

Arkansas Department of Higher Education

Existing Program Review

Program Self Study

Associate of Science - Education

Ozarka College

2018-2019 Academic Year

SECTION ONE

Goals, Objectives, and Activities

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

Philosophy

The Associate of Science in Education (ASE) degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable towards a baccalaureate degree in teacher education. This two-year transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution.

SELECT BETWEEN 3 TRACKS

- Elementary Education • Middle School Education • Secondary Education

In making a decision to enter the teaching profession, students should seriously consider the demands that this choice entails. Among these are scholarship and intellectual curiosity; an interest in children and young people, and an understanding of their interests, problems, and development; and an interest in and understanding of the role of the school in our society. It is important to embrace the National Council for the Accreditation of Teacher Education's philosophy that each child, regardless of gender, race, creed, family background, exceptionality, or socioeconomic status, has a right to be taught by a qualified teacher who can help each reach his or her full potential.

Outcomes

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

The Associate of Science in Education degree is considered Stage I of the Teacher Preparation Program. This degree consists of 60 hours, and once completed, the students then are able to transfer to a four-year institution to complete Stage II, which is the Bachelor of Science in Education and obtain teaching license in their designated field. We currently have 2+2 Agreements with the following institutions: Arkansas Tech University, University of Central Arkansas, Arkansas State University - Mountain Home, and University of Arkansas - Monticello. With the 2+2 Agreements, the students work to accomplish the 60 hours that meets the requirements for Ozarka College and the chosen four-year institution. Once the students have transferred and completed the requirements for a Bachelor of Science in Education and a teaching license, they are then ready to begin teaching in a school district.

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

This is a transfer degree program and the students must transfer to a four-year institution to complete the Bachelor's Program in order to obtain a license.

The Arkansas Department of Education uses a Supply and Demand formula to establish Teacher Shortage Areas. These Shortage Areas include the following: Art, Computer Science, Family Consumer Science, Journalism, Library/Media, Mathematics, Music, Physical Science, Social Studies, Spanish, and Special Education. They determine the Supply by the number of students in the Teacher Education Preparation Programs (preparing for licensure) and the number of license issued to educators for the first time. They determine the Demand by the number of classes being taught by long-term subs or by teachers out of area on waivers as well as by the number of retiring or potentially retiring teachers in each licensing area. In the ratio of persons to positions in the Shortage Areas is 1.4 to 1, and the Non-Shortage Area is 2.6 to 1. District teacher shortages are found mainly in small school districts and districts within the Southeast and Southwest areas of the state. Research has proven that districts with the highest educational success have almost four times more teacher supply than districts with the lowest educational success, and research has proven that there is a shortage in some regions and subject areas while there is a surplus in others.

4. Document student demand for the program.

Student demand for the program has been consistent with enrollment trends over the past five years, and it remains one of the strongest program within the college:

Fall Enrollment:

2014-15: 59

2015-16: 55

2016-17: 67

2017-18: 60

2018-19: 58

SECTION TWO

Curriculum

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

Our Teacher Education Program contains courses that are all listed on the Arkansas Course Transfer System (ACTS), meaning they are fully transferable to all two and four-year institutions within the state. This shows that our Teacher Education Program offerings are consistent with those at institutions across the state. Additionally, we have many 2+2 agreements with several universities that fully accept our general education core and our teacher education courses.. These include: Arkansas State University, Arkansas Tech University, University of Central Arkansas, University of Arkansas, and University of Arkansas Monticello.

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

Suggested Course Sequence

Semester 1 (17 Credit Hours)

EDUC1001 Core Praxis Prep Class
ENGL1013 English Composition I
BIOL1004 General Biology and Lab
MATH1203 College Algebra
EDU2003 Introduction to Education
COMM1313 Communications

Semester 2 (16 Credit Hours)

ENGL1023 English Composition II
HIST1003 World Civilization I **or** HIST1013 World Civilization II
EDU2033 Child Growth and Learning
PHSC1004 Physical Science and Lab **or** GEOL1004 Essentials of Earth Science and Lab
FAMU1003 Fine Arts Music **or** FATH1003 Fine Arts Theater **or** FAVI1003 Fine Arts Visual

Semester 3 (15 Credit Hours)

ENGL2213 World Literature I **or** ENGL2223 World Literature II
HIST2023 Arkansas History
EDU2013 Introduction to K-12 Technology
Elective
Elective

Semester 4 (12 Credit Hours)

HIST2003 American History I **or** HIST2013 American History II
PLSC2003 American National Government
EDU2043 Exceptional Child in the Classroom
Elective

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

Curriculum:

Program Course Requirements

Courses listed in this section are common to most teacher education programs at receiving four-year institutions. Students need to see their advisor to assure the best choices.

Education Requirements (16 hours)

EDUC1001 Core Praxis Prep Class
EDU2003 Introduction to Education
EDU2013 Introduction to K-12 Technology
EDU2033 Child Growth and Learning
EDU2043 Exceptional Child in the Classroom
HIST2023 Arkansas History

General Education Requirements (35 credit hours)

English/Communications (9 hours)

COMM1313 Communications
ENGL1013 English Composition I
ENGL1023 English Composition II

Mathematics (3 hours)

MATH1203 College Algebra

Lab Science (8 hours)

BIOL1004 General Biology and Lab
PHSC1004 Physical Science and Lab
GEOL1004 Essentials of Earth Science & Lab

Fine Arts/Humanities (6 hours)

Select two from the following:

ENGL2213 World Literature I
ENGL2223 World Literature II
FAMU1003 Fine Arts Music
FATH1003 Fine Arts Theater
FAVI1003 Fine Arts Visual

Note: Transfer to Arkansas Tech requires both FAMU1003 and FAVI1003, yet does not require a World Literature course. Please consult the program director for specific information.

Social Sciences (9 hours)

PLSC2003 American National Government

Select one from the following:

HIST2003 American History I
HIST2013 American History II

Select one from the following:

HIST1003 World Civilization I
HIST1013 World Civilization II

Specialty Tracks (Select K-6, Middle School, or High School)

K-6 TRACK Mathematical Concepts (6 credit hours)

MATH2033 Mathematical Concepts I
MATH2043 Mathematical Concepts II

K-6 Track Elective (3 Credit Hours)

Students MUST choose one course from the electives list below.

Middle School TRACK (3 Credit Hours)

PSYC2003 General Psychology

Middle School TRACK Specialty Area Courses (6 Credit Hours in addition to General Education Requirement course options)

Students MUST choose ANY TWO (2) areas (Math, Science, Social Studies, or Language Arts)

High School TRACK Specialty Area Courses (9 Credit Hours in addition to General Education Requirement course options)

Students MUST choose ANY ONE (1) area (Math, Science, Social Studies, or Language Arts)

Math Specialty Electives

MATH1213 Quantitative Literacy
MATH2033 Mathematical Concepts I
MATH2043 Mathematical Concepts II
MATH2013 Survey of Calculus
MATH2023 Calculus
MATH1303 Trigonometry

Fine Arts/Humanities Specialty Electives

ENGL2213 World Literature I
ENGL2223 World Literature II
FAMU1003 Fine Arts Music
FATH1003 Fine Arts Theater
FAVI1003 Fine Arts Visual

Social Studies Specialty Electives

ECON2323 Intro to Macroeconomics
HIST2003 American History I*
HIST2013 American History II*
GEOG2013 Introduction to Geography
HIST1003 World Civilization I *
HIST1013 World Civilization II*

Language Specialty Electives

ENGL2103 Creative Writing
ENGL 2113 Introduction to Fiction
ENGL2213 World Literature I*
ENGL2223 World Literature II*
ENGL2313 American Literature I
ENGL2323 American Literature II

Note: (*) Course not used in General Education requirement.

Total Hours

60 Hours

In-state estimated cost of program, excluding web and lab fees, supplies and books: \$8,000

Tuition and fees are subject to change per Board of Trustee approval.

NOTE ABOUT TRANSFERRING: According to Arkansas State Legislation and the terms of a partnership agreement between Ozarka College and most state-supported colleges and universities in Arkansas, students who complete the Associate of Arts degree will be able to transfer all course work directly to the four-year institution and enter with junior standing. The following conditions apply:

Students may expect that most general education courses will transfer except for those carrying a grade of "D." It is, however, very important that students know where they expect to finish any baccalaureate degree when they are planning their schedules at Ozarka. Failure to plan ahead for transfer to the senior institution may result in lost credits or needless repetition of courses. Students should obtain a copy of the catalog of the college or university they plan to attend and then work with their advisor, the counselor, or the Registrar to plan an effective schedule. It is also wise to consult with the Registrar's office at the senior institution so that any potential problems in transferring can be solved before they cause unnecessary delays in completing the planned baccalaureate degree.

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

Core program courses are offered every semester. All courses are taken with degree completion in mind within the two year timeframe. While all courses may not be offered in a traditional setting in the classroom every semester at every campus, they are offered in an online format.

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

Syllabi are included in attached file.

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 Four 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. Faculty and Division Chair Development
2. Curriculum Committee Review and Approval
3. Faculty Council Review and Approval
4. 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 Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board.

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, web conferencing, 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.

All of the core courses and most of the electives that are included in the AS Education degree plan are offered via myOzarka based distance delivery.

1. ENGL1013 English Composition I
2. ENGL1023 English Composition II
3. MATH1203 College Algebra
4. MATH1213 Quantitative Literacy
5. BIOL1004 General Biology and Lab
6. PHSC1004 Physical Science and Lab
7. ENGL2213 World Literature I
8. ENGL2223 World Literature II
9. FAMU1003 Fine Arts Music
10. FATH1003 Fine Arts Theater
11. FAVI1003 Fine Arts Visual
12. HIST2003 American History I
13. HIST2013 American History II
14. PLSC2003 American National Government
15. HIST1003 World Civilization I
16. HIST1013 World Civilization II
17. ECON2323 Introduction to Macroeconomics
18. GEOG2013 Intro to Geography
19. PSYC2003 General Psychology
20. ANTH2023 Cultural Anthropology
21. ENGL2103 Creative Writing
22. ENGL2313 American Literature I
23. ENGL2323 American Literature II
24. GEOL1004 Essentials of Earth Science and Lab
25. HIST2023 Arkansas History
26. MATH1303 Trigonometry
27. MATH2013 Survey of Calculus
28. MATH2033 Math Concepts I
29. MATH2043 Math Concepts II

Syllabi for core discipline-specific courses are attached.

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).

All faculty teaching online, fulltime or adjunct, must complete the MyOzarka training course provided by the Director of Distance Education.

All of the AS Education course requirements are offered via distance delivery with the exception of English Comp I with Supplemental Lab, which must be taken in the classroom. These courses are offered in class only; however, students have the option of fulfilling the math requirement with College Algebra, which is offered via distance delivery; however, they would have to achieve the appropriate score on placement tests or successfully complete the developmental education course sequence.

Procedures for consistency in developing online courses:

COURSE CONTENT	<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>
FIRST WEEK ACTIVITIES	<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>
ACTIVITIES SECTION OF MY OZARKA	<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 My Ozarka 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>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>
CREATING DISCUSSIONS	<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>LINKING AND CREATING CONTENT FOR ASSIGNMENTS</p>	<p>Add helpful links, textbook website link, youtube.com video links, help sheets, etc. to supplement your assignments 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 http://www.screencast-o-matic.com/ 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>EXAMS AND QUIZZES</p>	<p>Exams and Quizzes in MyOzarka may be created in the Activities section of any week.</p> <p>Give frequent exams, quizzes, or other various types of assessment of student comprehension--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 My Ozarka:</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 My Ozarka, if you want more security.</p> <p>Textbook test banks may be uploaded to the test bank section of Exams in My Ozarka 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 "Examview" 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. My Ozarka 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>SYLLABUS</p>	<p>EXAMPLE OF POSSIBLE WORDING ON SYLLABI</p> <p>Methods of Instruction:</p> <p>DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ACTIVITIES OF MY OZARKA.</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>

Discussions for chapters and required topics will be included in the activities section of MyOzarka .

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.

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.

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.

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.

Make-Up Policy:

You **MUST** plan ahead and complete assignments, exams and quizzes on or before the due dates. Computers down, internet down, computer broken are **NOT EXCUSES** to allow late work. If computer shuts down during an exam online, student should call or email instructor at the time of the failure. Tracking will be checked and if excuse is legitimate, work may be opened--at discretion of instructor.

If you are working on an exam or quiz **BEFORE THE DUE DATE** 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.

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.

No late work accepted. Extenuating circumstances may be considered by instructor.

Attendance Policy:

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 **NOT** easier!

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 email 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.

