Choice exam covers two chapters, and consists of 40 questions with a 60 minute time limit. Your exam grade will be automatically recorded in the gradebook.

### **Proctored Final Exam**

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

## **EVALUATION PROCEDURES**

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Grades for Business Principles will be based on homework, case studies, discussions, five chapter exams, and a comprehensive final exam.

Homework Assignments 15 % of Final Grade

Case Studies 13 %

Discussions 15 %

Exams 32 %

Comprehensive Final Exam 25 %

## **GRADING SCALE**

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A - Excellent 90 - 100 %

B - Above Average 80 - 89 %

C - Average 70 - 79 %

D - Conditional 60 - 69 %

F - Failing 0 - 59 %

## IST2713 COMPUTER ETHICS AND SECURITY

Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

**Instructor:** Lawrey, Brad W  
**Office Phone:** 870.994.7273  
**College Fax:** 870.368.2091  
**Email:** brad.lawrey@ozarka.edu  
**Office Hours:** Sunday: Out of Office  
Monday: 8:30am - 12:00pm -- 12:30pm - 2:00pm  
Tuesday: 8:30am - 9:30am  
Wednesday: 8:30am - 12:00pm -- 12:30pm - 2:00pm  
Thursday: 8:30am - 12:00pm -- 12:30pm - 2:00pm  
Friday: By Appointment  
Saturday: Out of Office  
**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

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Examines ethical and security issues in the field of business and technology. Includes discussions of information security, privacy, ownership and the law. This course will help students understand the tremendous impact ethics and security have on the use of information technology. It will give students the foundation needed to make appropriate decisions as employees and managers. 3 credits

### **RATIONALE**

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As members of a rapidly maturing information society, we are engaged in an ever-growing partnership with computers and information technology. The information technology competency has emerged in virtually any career from a nice-to-have skill to a job critical skill. The sharing of information is vital to all whether it be at home, schools, institutions, or business. Knowledge of security and ethics in the exploding information society is considered critical to getting and keeping a job.

### **OUTCOMES/LEARNING OBJECTIVES**

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- Identify and prioritize information assets
- Identify and prioritize threats to information assets
- Plan for and respond to intruders in an information system
- Prepare an information security strategy and architecture
- Prepare for legal and public relations implications of security and privacy issues



- Prepare and implement a disaster recovery plan for recovery of information assets after an incident

## **TEXT/REQUIRED MATERIALS**

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### **Security Awareness/Ethics (Shrink Wrapped bundle)**

ISBN: 1305415124

Price: \$139.95

Author:

ADDITIONAL MATERIALS: Supplied by Instructor as needed.

## **METHODS OF INSTRUCTION**

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Because this is a web based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking exams during the scheduled times, and posting discussions when due. Students will have reading assignments and written homework assignments. Homework assignments will be accessed and submitted on the Assignments page in MyOzarka.

There will also be discussion board postings via MyOzarka. The instructor will post a discussion question for the topic, to which the students will post a reply or opinion. Your reply or opinion must be formatted in sentence form and in your own words. Probably three to six sentences should effectively cover the discussion. Remember that everyone in the class can read your posting, so be as polite and "clean" as possible. Everyone is entitled to their opinion, and this is not a forum to thrash someone!

Homework assignments will be submitted under Assignments in MyOzarka.

Discussions will be posted under Discussions in MyOzarka.

Exams will be taken under Exams/Quiz in MyOzarka.

## **EVALUATION PROCEDURES**

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Grades for Computer Ethics & Security will be based on participation in discussion board postings, homework assignments, four chapter exams, and a comprehensive final exam.

Discussion Participation 10%

Homework Assignments 25%

Four Chapter Exams 40%

Comprehensive Final Exam 25 %

Proctored Final Exam

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be

either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. An Online Class Exam Proctor Form must be completed and submitted to the instructor before credit will be given for the Final Exam. This form will be posted in the course Content in MyOzarka, and will also be available at each Ozarka College facility. Details about testing dates and times will be provided by the instructor.