RUBRIC FOR ASSESSING ONLINE INSTRUCTION

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 1 Learner Support & Resources	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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.
Category 2 Online Organization & Design	<ul style="list-style-type: none"> <input type="checkbox"/> Much of the course is under construction, with some key components identified such as the syllabus. <input type="checkbox"/> Course syllabus is unclear about what is expected of students. <input type="checkbox"/> Aesthetic design does not present and communicate course information clearly. <input type="checkbox"/> Web pages are inconsistent both visually and functionally. <input type="checkbox"/> Accessibility issues are not address. (Including: sight, mobility, hearing, cognition, and technical.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Course is organized and navigable. Students can understand the key components and structure of the course. <input type="checkbox"/> Course syllabus identifies and delineates the role the online environment will play in the course. <input type="checkbox"/> Aesthetic design presents and communicates course information clearly. <input type="checkbox"/> Most web pages are visually and functionally consistent. <input type="checkbox"/> Accessibility issues are briefly addressed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course. <input type="checkbox"/> Course syllabus identifies and clearly delineates the role the online environment will play in the total course. <input type="checkbox"/> Aesthetic design presents and communicates course information clearly throughout the course. <input type="checkbox"/> All web pages are visually and functionally consistent throughout the course. <input type="checkbox"/> Accessibility issues are addressed throughout the course.
Category 3 Instructional Design and Delivery	<ul style="list-style-type: none"> <input type="checkbox"/> Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are not clearly defined and do not align to learning objectives. <input type="checkbox"/> Learning objectives are vague or incomplete and learning activities are absent or unclear. <input type="checkbox"/> Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides limited activities to help students develop critical thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are adequately defined but may not align to learning objectives. <input type="checkbox"/> Learning objectives are identified and learning activities are implied. <input type="checkbox"/> Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides adequate activities to help students develop critical thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are clearly defined and aligned to learning objectives. <input type="checkbox"/> Learning objectives are identified and learning activities are clearly integrated. <input type="checkbox"/> Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides multiply activities that help students develop critical thinking and problem-solving skills.

	and/or problem-solving skills.	and/or problem-solving skills.	
Category 4 Assessment & Evaluation of Student Learning	<input type="checkbox"/> Course has limited activities to assess student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are not aligned. <input type="checkbox"/> Assessment strategies are limited in use to measure content knowledge, attitudes, and skills. <input type="checkbox"/> Opportunities for students to receive feedback about their own performance are infrequent and sporadic. <input type="checkbox"/> Students' self-assessments and/or peer feedback opportunities are limited.	<input type="checkbox"/> Course has adequate activities to assess student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are adequately aligned. <input type="checkbox"/> Ongoing strategies are used to measure content knowledge, attitudes and skills. <input type="checkbox"/> Opportunities for students to receive feedback about their own performance are provided. <input type="checkbox"/> Students' self-assessments and/or peer feedback opportunities exist.	<input type="checkbox"/> Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are closely aligned <input type="checkbox"/> Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. <input type="checkbox"/> Regular feedback about student performance is provided in a timely manner throughout the course. <input type="checkbox"/> Students' self-assessments and peer feedback opportunities exist throughout the course.
Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 5 Innovative Teaching with Technology	<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	<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	<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.

	learning process in a very limited way.	students in the learning process.	
Category 6 Faculty Use of Student Feedback	<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.

See attachment for Faculty Qualification forms.

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

Academic credentials required for full-time, adjunct, concurrent 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. In addition, all faculty are required to have a Master's degree in the subject area taught, or a Master's degree with 18 hours in the subject area taught.

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 Provost, to individuals who can give substantial contributions of time, expertise, and participation in College programs.

Adjunct faculty appointments are not eligible for employee benefits and are offered 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 Provost 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 22-23 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 Provost, 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 and industry specialist.

SECTION FOUR

Program Resources

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

The academic organizational structure is divided into four divisions: Allied Health; Math and Science; Arts, Humanities, and Education; and Applied Science Technology. Each division has a Division Chair for faculty oversight and support. In addition, the Associate Vice President for Academics oversees scheduling, instruction, and assessment to provide additional support for faculty.

Faculty also have full access to library holdings, databases and research, student services, academic support services, tutoring, advising, placement preparation, basic education assistance, information technology resources, helpdesk, and information training and assistance. Furthermore, our additional campuses employ campus directors to further assist faculty in facilities needs.

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 approved via the Division Chair and Provost as requested and approved, based on resource availability.

Most in-service meetings provided on the Ozarka College campus are recorded and viewable via YouTube.

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. However, the librarian will arrange his budget and order books related to the Teacher Education field if is adequate for the program. I have been able to receive the library resources as requested.

There is a small section in the library that is currently designated as K-4, which contains books teachers can use in their lesson planning projects. For the upper level lesson planning projects the students can use books as resources from the main shelves of the library.

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

Library resources, program equipment, and program specific expenditures are budgeted through the Provost 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, with each room outfitted with a teacher station with a computer, projector, and sound for video playback. Instructors have full access to the MyOzarka learning management system, which also provides access to detailed information on students and advisees.

In addition to the library resources, the Teacher Education Program has a budget which covers the majority of the needed resources for the program. Part of the budget is designated to the educational resources and materials which includes text books, additional resource books, and student resources books. The students are able to check out from the Teacher Education Program the student resource books very similarly method of checking out books from the library.

We have only one library, which is located on the main campus at Melbourne. However, students on other campuses and who are considered distance learning students can go online and request to check out books and the librarian will send the books via intercampus mail courier to the campus location closest to the student making the request. Books are returned to the library by the student in the same manner.

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

A set of books entitled *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson was purchased for the Introduction to Education course. This book is a supplement to the textbook and the students check it out from the instructor each semester as we are studying the TESS practices for classroom teachers.

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 seven degrees and seven 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.

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 outsource any of its LMS capabilities as well as technical support.

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 online 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 tech support via a variety of methods. The staff is available Monday through Friday, 8am to 4:30pm to answer questions in person or via telephone in the administrative offices. In addition, students can ask us a question via email for free, any time. Their email address is helpdesk@ozarka.edu, or students can use their web-based "Contact Us" form.

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

An on-line distance education orientation program is provided to all students. This walks students through the various aspects of the LMS, such as participating in discussions, meeting deadlines, and uploading assignments. It also informs them of the various means to get assistance if needed. The orientation is self-paced and usually takes no more than a few hours.

Support services are provided to students in formats appropriate to the delivery of the online 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 regular semester. Part time faculty loading for distance education is available at a maximum of 9 credit hours per regular semester. Payment for adjunct instructors is \$525 per credit hour. Overload for full-time faculty is available at Division Chair discretion for additional compensation at the adjunct compensation rate. 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.

The following data was taken from the Ozarka College Institutional Research at the following site http://apollo.ozarka.edu:250/scheduled/rick/performance_funding/index.cfm?thispage=Home

Enrollment:	Teacher Education	
	Fall	Spring
2015-16:	55	60
2016-17	67	55
2017-18	60	55
2018-19	58	60

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

Recruitment Strategies 2015-2020

High Schools-

Approach- Ozarka College has the ability to visit our local high schools multiple times throughout the semester and maintain more contact with these students. We offer the schools placement testing (Accuplacer) free of charge, early registration, help through the application process, and even some light advising is done during the many visits.

Positives- This program gives us 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.

Challenges- Changing our image in the students' minds is improving but has always been seen as a last resort for most students. Also, many students in this program have families and full-time jobs which does not allow them to attend on campus classes. We have alternatives in place in which these students can take online and hybrid classes in order to complete their degree requirements.

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. Word of mouth has also drawn in several students as they have heard of the flexibility we can offer to accommodate job related and family related obligations.

Concurrent Enrollment-

Approach- Ozarka has developed a good establishment in most of our local schools for concurrent enrollment. We continuously approach our high school counselors to seek new ways to serve their students through new course offerings and delivery modalities. We present this opportunity to students as a way to get ahead and better their college experience as well as their high school. For this program, we offer one course in the Teacher Ed Program: K-12 Technology, and then encourage the students to take the general education core classes.

Positives- 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. The K-12 Technology course seems to be a fun class as the students get to work with and discover new ways of using technology in the classroom. Also, students right after high school graduation are able to begin the Teacher Education Program with several hours of general education core classes completed.

Challenges- Because it is such a good deal and it helps the students who are interested in getting ahead in their college degree plan by taking classes while in high school, but it does have a bit of a negative impact in the Fall enrollment with after these graduate high school. Because the cost is significantly reduced to \$50. per credit hour, several students are able to complete as much as half of the credit hours required at a two-year institution, and then move on to begin college at a four-year institution after graduating high school.

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. However,

with more parents being cost-conscious of the rise of the financial burden of higher education, we are beginning to make more headway in convincing students to begin their college careers with us.

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.

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

Challenges- 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 students 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

Positives- 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.

Challenges- 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 area 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 (Accuplacer, 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 and 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.

Year	Number of Graduates
2015-16:	21
2016-17:	18
2017-18:	15

The above data was taken from the Ozarka College Institutional Research at the following site http://apollo.ozarka.edu:250/scheduled/rick/performance_funding/index.cfm?thispage=Home

The following data for the year 2018/19 is currently not listed in the above data resource; it was taken from Zeda Wilkerson, Ozarka College Registrar.

Year	Number of Graduates
2018-19:	22

SECTION SEVEN

Program Assessment

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

Standardized placement tests required by state law include the ACT or Accuplacer, 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.

For the Fall 2018 semester, average Accuplacer entrance scores were as follows:

Arithmetic: 62.8

College Math: 33.3

Elementary Algebra: 54.2

Reading: 73.5

Sentence Skills: 78.1

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.

In addition, faculty complete detailed assessment using the following procedure:

Course-Level Assessment:

As a department,

- The instructors responsible for developing and teaching the course, in collaboration with the division chair, will set the outcomes for the course before the beginning of the semester. The division chair over the course will then assign those outcomes to all sections in MyOzarka.
- In accordance with the institutional schedule of course assessment (see attachment), all instructors will review the overall success of the course at the end of the semester. This will include an analysis of success and retention rates, delivery modalities, full time/adjunct instruction, and narrative commentary on successes/concerns on each outcome. This will be submitted and reviewed by the appropriate Division Chair, Associate Vice President of Academics, and Vice President of Planning and Institutional Research, and Provost.
- Instructors will then document all significant findings, as well as any modifications to be implemented in the following semester. In addition, departments will notate any budget expenditures that need to be requested to aid in meeting the outcomes.
- Instructors and division chairs will monitor and document the success of the modifications in the subsequent semester. Instructors will have previous commentary accessible to them on the Assessment page in MyOzarka.

Section-Level Assessment:

As an instructor,

- Before the semester begins, all instructors will link the appropriate assigned outcomes for each course to all individual assignments within the course. The instructor should link as many outcomes to each assignment as warranted by the learning intended.
- Instructors will assess assignments and document issues and successes as semester progresses.
- At the end of the semester, all instructors will assess each outcome of the course through both rating system and narrative commentary. He/she will then document proposed modifications to be implemented in the following semester.
- In the following semester, instructors will track/document success of the modifications in the subsequent semester. Division chairs will oversee completion and implementation.

The results of the 2018 assessment were as follows:

The following were the most common themes that arose from the assessment of coursework:

- Faculty made increased efforts in communication with students to assist in managing non-academic barriers to success in their coursework.
- Faculty incorporated or plan to incorporate more supplementary materials, such as YouTube videos and/or instructor created videos to enhance/supplement instruction.
- Faculty noted the need for textbook changes to better provide students with applicable information.
- Faculty also noted the need in some cases for course outcome revisions to better meet the standards of the course.
- Faculty documented an increase in diversified strategies to help students meet the standards of rigor.
- The review team also noted a more thorough analysis of assignments that contribute to outcome achievement.
- The review team also noted increase in the documentation of assessing effectiveness of assignments mid-semester and making modifications.

As a result, student evaluation of coursework reflected high student satisfaction in key areas:

- 81% were either satisfied or very satisfied that the instructor was concerned about their progress in the course.
- 85% were either satisfied or very satisfied that the instructor was prepared for each class.
- 87% were either satisfied or very satisfied that the course actively engaged them in what they were learning.
- 74% either agreed or strongly agreed that as a result of this course, their interest in the subject matter increased.
- 86% gave the instructor a rating of either effective or very effective.

After evaluating both instructor assessment and student evaluations, the academic leadership team plans to implement the following strategies to improve the assessment process in subsequent semesters:

- Conduct department-specific workshops to assist Faculty with best practices for assessment.
- More peer-review processes for assessment.
- Ensure modifications and documentation of modifications to course outcomes are completed before the beginning of the next semester.
- Provide faculty with a heightened level of feedback on their assessment.
- Provide faculty with more time to collaborate with peers on assessment.

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

Exiting the program consists of completion of the 60 credit hours with an overall GPA of 2.65 or higher. Students are advised that while earning a D in a course will meet graduation requirements, it will not transfer to the four-year institution of their choice. Also, students must earn at least a B in their education courses in order to receive transfer credit.

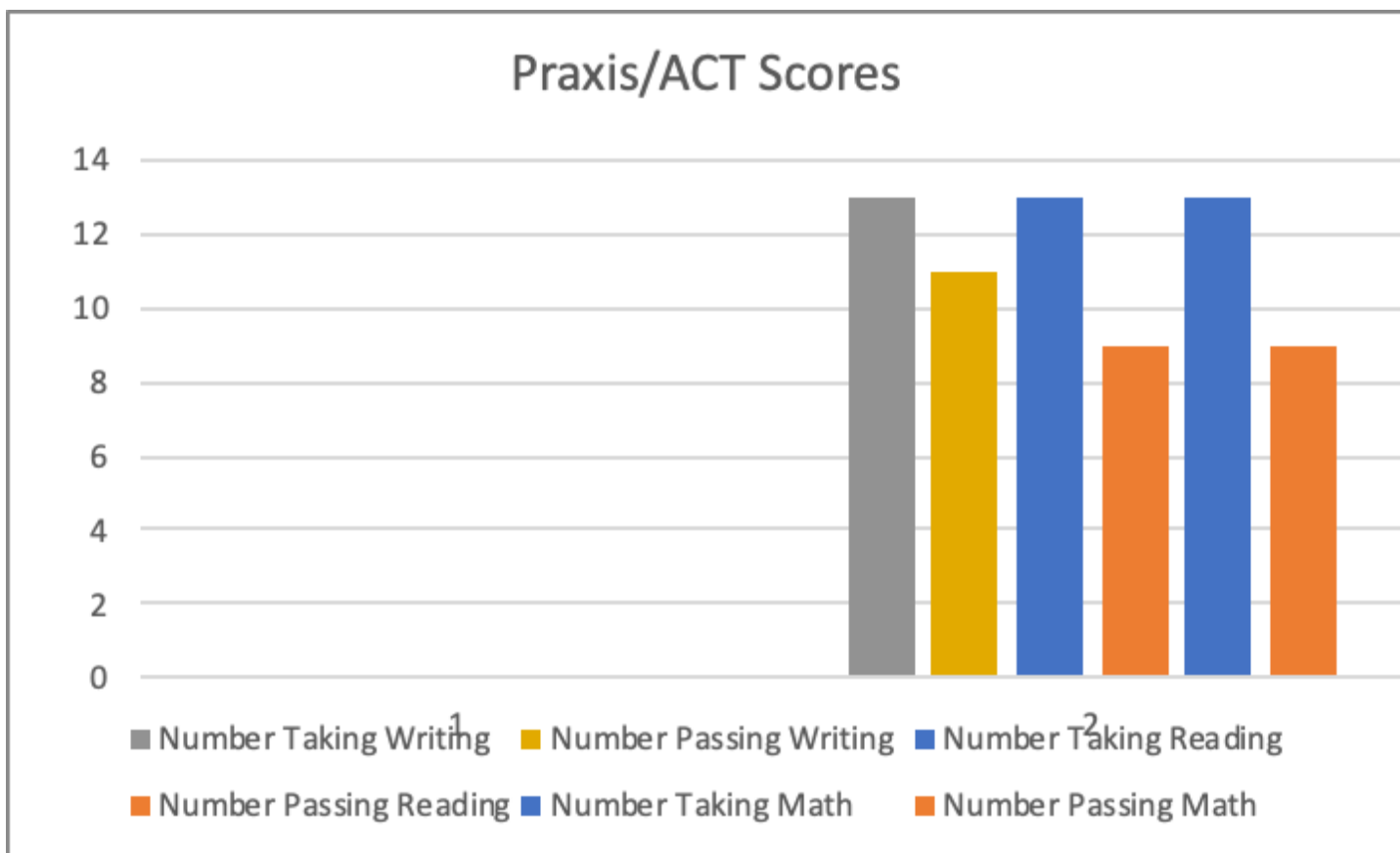
In addition, students are required to take a Core Praxis Prep course and successfully pass the Core Praxis or ACT in the areas of Reading, Math, and Writing in order to move into Stage II of the Teacher Prep Program at a 4-year institution.

It was revealed that the Core Praxis was emphasized, but students were not required to take and pass before graduating with their ASE. It was also discovered that some previous graduates were not able to get into Stage II at the four-year institution because they had not passed all parts of the Core Praxis. Workshops were held for three semesters which provided the students with strategies and tools to help them pass the Core Praxis. This was helpful for some students, but many were still unable to pass all three sections of the exam.

After evaluating and receiving feedback from the students, we developed the Core Praxis Prep Class, which was approved by our Curriculum Committee, Faculty Council, and Administrative Council. In Fall 2018 we were able to offer the course, and it has proven to be very beneficial in preparing the students for success on passing the exam.

There is a plan in action for those who took it in the Fall (2018) semester and did not pass all three parts. The plan is as follows:

1. The student must take it a second and third time in order to obtain passing on all three parts.
2. Students must pass all three parts by the end of the summer after graduating in the spring.
3. All test scores must be sent to Ozarka for our tracking purposes.



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

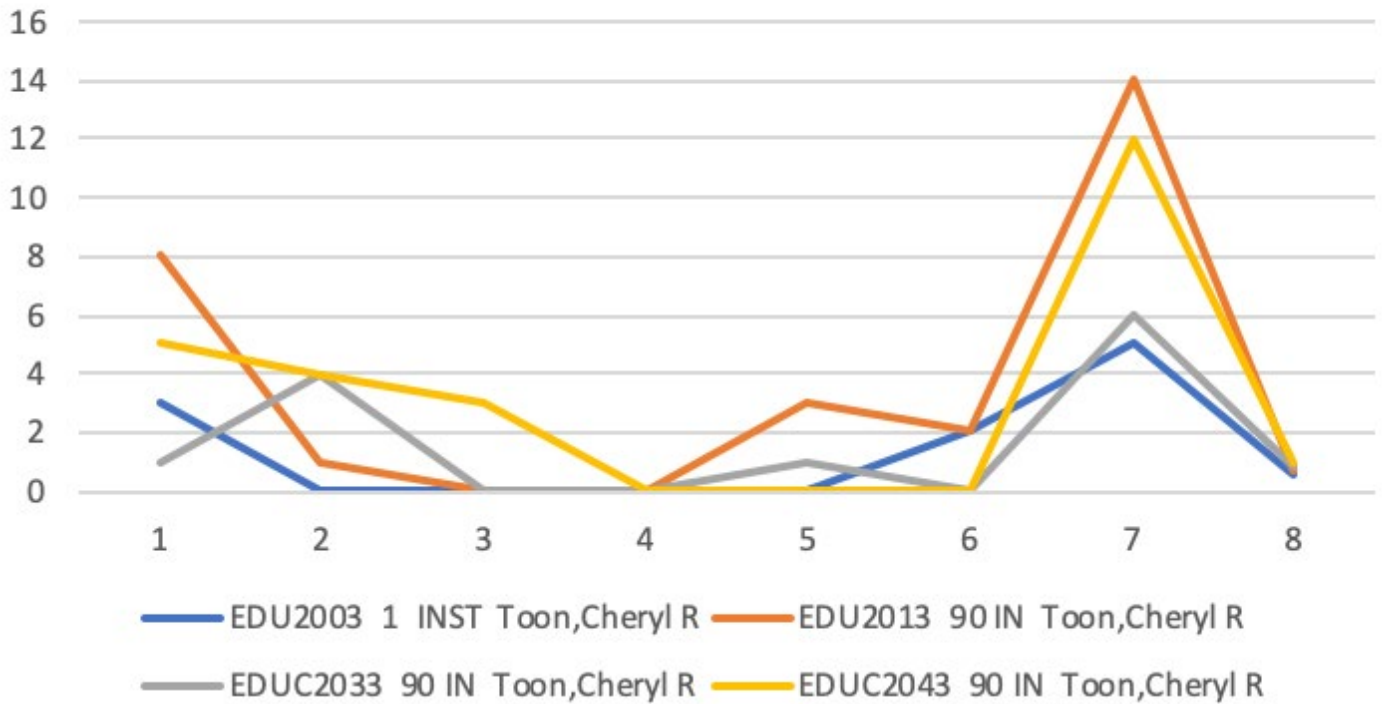
Student course evaluations offer insight into teaching methodology and knowledge acquisition. Input is gathered from the evaluations and taken into consideration to constructively make the courses better for student learning and rigor maintained.

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.

In addition, the college has a robust assessment procedure that thoroughly analyzes all coursework within each course. Instructors are required to link every assignment to the corresponding course outcome(s), then assess the effectiveness of that assignment in meeting the course outcome. At the end of each semester, instructors are to assess student performance on all course outcomes and make modifications based on the assessment, student success rates, and student evaluations, to improve student learning.

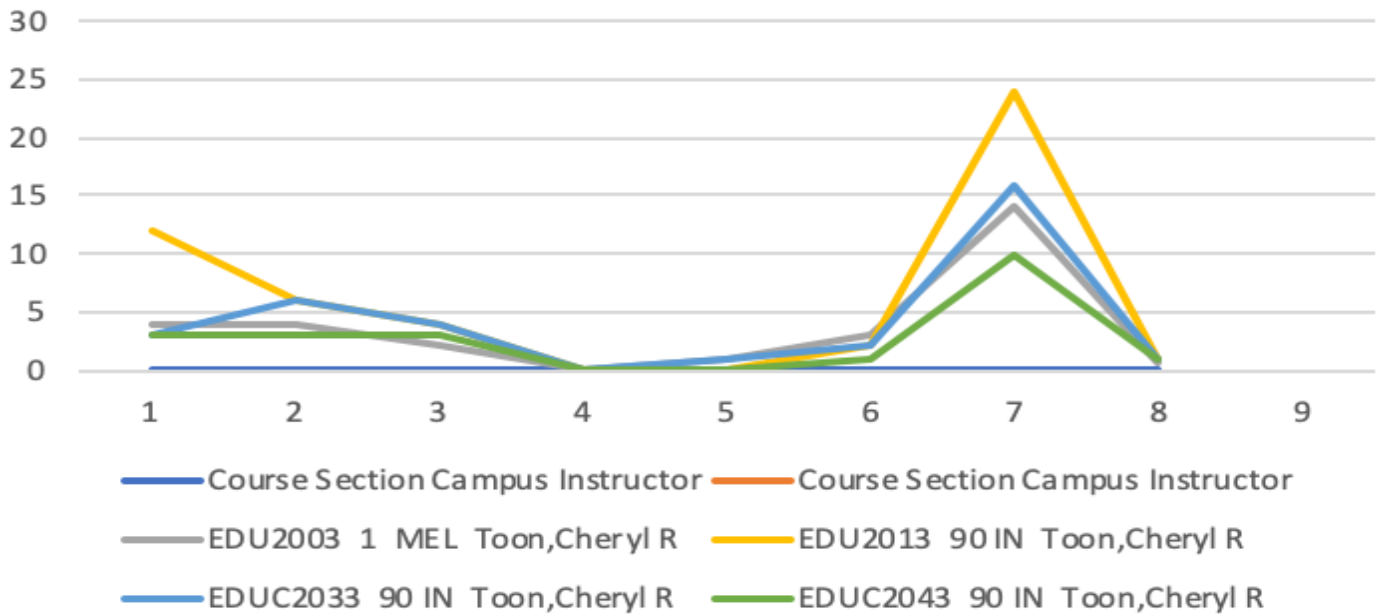
The following data was collected for this program from Spring 2016/17 through Fall 2018/19

ED Grades 2016-17 Spring



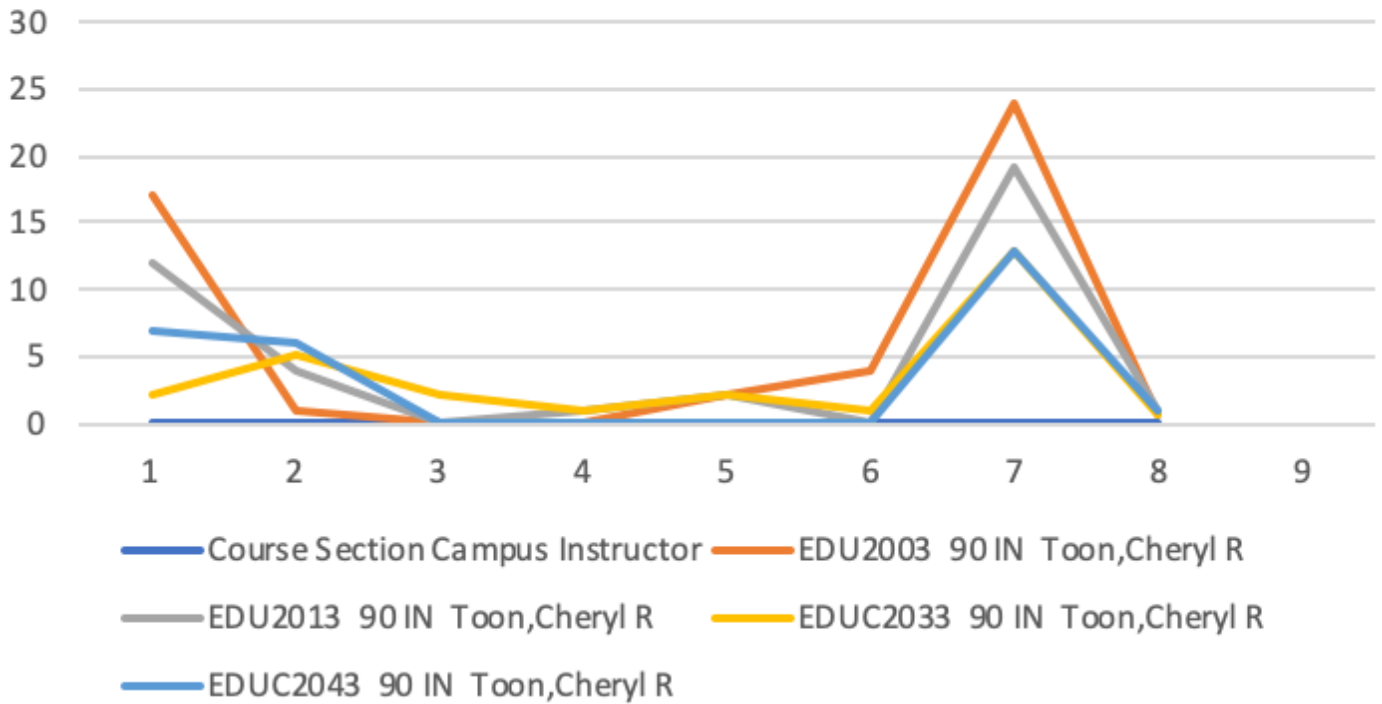
KEY: 1=A 2=B 3=C 4=D 5=F 6=Withdraw 7=Total Enrolled