## **GRADING SCALE**

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A 90% - 100%

B 89% - 80%

C 79% - 70%

D 69% - 60%

F 59% or below

## BUS2663 LEGAL ENVIRONMENT OF BUSINESS

Course Syllabus

Section: 90

Spring 2014-15

**JAN 12, 2015 - MAY 8, 2015**

**Instructor:** Wilson, Joshua D  
**Office Phone:** 870.368.2042  
**College Fax:** 870.368.2091  
**Email:** jwilson@ozarka.edu  
**Office Hours:**  
**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

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Introduction to law as it relates to the business world, including contracts, dealings with goods, commercial paper, debts and creditors, remedies to business disputes, federal regulation, and similar topics. 3 credits. Spring

### **RATIONALE**

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No manager operating in the complex and ever-changing global business environment of the 21st Century can compete successfully without knowledge of the legal environment. This course is designed to provide a broad and a detailed understanding of how law impacts daily management decisions and business strategies.

### **OUTCOMES/LEARNING OBJECTIVES**

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- Recognize differences and components of civil, employment, and criminal law.
- Identify a variety of legal documents and business transactions.
- Differentiate between different courts and codes of ethics.
- Recognize basic necessary legal components of Wills, contracts, business organizations and agencies.

### **TEXT/REQUIRED MATERIALS**

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**Law for Business - 18th. Edition**

ISBN: 1133587615

Price: \$200.01

Author:

**ADDITIONAL MATERIALS:** The student must have access to a reliable computer and Internet connection either at home or at one of the college computer labs.

## **METHODS OF INSTRUCTION**

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Instruction of this course will be given through the course website and e-mail. Because this course is web-based, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking quizzes and exams during the scheduled times, and making sure that the course schedule is followed each day. Students should access the course website at least once per weekday to keep up with any announcements or changes that may occur in the course or the website.

Students will read each textbook chapter and complete chapter assignments which cover one or more of the course learning objectives.

Students will complete quizzes and exams which will cover the course learning objectives.

## **EVALUATION PROCEDURES**

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Grades will be given for participation, exams, a proctored final exam, quizzes, and assignments. Each course discussion, exam, quiz and assignment will cover one or more of the course outcomes listed on this course syllabus. All coursework will indicate which outcome(s) are being assessed.

Your participation grade will be based your participation in the online discussions. Everyone is required to participate in all online discussions by replying to each discussion topic and replying to at least one of your classmates' replies. To get full credit for each discussion, you should thoroughly answer all of the discussion questions and give your own opinions of the topic. At a minimum, each reply should include at least 4 complete sentences which demonstrate your knowledge of the topic. Please use your own words when replying to the discussions. While it is acceptable to search for online information pertaining to the discussion topics, it is not acceptable to copy this information without giving credit to the authors. When you do use sources, you should also give your own opinions of the topics. Each discussion will cover one or more of the stated objectives of this course. Please note that there are two deadlines for each discussion. The first is for the original post. The second is for a reply. You can do both postings by the first deadline, but just be sure to meet the deadline dates.

Exams will consist of multiple-choice questions. Each exam will be taken online through the course website. Exams must be taken on the dates indicated on the course schedule. You may take each exam only once and there will be a time limit for each exam. Each exam will cover one or more of the stated objectives of this course.

The proctored final exam will consist of multiple-choice questions covering all of the chapters learned during the semester. It must be taken at one of the four Ozarka College sites. You must bring your student identification card with you to the exam site. You must sign in and out at the exam site to receive credit for this exam. No credit will be given for this exam if it is not proctored.

Quizzes will consist of true-false questions. Each quiz will be taken online through the course web site. You may use your textbooks when taking the quizzes and there will be no time limit. You may take the quizzes as many times as you want, but only the grade that you achieve on your last attempt will be recorded. Each quiz will cover one or more of the stated objectives of this course.

Assignments will consist of assigned activities from each chapter covered in the course. Each set of chapter assignments will be submitted online to the Instructor by the due date on the course schedule. Each assignment will cover one or more of the stated objectives of this course.

### **GRADING SCALE**

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A - Excellent 90 - 100 %

B - Above Average 80 - 89 %

C - Average 70 - 79 %

D - Conditional 60 - 69 %

F - Failing 0 - 59 %

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## ACCT1123 ACCOUNTING I

### Course Syllabus

Section: 90

Fall 2014-15

**AUG 18, 2014 - DEC 12, 2014**

**Instructor:** Langston, Kathryn M  
**Office Phone:** 870.368.2083  
**College Fax:** 870.368.2091  
**Email:** klangston@ozarka.edu  
**Office Hours:** FALL 2014  
AUGUST 11 - DECEMBER 5, 2014

Regular Office Hours for students will be 9-12 Monday-Thursday at one of the following locations:

Melbourne C105-C (870) 368-2083  
Mountain View 107C, Extension 5046  
Ash Flat - AF105, Extension 4005  
Mammoth Spring - Front Office

Virtual On-line Office: My Ozarka Course Mail and Course Discussion Boards.