ED Grades Fall 2017/18



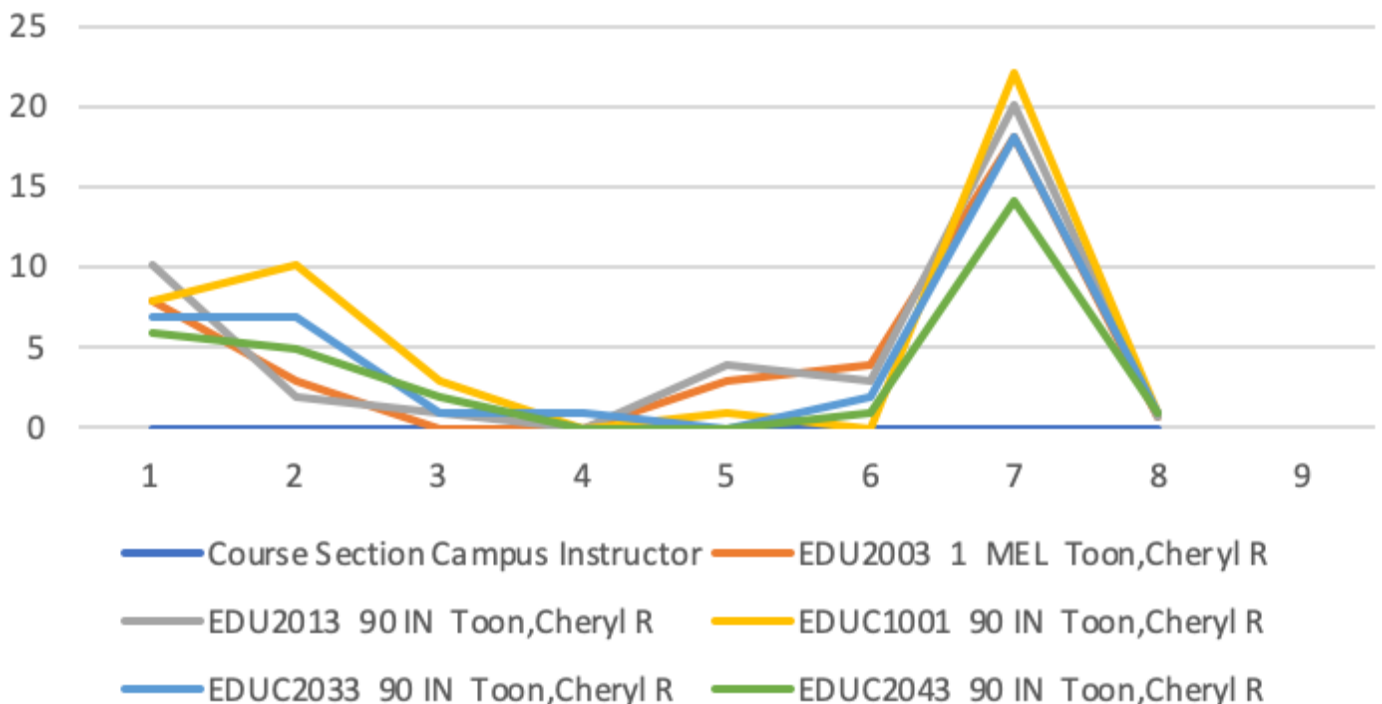
KEY: 1=A 2=B 3=C 4=D 5=F 6=Withdraw 7=Total Enrolled

ED Grades Spring 2017/19



KEY: 1=A 2=B 3=C 4=D 5=F 6=Withdraw 7=Total Enrolled

ED Grades Fall 2018/19



KEY: 1=A, 2=B, 3=C, 4=D, 5=F, 6=Withdraw, 7=Total Enrolled

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

The ASE is a two-year transfer degree designed to introduce students to the profession of teaching and to maximize the hours taken at Ozarka College that will lead to a bachelor's degree in the student's desired area of certification. This degree focuses on the foundations of elementary education, middle school education, and secondary education.

Coursework within the degree is transferable to other institutions through the Arkansas College Transfer System (ACTS), as well as various 2+2 agreements with four-year institutions. These include: Arkansas State University, Arkansas Tech University, University of Central Arkansas, University of Arkansas, and the University of Arkansas Monticello.

Phase I

The first phase of an ASE is a pre-professional program and does not guarantee admission to the professional program at a four-year institution. For unconditional admission to the ASE program, all applicants must satisfy the following requirements:

- Be formally admitted to Ozarka College.
- Be eligible to enroll in college-level coursework as reflected by ACT, COMPASS, or ACCUPLACER scores.

To maintain unconditional program enrollment status, all candidates must do the following:

- Maintain a grade point average of at least 2.65 of a 4.0 grading scale.
- Earn a "C" or better in each course required in the program.
- Demonstrate professional behavior and accountability including good attendance and punctuality.
- Meet legal requirements.

Phase II

To be provisionally recommended to Phase II, which is a teacher education program in a four-year receiving institution, all candidates must satisfy the following criteria:

- ● Meet the above criteria.
- ● Complete 30-45 semester credit hours in general education.

In addition to provisional recommendation criteria, to receive full recommendation to a teacher education program in a four year receiving institution and to meet graduation requirements for the ASE, candidates must complete the required coursework for the Associate of Science in Education with at least a 2.65 on a 4.0 grading scale on all coursework with grades of "C" or better in each required course.

Students interested in teaching as a career are encouraged to determine the level of teaching and the receiving institution of their choice as early in their academic career as is possible. It is vital to specific course transfer for students to have a specific goal in mind as they pursue an ASE to ensure transferability of coursework. Every effort will be made by Ozarka College to advise the student toward his or her goal with minimum difficulties with our course transfer.

Note: Completing the Associate of Science in Education degree at Ozarka College does not guarantee admission to teacher education programs in four-year receiving institutions. The student must also meet the specific admissions requirements of the receiving institution.

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

N/A

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

We currently do not have a survey in place to gather data regarding the Teacher Education Program student/alumni/employer satisfaction, but in the endeavor of this program review, it was decided this a piece of data

collection that we need to develop and implement. This is something we will begin working toward in the Fall of 2019/20.

We do have this type of survey in place for the college as a whole and the results are as follows:

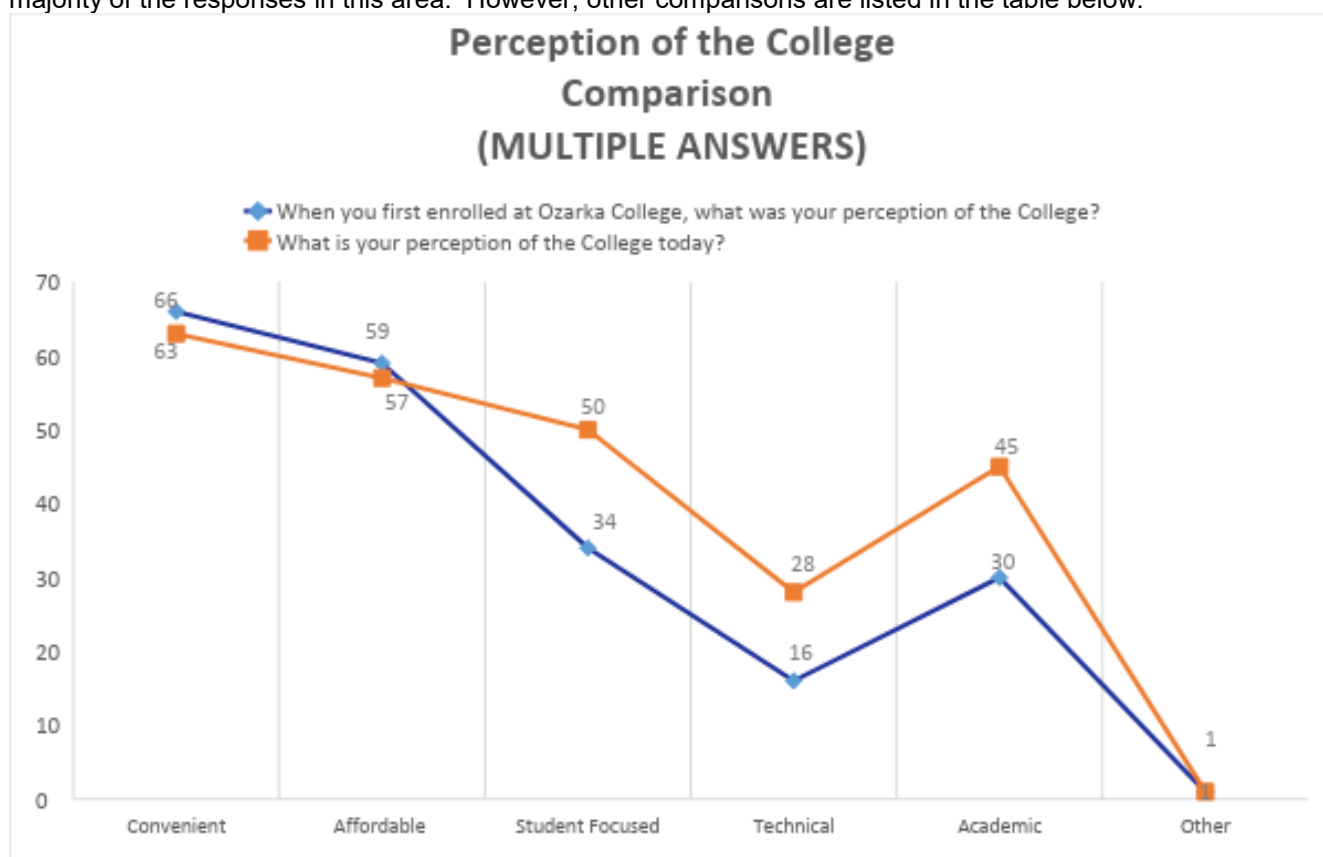
Spring Commencement Survey

The 2017 Spring Graduate Survey was distributed to 125 individuals who filed an intent to graduate or were enrolled in enough hours to be eligible for graduation during the 2016-17 academic year. The survey returned 70 individual responses, yielding a 56% response rate. Highlights are as follows:

Perception of the College

Beginning Enrollment Perception - The majority of the students indicated that their initial perception of the college was convenient (83.6%), affordable (71.6%), and student focused (48.5%).

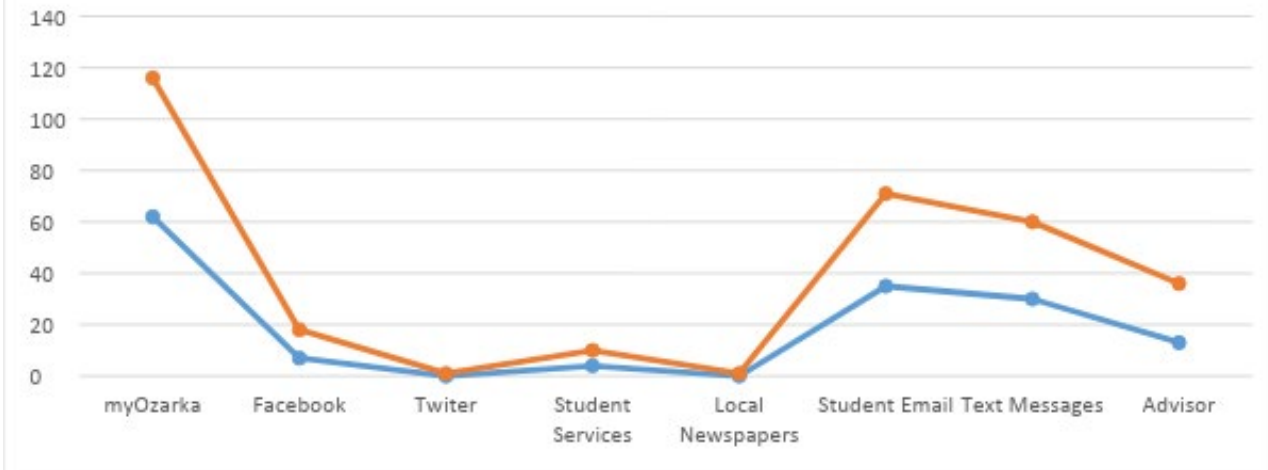
Current Perception – Convenience (90%), affordability (81.4%), and student focused (71.4%) represented the majority of the responses in this area. However, other comparisons are listed in the table below:



Preferred Method of Information Delivery

When asked their preferred way to receive campus information while attending Ozarka College, 71% answered myOzarka, down from 92% in 2016. Survey results indicated slight decreases in other methods of information delivery. The chart below demonstrates the comparison of responses from 2016 and 2017.

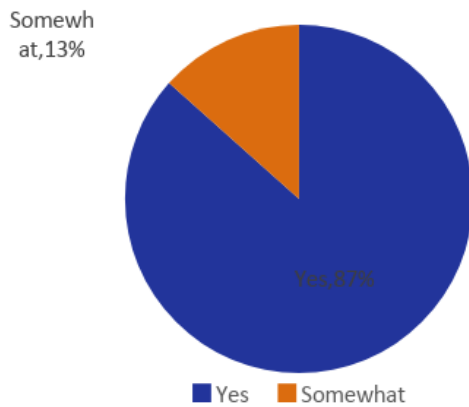
Student Preferred Method of Information Delivery Comparison of 2016 to 2017



Student Perception of Preparation for the Next Step

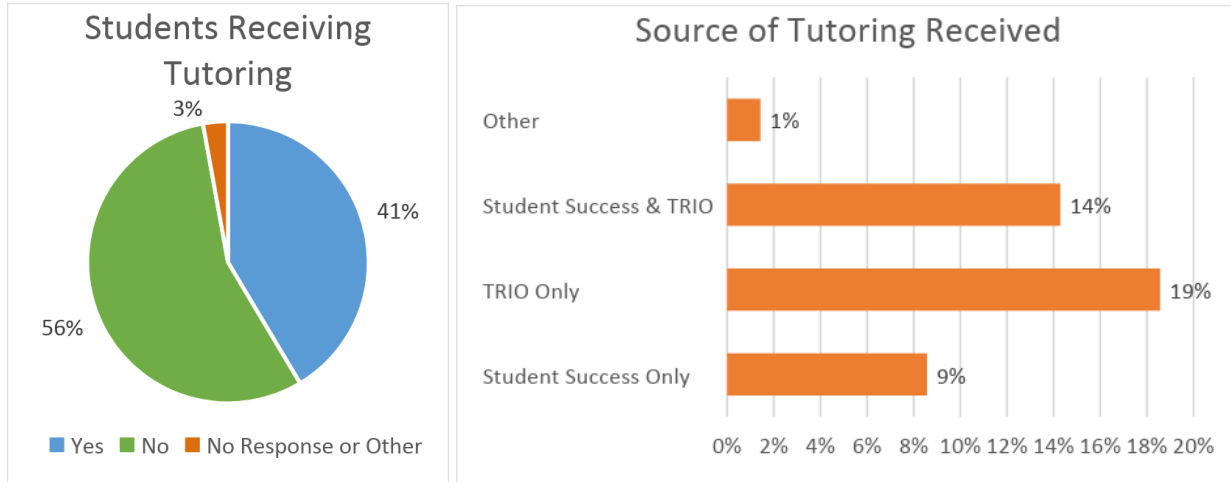
When asked if the College had adequately prepared them for the next step, 87% affirmed and 13% indicated *Somewhat*.