Please use the E-mail found in Course Mail Section of each course.

I have administrative meetings during the week, so please call to be sure I am here to arrange a time to meet with me.

**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

---

(Equivalent to AIB 1000.) The study of accounting concepts and procedures as they apply to sole proprietorships. Emphasis on the accounting cycle and its implementation. Simulated accounting activities offer decision-making opportunities encountered in the business world. ACCT1003 is strongly recommended as preparation for Accounting I. 3 credits.

### **RATIONALE**

---

Accounting is a very broad field and includes activities such as recording, summarizing, reporting, and interpreting financial data. In our society to entity can function efficiently without accounting. Financial information is needed to plan and control the use of resources. The survival of a business entity depends on reliable accounting information.

### **OUTCOMES/LEARNING OBJECTIVES**

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- Set up a basic Accounting System for Small Sole proprietorship type Businesses.
- Prepare basic financial statements in proper format.

- Correctly enter accounting transactions.
- Prepare Payroll Entries and Tax Forms.
- Prepare adjusting and closing entries for small businesses.
- Use Special Journals and subsidiary Ledgers for Small Merchandising Company.
- Prepare Classified Income Statements and Balance Sheets

## **TEXT/REQUIRED MATERIALS**

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### **Loose leaf Version College Accounting -14th. edition (Shrink Wrapped)**

ISBN: 0077639960

Price: \$164.75

Author:

**ADDITIONAL MATERIALS: RELIABLE INTERNET ACCESS AT HOME IS REQUIRED.**

Microsoft Word or a Word Processing Program is necessary for assignments.

It is **STRONGLY** recommended that students have successfully completed ACCT 1003 Introduction to Accounting before taking Accounting 1 online.

The Comprehensive Proctored Final Exam will be given on the Ozarka College Campuses during the last week of classes and finals week. Schedule will be released later.

Students may use the hardback edition of this textbook.

## **METHODS OF INSTRUCTION**

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**DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ASSIGNMENTS AND EXAMS SECTIONS OF MY OZARKA.**

**STUDENTS MUST WATCH THE VIDEOS PROVIDED ON EACH CHAPTER IN ORDER TO BE SUCCESSFUL.**

E-mails will be answered within 48 hours Monday-Friday. Assignments will be graded after the due date has passed. Submitted assignments will be returned to students showing corrections.

Students may view learning tools on the textbook web site. Students may view power point presentations and take practice quizzes on the website. Students may view discussions on the learning outcomes presented in class by instructor by viewing the videos provided in the resources for each chapter.

Students may complete exercises and problems demonstrating mastery of outcomes. Students may work the exercises and Problem set A at the end of each chapter and check their work by referring to the solutions provided in the resources for each chapter. Many problems and examples are worked by the instructor in the lesson videos provided for each chapter. Students should check their work with the solutions. This allows students to receive immediate feedback while doing the work at home.

Students are encouraged to use the textbook learning site to take additional quizzes for immediate feedback and use the tutorial exercises provided, to view power point presentations of the concept, and to view the topic tackler section of the textbook learning site.

This is a web-based course. Students must be self-motivated. Students must access the course website and MyOzarka and participate in discussions, quizzes, and exams as assigned and on or before the due dates shown on the assignment schedule.

Students must log in to this course daily and participate in assignments, discussions and quizzes and exams on or before the due date. Student participation will be monitored. Online courses require as much time as a regular course. My Ozarka allows the instructor to view what times and portions of My Ozarka the student has accessed.

Massive amounts of resources are provided to students in the activities section of My Ozarka. Assignments providing resources, solutions, forms, help sheets, links to textbook sites, and an enormous amount of videos and links to archived lectures of the actual classroom sessions presenting the subject matter. Students must refer to these links and use the resources. Important note: students must go to the assignment and click on the linked items. Do not go to "Show" and click on "Content". If a student goes here, the content will show as not open.

The proctored Comprehensive Final Exam must be taken on the one of the Ozarka College campuses. It will be given during the last week of classes and finals week. Schedule will be released later.

## **EVALUATION PROCEDURES**

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**IMPORTANT NOTICE:** The assignments shown in the activities section are only tentative--both in what is due, when it is due and the point value. All assignments may be updated and revised at any time to benefit the class and will change according to class progress, etc. Please understand, the activities are put in as a guideline and a tentative plan for the semester. They are not rigid and may change.