Student Perception Preparation for the Next Step



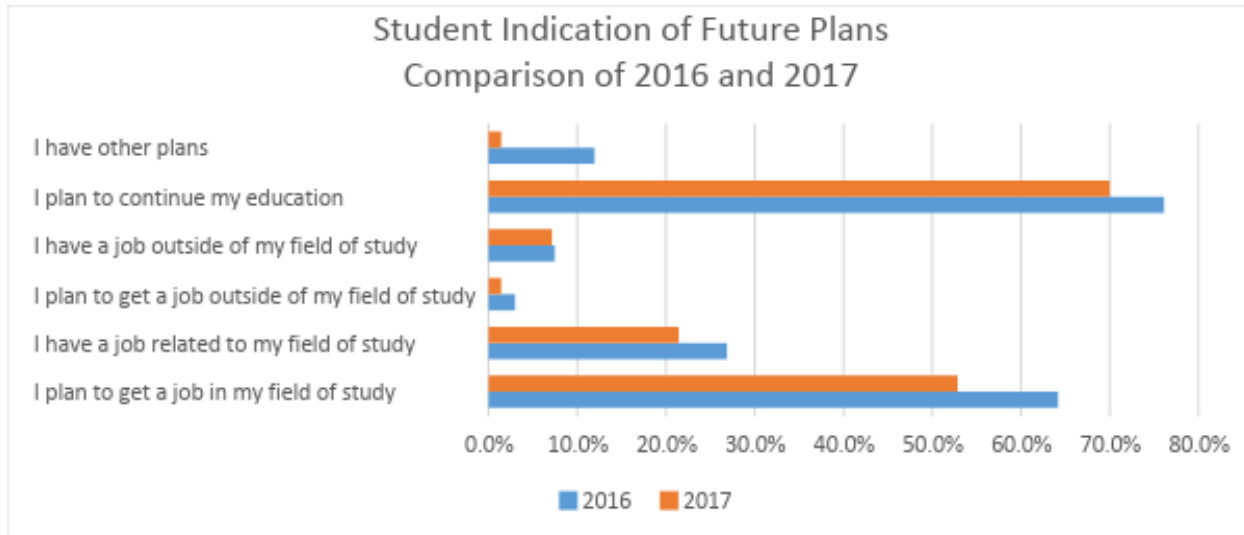
Tutoring

Results indicated that 41% of respondents had taken advantage of tutoring services (down from 55% in 2016). Of the 29 students who indicated utilizing services, 13 indicated use of *TRiO* only, 6 indicated use of the *Student Success Center* only, 10 indicated the use of both *TRiO* and *Student Success Center*.



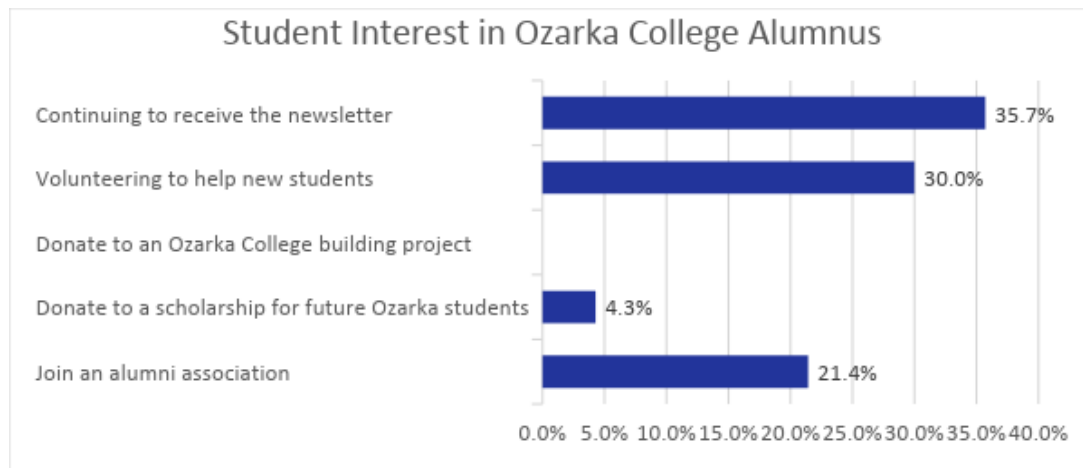
Student Indication of Future Plans

The Future Plans question resulted in 53% percent of respondents indicating pursuit of a *Job in my field of study* and 21% indicating they *Have a job related to my field of study*, slight decreases over the 61% and 26% reported in 2016. In addition, *continuing education* decreased from 73% to 70% between 2016 and 2017, respectively.



Alumni Interest

Of the 70 respondents, 21% indicated they would be interested in joining an alumni association, 30% agreed to volunteer to help students, and 35% were interested in receiving the campus E-newsletter.



The 2018 Spring Graduate Survey was distributed 135 students who indicated that they were participating in graduation. Additionally, the survey was emailed to 230 students who filed an intent to graduate. The survey returned 65 individual responses, yielding a 28% response rate (48% of those indicating that they planned to attend graduation). Highlights are as follows:

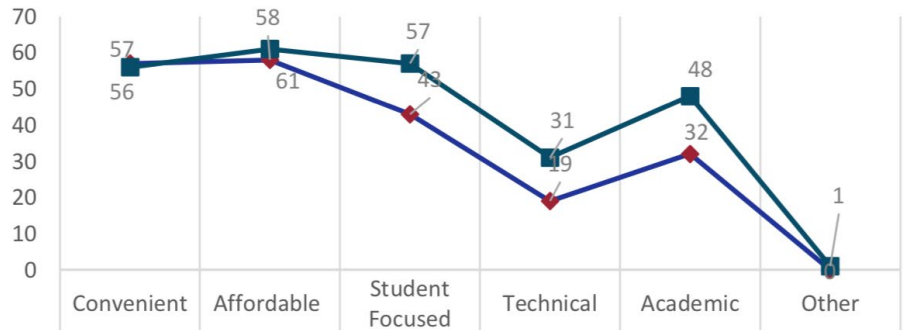
Perception of the College

Beginning Enrollment Perception - The majority of the students indicated that their initial perception of the college was convenient (88%), affordable (89%), and student focused (66%).

Current Perception – Convenience (86%), affordability (94%), and student focused (88%) represented the majority of the responses in this area. However, other comparisons are listed in the table below:

PERCEPTION OF THE COLLEGE COMPARISON (MULTIPLE ANSWERS)

- ◆ When you first enrolled at Ozarka College, what was your perception of the College?
- What is your perception of the College today?

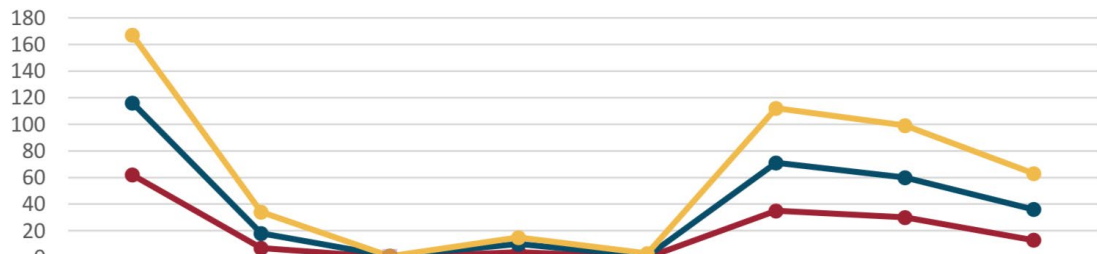


◆ When you first enrolled at Ozarka College, what was your perception of the College?	57	58	43	19	32	0
■ What is your perception of the College today?	56	61	57	31	48	1

Preferred Method of Information Delivery

When asked their preferred way to receive campus information while attending Ozarka College, 78% answered my.Ozarka, up from 71% in 2017. Survey results indicated slight differences in other methods of information delivery. The chart below demonstrates the comparison of responses from 2016 through 2018.

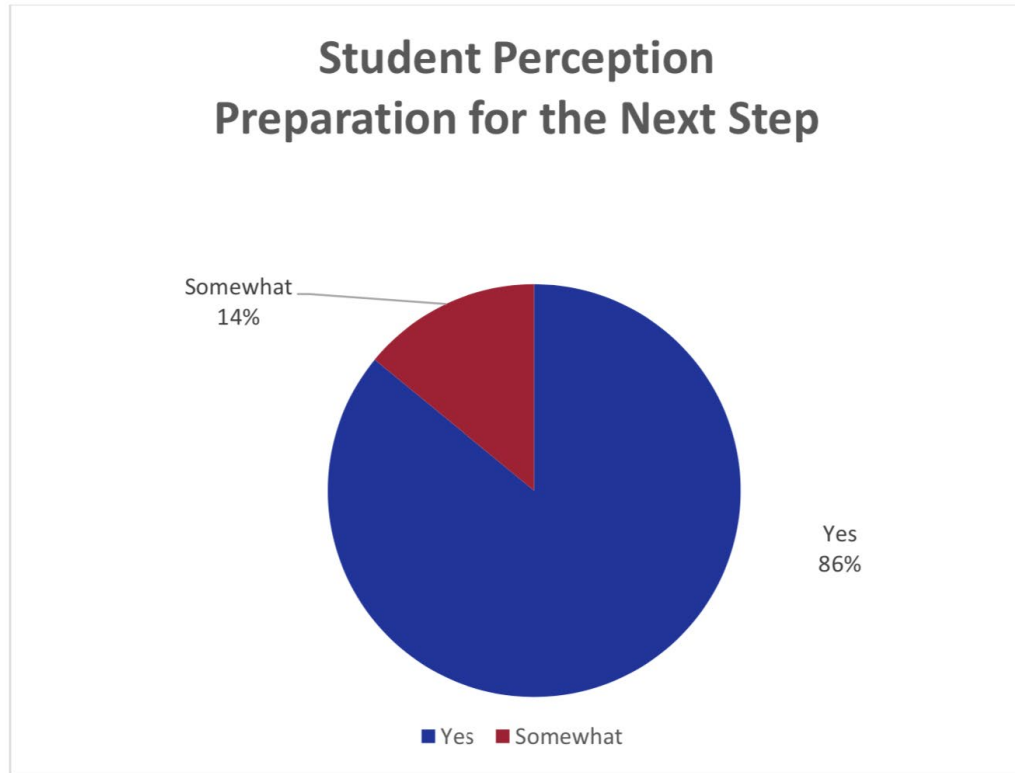
Student Preferred Method of Information Delivery Comparison of 2016 to 2018



	myOzarka	Facebook	Twitter	Student Services	Local Newspapers	Student Email	Text Messages	Advisor
◆ 2018	51	16	0	5	2	41	39	27
◆ 2017	54	11	1	6	1	36	30	23
◆ 2016	62	7	0	4	0	35	30	13

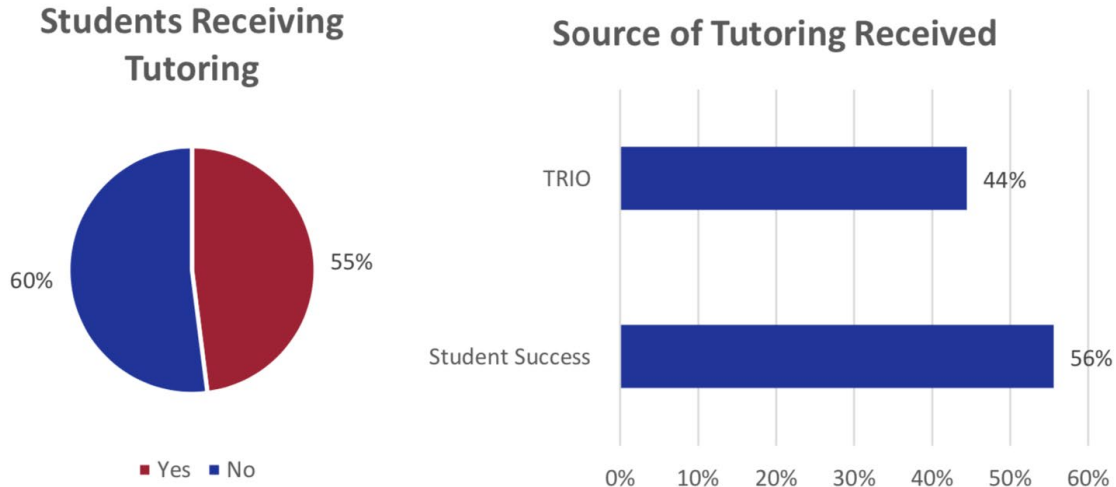
Student Perception of Preparation for the Next Step

When asked if the College had adequately prepared them for the next step, 85% affirmed and 14% indicated Somewhat.



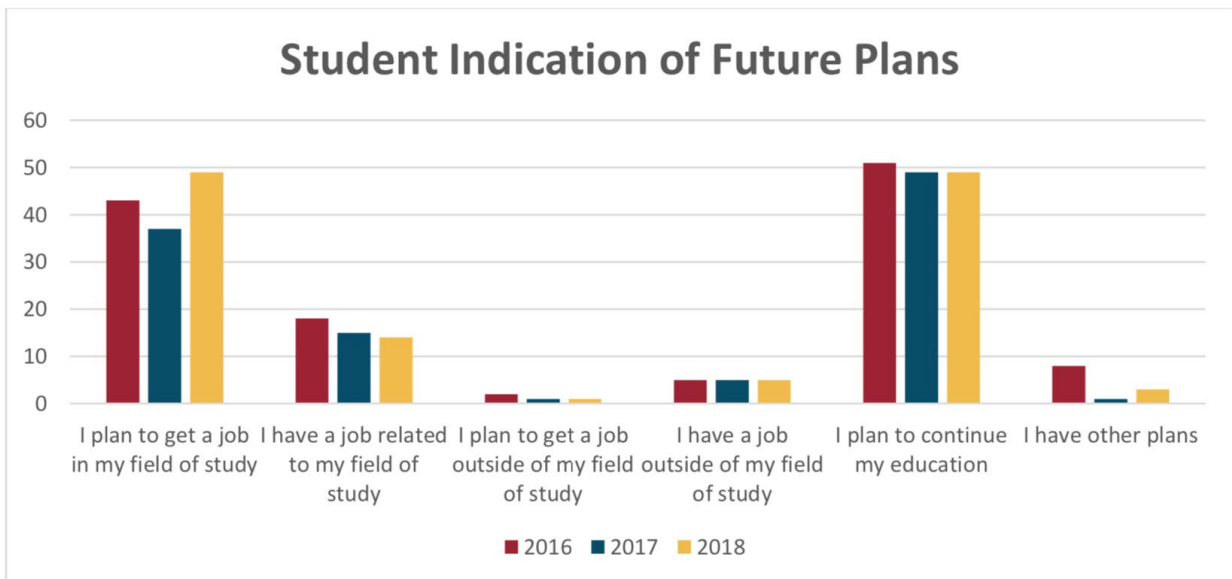
Tutoring

Results indicated that 55% of respondents had taken advantage of tutoring services (up from 41% in 2017). Of the 36 students who indicated utilizing services, 16 indicated use of TRIO, and 20 indicated use of the Student Success Center.



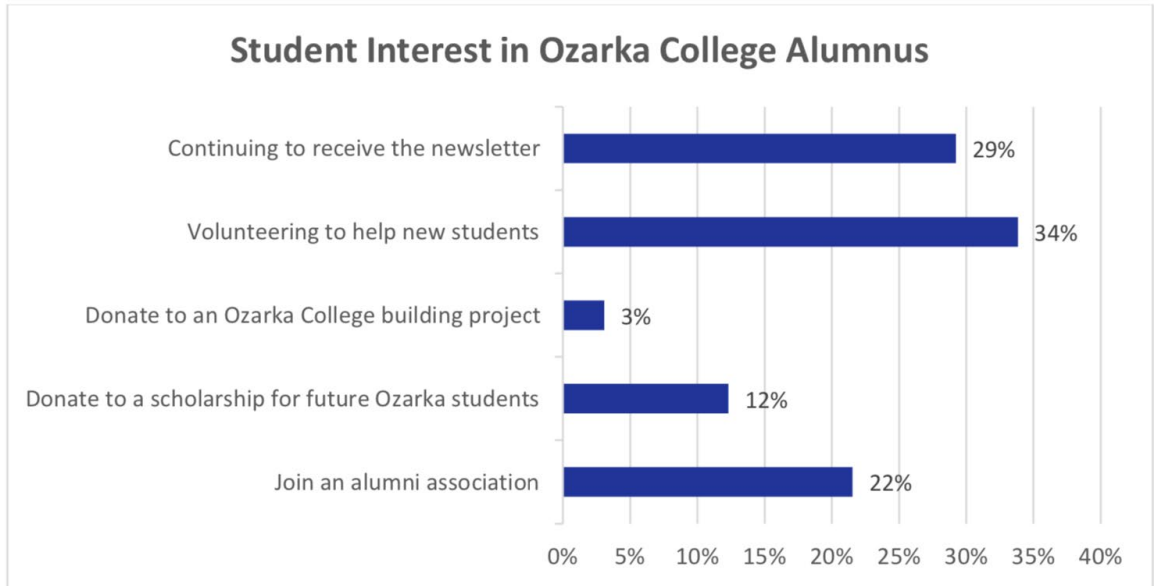
Student Indication of Future Plans

The Future Plans question resulted in 75% percent of respondents indicating pursuit of a *Job in my field of study* (up from 53% in 2017) and 22% indicating they *Have a job related to my field of study*. In addition, *continuing education* decreased from 70% to 75% between 2017 and 2018.



Alumni Interest

Of the 65 respondents, 22% indicated they would be interested in joining an alumni association, 34% agreed to volunteer to help students, and 29% were interested in receiving the campus E-newsletter.



Results of Individual Questions

What is your best advice for students just starting at Ozarka College?
Do your best, be prepared, have fun, do the bonus work, use your resources, save receipts from school things for tax info.
Be dedicated, ask questions, and follow your dreams.
Utilize all the resources that you can. everyone is here to help so don't be afraid to ask for help.
Form effective time management skills. Time management may be the most important skill for a future and Ozarka is a good place to master it.
Take your time and study. Also, don't over do it on the classes and hours you are taking.
Take basics and move on
Don't ever give up and don't be afraid to ask for help! there are great resources dedicated to helping you.
Just take it one day at a time. It will all be worth it in the end.
Go all the way!
Study hard. talk to your instructors
Don't give up, keep going
Use all resources available
Study hard, if you want it you can have it
Don't be afraid to ask questions! the faculty is very helpful and kind all the time. Also, apply for scholarships!
Have fun and read the questions.
Read the questions!
Believe in yourself
Have faith in yourself
Don't procrastinate, plan ahead
Don't wait until the last minute to study.
Don't be afraid to ask questions
If first you don't succeed try, try, try, try again.

Ozarka College 2018 Graduate Survey Results 5

How has your education at Ozarka College helped you to grow personally?

I have gained so much knowledge while going through Ozarka LPN program. I do not think I could have gotten this education anywhere else.

Helped me gain friends.

It yanked me out of my comfort zone

Gained self confidence

Has helped me achieve my goals

Given me skills to continue my education

Helped me feel accomplished

Made me push past what I thought I could do

It has helped me learn to manage time better and get along with many different age groups

Yes

My education at Ozarka has helped me grow personally in the sense of making connections with others.

It has shown me what I really was put on this earth to do. while being in this program I have found my true calling and do not question what my life's purpose is anymore.

Gave me the confidence I need to pursue my career

It helped to get me to work well with others even if our personality's or attitudes are not the same

Helped me follow my dream career path

Yes, I've met a lot of wonderful people who have helped me learn

Helped get degree

Helped me with test taking skills

Helped with test taking skills

Yes, learning more and had excellent experience (clinical)

I have made new friends and learned new study techniques that benefit me in so many ways

It has sharpened my skills

Not much

It has advanced me in my knowledge of the medical field and it allowed me to get my desired job at the hospital doing medical coding.

Ozarka has given me an education to help my family. it will give me a provision, success and happiness.

By learning

Got a job

I grew

It has taught me time management, personal skills and assets, and given me many memory's.

I have come a long way on a personal level in the last two years. I do not know how much of this growth can be attributed to Ozarka, but I know I would not have experienced as much growth had I taken another path. Nonetheless, Ozarka has been the first step for me and, as it usually is, the first step is the most crucial to the completion of a journey.

My education at Ozarka has helped me to grow personally by helping me decide what I want to do with my life and more on with my education.

Not at all

I have reclaimed my self-confidence and now have a great future ahead of me.

Ozarka College 2018 Graduate Survey Results 6

It has helped me become more confident and pushed me outside my comfort zone and increased my interest in my field of study.

Helped me to decide what I want to do with my life.

I learned a lot about myself while attending Ozarka. I learned how to manage my time so much better.

Taking 5-6 classes a semester was difficult but i defiantly discovered my strengths and weaknesses.

Better myself

I feel able to do my new job as an LPN.

Improve my confidence

Ozarka College 2018 Graduate Survey Results

SECTION EIGHT

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.

Program Strengths: The ASE is offered at a nominal cost to students at \$7,000 to \$8,000 excluding supplies and books. Books and supplies are chosen to maximize resource accessibility while minimizing cost to student.

Transfer opportunities are abundant throughout the state and beyond. Our General Education core and the Teacher Education courses fit well with most four-year degrees, thereby providing our students with many options. In addition, we have the 2+2 agreements with four institutions, which allows the students transfer opportunities to attend an institution that best meets their needs places them in the final two years of their designated program.

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 Director is available as the students have needs or questions. Also, the students are not allowed to register for classes each term until they have met with the advisor (Program Director). This allows the student and advisor to know the goals of the student and make any changes necessary.

The program is offered all year, and some courses are being offered in each summer term.

Because this program is offered through distance learning, it is available to those who are currently working full-time jobs. This affords them to continue working while at the same time earn a degree or certificate.

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

Creating more community awareness and involvement regarding the Teacher Ed. Program is one area that could be improved upon.

Several improvements were recognized soon after the new program director came into the position, and improvements quickly began to transpire.

Through our assessment procedures, we continue to work on our course success rates. The Arkansas Department of Higher Education's productivity model, along with the College's Enrollment Management Plan, has initiated a focus on gateway course success, namely Composition I/II, College Algebra, General Psychology, American History, World Civilization, and American National Government. We will look to improve success rates in these gateway courses in the coming semesters.

Additionally, due to our size and budget constraints, we rely heavily on adjunct faculty. However, our rural location is not always conducive to finding qualified individuals willing to come to our campus to teach, so much of our adjunct work is online. As enrollment improves, we are actively looking to hire more full-time faculty, especially in the areas of Science and Psychology.

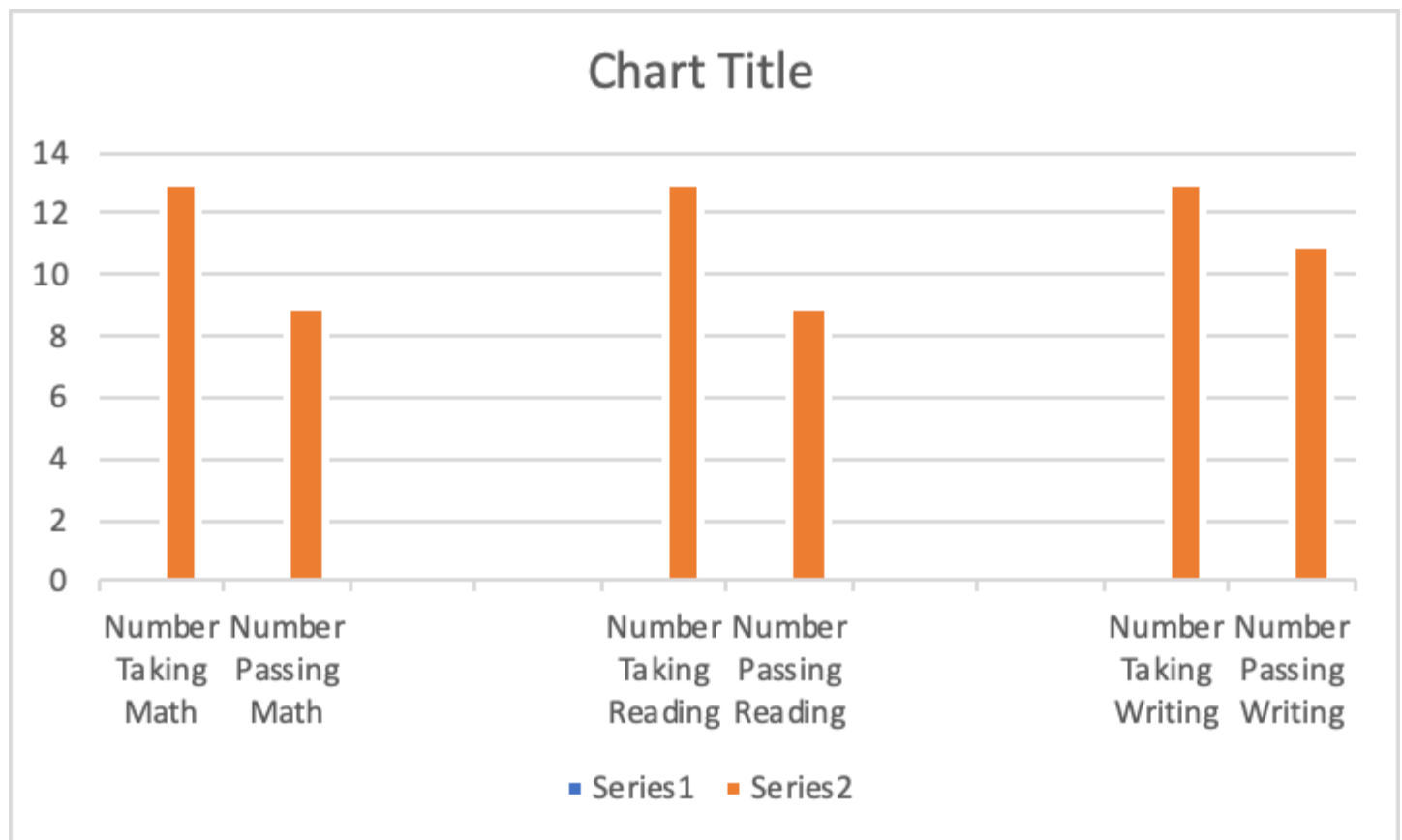
2. List program improvements accomplished over the past two years.

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.