**Standard for work:** Students are expected to reflect a collegiate level attitude, be conscientious in performing assignments, actively participate in class, show respect for the instructor and other students.

The proctored Comprehensive Final Exam must be taken on the one of the Ozarka College campuses. It will be given during the last week of classes and finals week. A schedule of when the proctored exam will be given will be sent out later.

All work must be labeled specifically. Include your name, the chapter, the assignment number.

Grades will be determined using the following criteria: Participation, My Ozarka Theory Exams and Problem exams in the assignments section, Practice Sets, Discussions on My Ozarka and a Comprehensive Final Exam.

Quizzes on accounting theory are given in My Ozarka to demonstrate grasp of accounting concept.

Practice Sets and Problems (found in assignments section of My Ozarka) demonstrate the student's ability to perform learning outcome.

Mini-practice sets covering all learning outcomes.



Proctored comprehensive Final Exam over all learning outcomes are used for course and program assessment.

## **GRADING SCALE**

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90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and Below = F

## ACCT2133 ACCOUNTING II

Course Syllabus

Section: 90

Spring 2014-15

**JAN 12, 2015 - MAY 8, 2015**

**Instructor:** Langston, Kathryn M  
**Office Phone:** 870.368.2083  
**College Fax:** 870.368.2091  
**Email:** klangston@ozarka.edu  
**Office Hours:** FALL 2014  
AUGUST 11 - DECEMBER 5, 2014  
Regular Office Hours for students will be 9-12 Monday-Thursday at one of the following locations:  
Melbourne C105-C (870) 368-2083  
Mountain View 107C, Extension 5046  
Ash Flat - AF105, Extension 4005  
Mammoth Spring - Front Office  
Virtual On-line Office: My Ozarka Course Mail and Course Discussion Boards.  
Please use the E-mail found in Course Mail Section of each course.  
I have administrative meetings during the week, so please call to be sure I am here to arrange a time to meet with me.

**Times:** Unassigned  
**ClassRoom:** Internet WEB

### **COURSE DESCRIPTION**

---

A continuation of the accounting concepts and procedures presented in Accounting I. Partnerships and corporations are covered. Prerequisite: ACCT 1123, Accounting I. 3 credits .Spring

PREREQUISITES: ACCT1123

### **RATIONALE**

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Accounting is a very broad field and includes activities such as recording, summarizing, reporting, and interpreting financial data. In our society, no entity can function efficiently without accounting. Financial information is needed to plan and control the use of resources. Survival of a business depends on reliable accounting information.

### **OUTCOMES/LEARNING OBJECTIVES**

---

- Properly handle uncollectable accounts receivable, notes payable and notes receivable.
- Compute inventory cost by applying four commonly used costing methods.
- Compute and record depreciation of property, plant, and equipment by commonly used methods.
- Set up and correctly enter transactions for a partnership.

- Set up and properly handle accounting transactions for a small corporation and stock and bond transactions.
- Apply the basic Accounting assumptions and standards to accounting documents.

## **TEXT/REQUIRED MATERIALS**

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### **Loose leaf Version College Accounting -14th. edition (Shrink Wrapped)**

ISBN: 0077639960

Price: \$164.75

Author:

ADDITIONAL MATERIALS: RELIABLE INTERNET ACCESS IS REQUIRED.  
Microsoft Word is necessary for downloading and submitting assignments.

## **METHODS OF INSTRUCTION**

---

DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ASSIGNMENTS AND EXAMS SECTIONS OF MY OZARKA.

This course will be comprised of:

Special Information Sheets in the Content Module

Exercises and Problems for each chapter. Solutions for exercises and problems may be found in the content module so that students may check their work

Narrated Power point presentations for each section of each chapter are available through the link in the content module. Students should view the presentation before starting the exercises and problems.

Archived lectures are available so that students may view the actual in-class lectures and activities for this entire course

Discussions on the My Ozarka discussion Board for student and instructor questions and interaction  
Links to textbook site for tutorials and practice are found in content module

Exams and quizzes must be taken in My Ozarka Exams section on or before the due date.

This is a web-based course. Students must be self-motivated. Students must access the course website and MyOzarka and participate in discussions, quizzes, and exams as assigned and on or before the due dates shown on the assignment schedule.

Students must log in to this course regularly and participate in assignments, discussions and quizzes and exams on or before the due date. Student participation will be monitored. Online courses require as much time as a regular course. My Ozarka allows the instructor to view what times and portions of My Ozarka the student has accessed.