A degree track plan was developed that guides the students through the required courses per semester that is structured so that all requirements can be met within four semesters. As new students enter the program, the advisor goes through this plan with them to allow them to see on paper how the courses will be scheduled and how they can be accomplished within that time frame. The students are provided with a copy of this degree track plan and one kept in their folder in the Director’s office.

As a result of the students struggling to enter Stage II of the Teacher Ed Program upon transferring to a four-year institution, the Core Praxis Prep Class was developed to assist the students in passing the Core Praxis or the ACT in the designated areas of Reading, Writing, and Math. This course has proven to be successful in aiding the students in this endeavor.

The following chart reveals this data:



Upon discovering that many students were struggling with family and job responsibilities and unable to complete their studies at a four year institution due to the requirements of being in physical classroom settings, we were able to secure an institution and develop a 2+2 agreement in which the students would be able to complete their studies in an online setting. This was beneficial to our institution because it allowed us to reach more students.

An Advisory Board for the Teacher Education Program has been developed that is made up of 10 members from the area high schools. These members consist of the high school principal and counselor. The purpose of this board is to gain from us a deeper understanding of the Teacher Education Program we offer at Ozarka College and ways that we convey and implement this program to the area high school students. Another purpose for this board is to gain insight from the area high school administration in discovering the best methods for meeting the needs and targeting the high school students in our area.

Because the program director needed a bit of extra time to write the self-study, an adjunct instructor has been hired to alleviate the instruction load of the Director. It has allowed more time to be spent on advising the students in their program options and enlisting new students into the program. The Program Director serves as the director of the entire program, advisor of all students in the program, and instructor of all the Teacher Education courses.

Also, to accommodate the many students in this program who are single parents, parents in general, and have full time jobs, the program director meets with these students after working hours and also travels to the four campuses and to Batesville to meet with students who are in that surrounding area after hours. This has allowed the program director to work one-on-one with more students, but it has been very time consuming.

Another way the program director has been able to better accommodate the students in the Teacher Ed Program is to meet off the clock in the summer months at least twice a month, sometimes more often. It is difficult for others to understand the complexity of the program and advise the students who show interest in the summer. The admissions office contacts the program director when a new students come in, and the program director sets up an appointment to come into the office and meet with them. The program director also receives phone messages and emails via the internet system in the summer and responds by setting up appointments with those contacts in the summer.

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

Projected ideas for improvements:

1. Add a summer Kiddie College - this would be taught on a volunteer basis by the students in the Teacher Education Program for experience purposes. This program would be of benefit to both Elementary (K-6) students and Teacher Education Students. In the Kid's Kollege, students would attend various sessions as developed by the Teacher Education Director the student teachers. The students would rotate classes throughout the day and participate in hands on activities that will reinforce and even expand on what they have learned during the school year. I would suggest that the first summer this program is implemented, we just offer a one-week session. If that is successful, we can then extend it to a two-week session the

following year. I also suggest that evaluation forms are completed by the students attending the Kid's Kollege, the students teaching leading the sessions, and the parents to gain feedback for making improvements for the next year's summer sessions. I would suggest we partner with the Culinary Department in preparing lunches and snacks each day of Kid's Kollege.

The following chart reveals a layout of the plans and projected costs:

Kid's Kollege	Student Teachers	K-6 Students
<p>Cost: \$1800.00-\$2000.00</p> <p>*This cost is based on the approximate number of students participating.</p> <p>*It will encompass snacks, lunch, and materials for each student and teacher.</p>	<p>Student teachers would not receive pay nor credit toward course work. This would strictly be a volunteer teaching experience for the sole purpose of gaining teaching experience as they are working through their ASE degree.</p>	<p>\$75.00 Per Week</p>
<p>Time: 1 Week - Summer 5 hours a day - 9:00 - 2:00 4 hours a day - Monday-Thursday</p>	<p>Preparation Time: 10 hours before 1 Week - Summer 5 hours a day - 9:00 - 2:00 4 hours a day - Monday-Thursday</p>	<p>1 Week - Summer 5 hours a day - 9:00 - 2:00 5 days a week - Monday - Friday</p>
<p>Benefits: This will provide exposure of the college to the community. It will also allow parents to become partners with the college as they will be invited at the end of the week to attend a ceremony to see what their child has learned during the week. We will also seek to partner with local businesses through their donations to support and help fund this summer project. This will allow the community and business leaders to become partners with the college.</p>	<p>This program will provide hands-on experience for the students in the Teacher Prep Program.</p>	<p>This program will provide reinforcements to the students learning experiences and offer challenging opportunities to continue to explore and grow academically.</p>
<p>Curriculum: Science, Math, English, Social Studies - developed by the students in the Teacher Ed Program. The curriculum will be geared toward hands-on, fun projects to enhance student learning and spark interest in learning experiences using project based learning methods.</p>	<p>The Teacher Ed students will develop lesson plans and gather resources to teach and engage students in their sessions in a creative and fun experience. The lessons will be derived from the Arkansas Standard Frameworks.</p>	<p>The students attending Kiddie College will be challenged to explore new ways of learning and will become actively involved in their summer learning experiences. They will</p>
<p>Funding: We will use the students tuition as the means for funding. In the future we will look at various funding options, which may include grants and donations of supplies from local businesses.</p>	<p>The goal is to allow the costs to be incurred through the students' tuition fees so the Teacher Ed students will not be responsible for purchasing their own resources. Later we will consider asking local businesses to</p>	<p>The students attending will be charged a tuition fee. Perhaps businesses could provide scholarships for students whose parents may not have the means to pay the tuition fee.</p>

	partner with us and donate some needed supplies and maybe tuition fees for those in need.	
Evaluation: We will ask students, parents, and the teacher workers to complete evaluation forms at the end to help us plan for improvements for the next summer.	I will use the TESS forms and observe the students in the Teacher Ed Program as they are teaching to help strengthen their teaching skills and to assist in better equipping them in their teaching methods.	We will use evaluations from the students and their parents to help us plan and better meet the needs of the students in our sessions for the following summer. We will value every idea and input and use it to strengthen this program in the future..

SECTION NINE

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Institutional Review Team

Out of State On-Site Reviewer:

Out-of-State Desk Reviewer:

Internal Self-Study Team:

Syllabi are attached on the following pages:

EDU2003 INTRODUCTION TO EDUCATION

Course Syllabus

Section: 90

Spring 2018-19

JAN 14, 2019 - MAY 10, 2019

Instructor: Toon, Cheryl R

Office Phone: 870.368.2037

Email: cheryl.toon@ozarka.edu

Office Hours:
Monday:Melbourne - 9:00-2:00
Tuesday:Melbourne - 10:00-12:00
Wednesday:Melbourne - 9:00-2:00
Thursday:Melbourne - 9:00-12:00

Times: ONLINE

ClassRoom: Internet

COURSE DESCRIPTION

This course is designed to help students to explore their motivation for teaching; provide an overview of teaching as a profession through observation of the educational process in four settings: elementary, middle school, secondary, and at least one other school setting. In addition, the course is a forum for discussion of teaching and learning, best practices, and current issues. Students will be required to submit a criminal background check to complete the observation portion of this course.

RATIONALE

The purpose of this course is to give students an overview of teaching as a career for multiple perspectives while introducing the skills necessary to become a reflective professional. Students who are interested in a career in teaching should possess an understanding of central issues that will help them clarify their goals in choosing education as a career.

OUTCOMES/LEARNING OBJECTIVES

- Analyze issues related to effective teaching including research, technology, professional ethics, and trends
- Identify the philosophical, historical, and legal aspects of the American education system
- Build a personal philosophy of education
- Evaluate how the decisions made at the national, state and local levels impact the educational system.
- Recognize the requirements for mandated reporting and teacher licensure including: the Praxis series, background checks, portfolios, and the interview process

TEXT/REQUIRED MATERIALS

Introduction to Teaching

ISBN: 1483365034

Author:

ADDITIONAL MATERIALS: Special Note: This Syllabus is not valid until January 14, 2019.

METHODS OF INSTRUCTION

When you email or call me and leave a message, I will respond to you within 48 hours or sooner. If you email or call me after 10:00 AM on Fridays, I typically will not respond to you until Monday during my office hours.

Video Lectures will be posted by Tuesday of each week.

This course will be comprised of a mixture of instructional mediums including MyOzarka, class and group discussions, writing assignments, development of a teaching portfolio, internet assignments, quizzes, exams, and other class activities. The material that will be covered is broken into units (See the Course Outline). PowerPoint presentations may have some added information, but for the most part, they are scripted versions of the key points in the text. Students are strongly encouraged to read/study these lecture/presentations.

REQUIRED INSTRUCTIONAL ACTIVITIES

A thirty-hour early field experience component is required for this course. The purpose of this experience is to provide the pre-service teacher an opportunity to observe and participate in a

variety of school settings. Observations must include 5 hours at an elementary (K-4), middle (5-8), and secondary (high) school setting. Extracurricular school activities may be required. These field-based activities are designed to encourage personal reflection in the individual's choice to pursue a career as an educator. Orientation in which students must meet with the school principal or administrator is required but does not count toward the the thirty-hour minimum. This field experience is required to receive a passing grade. This activity will provide the practical foundation for all discussions and learning in the college classroom.

An electronic portfolio will be maintained by the student with specific course driven activities and relevant information as specified as part of the grade for the field experience.

The portfolio will include but is not limited to the following:

Reflective summaries of the field experience,

Observation worksheets,

Field experience log totaling the required hours and initialed by the cooperating teacher,

Your resume,

A cover letter,

Teaching philosophy, and

Letters of recommendation.

All assignments will be professional, free from errors, complete, and submitted electronically in Word (doc.)format.

All assignments must be submitted using the MLA Format. That means you will include the MLA heading, MLA page header, MLA in-text citations, and a Works Cited page in MLA format. You should have learned this format in Comp I. You may also find examples and instructions in A Writer's Reference from Comp I or from PurduOwl.com

Failure to comply with the MLA 9th edition guidelines for writing, may result in points deducted or assignment submissions rejected.

Writing assignments in relationship to the Praxis I will be integrated into the course.

EVALUATION PROCEDURES

Assessment of knowledge will be a combination of in-class and out-of-class assignments consisting of a range from essay, multiple-choice, true-false, matching (or any blend) exams, writing assignments, practical exercises, classroom quizzes, take-home exams, classroom activities, and the development of a portfolio. These assignments may range in value from 10 to 200 points. Final grades will progress on a point system tentatively as follows:

Points (Tentatively)

200 = Activities (including assignments, discussions, homework, presentations, etc.)

400 = Exams

200 = Portfolio

800 = TOTAL

The total number of points is subject to change at the discretion of the instructor.

According to Ozarka procedures the final exam **MUST** be proctored. Your final exam for this class will be the Mock Interview.

Plagiarism is not tolerated in this course. The first time it is noted the grade for the assignment will be a zero, a second time will result in an "F" for the course. A helpful website might be: <http://en.writecheck.com/ways-to-avoid-plagiarism/>

All assignments must be submitted using the MLA Format. That means you will include the MLA heading, MLA page header, MLA in-text citations, and a Works Cited page in MLA format. You should have learned this format in Comp I. You may also find examples and instructions in A Writer's Reference from Comp I or from PurduOwl.com

Failure to comply with the MLA 8th edition guidelines for writing, may result in points deducted or assignment submissions rejected.

If you have any questions, I try to respond to emails with 48 hours, not including weekends and holidays. To make sure your email doesn't go into the spam filter, all emails must be sent through the course email.

GRADING SCALE

The following grade scale will be used:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F Below 60

MAKE-UP POLICY

Exams must be completed on time. Missed exams will not be accepted.

Missed assignments must be submitted on time, or they will not be accepted.

Assignments, quizzes, exams, and projects must be submitted online by 11:59 PM on the due date.

Excuses such as computer problems, internet problems, personal problems, reading due dates/times incorrectly and the like are unacceptable. DO NOT ASK FOR AN EXTENSION OR THE PRIVILEGE TO SUBMIT AN ASSIGNMENT LATE. Please be aware that this policy will be enforced consistently, and no exceptions will be given, regardless of the circumstance.

Assignments, quizzes, exams, and projects must be submitted online by 11:59pm on the due date.

ATTENDANCE POLICY

Regular class attendance and punctuality are required for all classes. Class attendance/participation is a critical element for student learning. If a student must miss due to illness, emergency, or college business, the student is responsible for contacting the instructor, checking the Course Outline for work missed, and completing any outside assignments missed. Note: Classroom activities/assignments/projects may not be made up. According to the student handbook, after a student misses the equivalent of two weeks of class sessions, the instructor has the prerogative of assigning a grade "F" for the course. Students who enter class late or leave class early may be counted absent.

You must also sign in at the beginning of each class or workshop session.

Students may be asked to leave class if their behavior becomes a distraction to others or causes a disturbance, e.g. use of cellphones in class, entering class after it has started, or leaving class during instructional time.

When you email or call me and leave a message, I will respond to you within 48 hours or sooner. If you email or call me after 10:00 AM on Fridays, I typically will not respond to you until Monday morning during my office hours.

PROCTORED EXAMS

All students enrolled in any online course will be required to take the final exam (or complete a final assignment) in a proctored setting. The proctored setting will involve the following requirements:

- Students will present a photo id to the designated proctor.

- Exams will be scheduled in two-hour increments, and it will be the responsibility of the student to arrive at the designated testing site at least 15 minutes prior to testing time.
- Students will be required to schedule the chosen site location and time at least two weeks prior to the testing date.
- Students will be required to achieve a minimum score of 70% on the final exam to receive a passing score for the course.
- In addition to testing locations at each of the Ozarka College campuses, students may elect to make proctoring arrangements at a site approved in advance by the relevant Division Chair. Examples of these possible sites are high school and public libraries or testing centers at other colleges. Students may be expected to pay a fee at some of these locations. Any such fees will be the responsibility of the student.