There will be a mandatory proctored exam on the Melbourne Campus on August 2 at 10am.

## **EVALUATION PROCEDURES**

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Quizzes on My Ozarka to demonstrate grasp of accounting concept.

On-line quizzes for immediate assessment and feedback.

On-line graded problems demonstrating ability to perform learning outcome.

On-line problem exams over each learning outcome.

Comprehensive Final Exam over all learning outcomes.

There will be a mandatory proctored 120 MINUTE exam on the Melbourne Campus during finals week.

## GRADING SCALE

---

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

# Appendix B

## Instructor Curriculum Vitae

## BRAD HOLLOWAY

54 College Drive, Melbourne, AR 72556 | (870) 368-2082 | bholloway@ozarka.edu

### EDUCATION

Arkansas College (now Lyon College), Batesville, AR  
**BS in Business Management**

**1991**

University of Central Arkansas, Conway, AR  
**MBA in Business Administration**

**1995**

### TEACHING EXPERIENCE

**Ozarka College, Melbourne, AR**  
Business Technology Instructor

**1999-present**

### RELATED EXPERIENCE

**Wendy's Restaurant, Conway, AR**  
Assistant Manager

**1997-1999**

**Delta Express Truck Stop, Conway, AR**  
Assistant Manager

**1995 – 1997**

### MEMBERSHIPS

Arkansas Association of Two-Year Colleges

## STEPHEN BALTZ

402 Stone Avenue, Mountain View, AR 72560 | (870) 269-5600 | sbaltz@ozarka.edu

### EDUCATION

Arkansas State University, Jonesboro, AR  
**BS in Business Management** 1991

Arkansas State University, Jonesboro, AR  
**MBA in Business Administration** 1993

Arkansas State University, Jonesboro, AR  
**EdS in Community College Teaching** 1994

### TEACHING EXPERIENCE

**Ozarka College, Melbourne, AR** 1999-present  
Business Technology Instructor

**Ozarka College, Melbourne, AR** 1997-1999  
Adjunct Business Technology Instructor

**University of Arkansas Community College, Batesville, AR** 1995  
Adjunct Business Instructor

### MEMBERSHIPS

Arkansas Association of Two-Year Colleges

# KATHRYN LANGSTON

7533 N. Central Avenue, Batesville, AR 72501 | (870) 368-2083 | klangston@ozarka.edu

## EDUCATION

Lamar University, Beaumont, TX <b>BBA in Business Administration</b>	<b>1972</b>
Stephen F. Austin State University, Nacogdoches, TX <b>MED in Secondary Education and Supervision</b>	<b>1979</b>
University of Southwestern Louisiana, Lafayette, LA <b>30 higher level Accounting Courses in preparation for CPA Exam</b>	<b>1981</b>

## TEACHING EXPERIENCE

<b>Newton High School, Newton, TX</b> Business Administration Course Instructor	<b>1972-79</b>
<b>University of Southwestern Louisiana, Lafayette, LA</b> Full-time Business Administration Course Instructor	<b>1980-85</b>
<b>UACCB and Ozarka College in Arkansas</b> Adjunct Instructor for Accounting and Business Courses	<b>1999-2000</b>
<b>Ozarka College, Melbourne, AR</b> Division Chair, Applied Science and Technology and Accounting Instructor	<b>2000-present</b>

## RELATED EXPERIENCE

<b>Shell Oil Company, Houston, TX</b> <b>Consultant performing Hazard and Operability Studies Nationwide</b>	<b>1986-1992</b>
<b>Pro-Dentec, Batesville, AR</b> Assistant to President	<b>1994 – 1999</b>

## MEMBERSHIPS

Arkansas Association of Two-Year Colleges  
Association for Business and Technology for Community Colleges  
Teachers of Accounting at Two Year Colleges



# BRAD LAWREY

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## EDUCATION

Ozarka College, Melbourne, AR  
**Associate of Arts**

2003

University of Central Arkansas, Conway, AR  
**BA in Management Information Systems**

2006

University of Central Arkansas, Conway, AR  
**MBA in Business Administration**

2013

## TEACHING EXPERIENCE

**Ozarka College, Melbourne, AR**  
Information Science Technology Instructor

2014-present

## RELATED EXPERIENCE

**Axiom Corporation, Conway, AR**  
Technical Support Analyst

2007-2014

**Data-Tronics**  
Systems Analyst

2006-2007

## MEMBERSHIPS

Arkansas Association of Two-Year Colleges