ACADEMIC INTEGRITY

Academic Integrity is expected of all students. Dishonesty includes claiming credit for work others completed, lying, plagiarizing, cheating on tests, and copying other students' assignments. A single incident of violating academic standards of integrity may result in an "F" for the assignment, an "F" in the course, or expulsion. A violation of academic standards will be reported to the Provost. The student(s) involved in the incident may appeal any action through the Grievance Procedure. Plagiarism is a very serious offense and includes copying from other students, purchasing completed assignments, copying from textbooks, claiming as one's own work the ideas of someone else, not giving credit to a source (whether the source was directly quoted, paraphrased, or summarized), or citing a source incorrectly.

SPECIAL NEEDS

The Vice President of Student Services serves as Ozarka College Coordinator of Disability Services and oversees compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To receive services, students must request an appointment with the Vice President for Student Services and provide documentation of their disabilities prior to registration.

ARKANSAS COURSE TRANSFER SYSTEM (ACTS)

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses with Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE website and selecting Course Transfer (<http://www.adhe.edu>).

TOBACCO POLICY

Ozarka College is a tobacco-free institution, including buildings, grounds and parking lots. The use of any tobacco products and electronic cigarettes is prohibited on all college property and in any vehicle owned or leased by the college.

DIVERSITY STATEMENT

Ozarka College is committed to learning for all students. One important component of student learning is diversity education; learning about others, learning with others, and learning from others. By providing diversity learning experiences, Ozarka College provides students with the opportunity

to work together to influence their future, the future of their country and the future of the wider global society.

STUDENT SUCCESS CENTER

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Commencement	May 9
Final Grades Due	May 10
Course and Program Assessment Completion	May 13 - May 17
Last Day for Faculty	May 17

EDUC1001 CORE PRAXIS PREP CLASS

Course Syllabus

Section: 90

Spring 2018-19

Instructor: Richmond, Timothy M

Office Phone:

Email: timothy.richmond@mail.ozarka.edu

Office Hours:

Times: ONLINE

ClassRoom: Internet

COURSE DESCRIPTION

This course prepares individuals, under the supervision of the director of Teacher Education, to prepare, understand, and practice the content on the Core Praxis for the Teacher Educations Program. This course includes instruction in the content areas covered on the exam: Reading, Writing, and Math; it also will provide practice in each exam area and students will receive a grade based on their performance in the course, work, and exams.

RATIONALE

The students in the Teacher Education Program are required to pass the Core Praxis before they are able to move into Stage II of the Teacher Education Program. This course is designed to help the students pass the three parts of the exam: Writing, Reading, and Math. By offering the three areas in a semester long class, the students will receive intense learning experiences and practice tests over the extended time of a semester which will increase their understanding of the content and enable them to pass the Praxis Exam.

OUTCOMES/LEARNING OBJECTIVES

- Read college level material and demonstrate passing skills of analyzing and interpreting on the Core Praxis Exam
- Write effective analysis and argument essays and correct grammatical and mechanical errors in written work on the Core Praxis Exam.
- Demonstrate understanding mathematical problem and procedures for problem solving on the Core Praxis Exam.

TEXT/REQUIRED MATERIALS

ADDITIONAL MATERIALS: The materials will be provided online in class.

Special Note: This Syllabus is not valid until January 14, 2019.

METHODS OF INSTRUCTION

Online

Video Lectures

Assignments

Exams

EVALUATION PROCEDURES

Students are expected to reflect a collegiate level attitude, be conscientious in performing assignments, actively participate in discussions and show respect for others.

Students are expected to complete all assignments and exams on time.

Because this is a teacher preparation class, grammar and spelling will be taken into consideration when submissions are graded.

Plagiarism is not tolerated in this course. The first time it is noted, the grade for the assignment will be a zero; the second time will result in an "F" for the course.

Failure to comply with the MLA 8th edition guidelines for writing, may result in points being deducted or assignment submissions rejected.

GRADING SCALE

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

MAKE-UP POLICY

Exams must be completed on time. Missed exams will not be accepted. Missed assignments must be submitted on time, or they will not be accepted.

ATTENDANCE POLICY

Regular class attendance and punctuality are required for all classes. If a student must miss due to illness, emergency, or college business, it is the student's responsibility to find out what classwork they missed. According to the student handbook, after a student misses the equivalent of two weeks of class sessions, the instructor has the prerogative of assigning a grade "F" for the course.

PROCTORED EXAMS

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- **Students will present a photo id to the designated proctor.**
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- **Students will be required to schedule the chosen site location and time at least two weeks prior to the testing date.**
- **Students will be required to achieve a minimum score of 70% on the final exam to receive a passing score for the course.**
- **In addition to testing locations at each of the Ozarka College campuses, students may elect to make proctoring arrangements at a site approved in advance by the relevant Division Chair. Examples of these possible sites are high school and public libraries or testing centers at other colleges. Students may be expected to pay a fee at some of these locations. Any such fees will be the responsibility of the student.**

ACADEMIC INTEGRITY

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Commencement	May 9
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EDU2013 INTRO TO K-12 TECHNOLOGY

Course Syllabus

Section: 90

Spring 2018-19

JAN 14, 2019 - MAY 10, 2019

Instructor: Toon, Cheryl R

Office Phone: 870.368.2037

Email: cheryl.toon@ozarka.edu

Office Hours:

Monday:Melbourne - 9:00-2:00

Tuesday:Melbourne - 10:00-12:00

Wednesday:Melbourne - 9:00-2:00

Thursday:Melbourne - 9:00-12:00

Times: ONLINE

ClassRoom: Internet

COURSE DESCRIPTION

Introduction to K-12 Technology. This course is designed for current and future educators to develop a solid understanding of educational technology, including how to use computers, how to access information on the World Wide Web, and how to integrate computers and educational technology into classroom curriculum.

RATIONALE

Due to the technological demands of today's world and to meet the concepts and skills outlined in National Educational Technology Standards for Teachers and the Technology Standards for School Administrators, it has become imperative that today's educators be able to use and integrate technology in the classroom.

OUTCOMES/LEARNING OBJECTIVES

- Recognize the fundamentals of computers and educational technology, including the World Wide Web as a repository of the latest information as an educational resource and learning tool

- Analyze why computers are essential components in society, the business world, and K-12 education
- Integrate technology resources and technology-based methods into everyday curriculum-specific practices
- Identify the concepts and skills outlined in (NETS-T and TSSA)
- Evaluate the use of educational technology in diverse populations
- Analyze the responsible, ethical, and legal uses of technology, information, and software resources

TEXT/REQUIRED MATERIALS

Teachers Discovering Computers: Integrating Technology in a Changing World

ISBN: 1285845439

Author: Glenda Gunter, Randolph Gunter

ADDITIONAL MATERIALS: Special Note: This Syllabus is not valid until January 14, 2019.

METHODS OF INSTRUCTION

This course will be comprised of student discovery learning, sharing in discussion groups, projects including group projects, papers and exams.

MyOzarka will be used for communication and sharing of information gathered by students.

Video Lectures will be posted by Tuesday of each week.

EVALUATION PROCEDURES

Students are expected to reflect a collegiate level attitude, be conscientious in performing assignments, participate in discussions and projects, and show respect for others.

Grades will be determined using the following criteria:

Discussions

Projects

Papers

Exams

All assignments will be professional, free from errors, complete, and submitted electronically in Word (doc.) format.

All assignments must be submitted using the MLA Format. That means you will include the MLA heading, MLA page header, MLA in-text citations, and a Works Cited page in MLA format. You should have learned this format in Comp I. You may also find examples and instructions in A Writer's Reference from Comp I or from PurduOwl.com

Failure to comply with the MLA 8th edition guidelines for writing, may result in points deducted or assignment submissions rejected.

Writing assignments in relationship to the Praxis I will be integrated into the course.

GRADING SCALE

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

MAKE-UP POLICY

Exams must be completed on time. Missed exams will not be accepted.

Missed assignments must be submitted on time, or they will not be accepted.

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EDUC2033 CHILD GROWTH & LEARNING

Course Syllabus

Section: 90

Spring 2018-19

JAN 14, 2019 - MAY 10, 2019

Instructor: Toon, Cheryl R

Office Phone: 870.368.2037

Email: cheryl.toon@ozarka.edu

Office Hours:

Monday:Melbourne - 9;00-2;00

Tuesday:Melbourne - 10:00-
12:00

Wednesday:Melbourne - 9:00-
2:00

Thursday:Melbourne - 9:00-
12:00

Times: ONLINE

ClassRoom: Internet

COURSE DESCRIPTION

This course studies the nature, development, and learning of children through adolescence. It includes physical, cognitive, and psychosocial development. It prepares students to understand the complex, dynamic process of child development and learning, and helps students understand when departures from normal childhood behavior are significant.

RATIONALE

OUTCOMES/LEARNING OBJECTIVES

- Recognize appropriate ways for adults to help facilitate learning and development during the early years.
- Identify the warning signs of possible developmental delays of children up to adolescence.
- Evaluate cultural and ethnic diversity in terms of its impact on the developmental and learning processes.
- Identify possibilities for assistance for families of children.
- Analyze the value of direct observation of children in their natural settings, be it a classroom, a childcare program, or the child's own home.

- Observe, evaluate, analyze, and interview in order to demonstrate a perspective and an appreciation of the learning and development of children.

TEXT/REQUIRED MATERIALS

Child and Adolescent Development in Your Classroom, Topical Approach

ISBN: 1305964241

Author: Christi Crosby Bergin, David Allen Bergin

ADDITIONAL MATERIALS: Special Note: This Syllabus is not valid until January 14, 2019.

METHODS OF INSTRUCTION

Online

Video Lectures

Projects/Case Studies

Reading Assignments

Research

Video Lectures will be posted by Tuesday of each week.

EVALUATION PROCEDURES

Students are expected to reflect a collegiate level attitude, be conscientious in performing assignments, actively participate in discussions, and show respect for others. Grades will be determined by the following criteria:

Points (Tentatively)

150 = Discussion boards (15 @ 10 points each)

100 = Written Submissions (4 @ 25 points each)

150 = Projects (3 @ 50 points each)

400 = Exams

100 = Final

900 = TOTAL

The total number of points is subject to change at the discretion of the instructor.

Because this is a teacher preparation class, grammar and spelling will be taken into consideration when submissions are graded. The total points earned divided by 900 (or the total number of points) will compute the final grade.

Plagiarism is not tolerated in this course. The first time it is noted the grade for the assignment will be a zero, a second time will result in an "F" for the course. A helpful website might be: <https://owl.english.purdue.edu/owl/resource/589/01/>

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EDUC2043 THE EXCEPTIONAL CHILD IN THE CLASSROOM

Course Syllabus

Section: 90

Spring 2018-19

JAN 14, 2019 - MAY 10, 2019

Instructor:	Toon, Cheryl R
Office Phone:	870.368.2037
Email:	cheryl.toon@ozarka.edu
Office Hours:	Monday:Melbourne - 9;00-2;00 Tuesday:Melbourne - 10:00- 12:00

Wednesday:Melbourne - 9:00-2:00

Thursday:Melbourne - 9:00-12:00

Times: ONLINE

ClassRoom: Internet

COURSE DESCRIPTION

This course is an introduction to exceptional students, with the major focus on serving these individuals in regular education classroom environments. This course should help future teachers understand how to work with exceptional children in a regular classroom and how to help all students cope with inclusion.

RATIONALE

This course is designed to assist a student working with children in an educational setting gain an understanding of normal child growth and learning. This understanding is also required to plan for age and developmentally appropriate classroom settings, activities and materials. This knowledge will also be useful in communicating with families concerning individual children's needs.

OUTCOMES/LEARNING OBJECTIVES

- Recognize appropriate ways for adults to help facilitate learning and development during the early years.
- Identify the warning signs of possible developmental delays of children up to adolescence.
- Evaluate cultural and ethnic diversity in terms of its impact on the developmental and learning processes.
- Identify possibilities for assistance for families of children.
- Analyze the value of direct observation of children in their natural settings, be it a classroom, a childcare program, or the child's own home.
- Observe, evaluate, analyze, and interview in order to demonstrate a multicultural perspective and an appreciation of individual difference and exceptionalities.

TEXT/REQUIRED MATERIALS

Human Exceptionality: School, Community, and Family

ISBN: 1305500970

Author:

METHODS OF INSTRUCTION

Discussion Boards, video, as well as other various tools in myOzarka, such as e-mail, Content, etc.

Video Lectures will be posted by Tuesday of each week.

EVALUATION PROCEDURES

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Points (Tentatively)

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900 = TOTAL

The total number of points is subject to change at the discretion of the instructor.

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Exams must be completed on time. Missed exams will not be accepted.

Missed assignments must be submitted on time, or they will not be accepted.

Assignments, quizzes, exams, and projects must be submitted online by 11:59 PM on the due date.

Excuses such as computer problems, internet problems, personal problems, reading due dates/times incorrectly and the like are unacceptable. **DO NOT ASK FOR AN EXTENSION OR THE PRIVILEGE TO SUBMIT AN ASSIGNMENT LATE.** Please be aware that this policy will be enforced consistently, and no exceptions will be given, regardless of the circumstance.

ATTENDANCE POLICY

When you email or call me and leave a message, I will respond to you within 48 hours or sooner. If you email or call me after 10:00 AM on Fridays, I typically will not respond to you until Monday during my office hours.

Regular logins and assignment submissions are required for all classes. According to the student handbook, after a student misses the equivalent of two weeks of class sessions, the instructor has the prerogative of assigning a grade "F" for the course. Therefore, if a student is inactive for two weeks of the course, he/she will be dropped.

PROCTORED EXAMS

All students enrolled in any online course will be required to take the final exam (or complete a final assignment) in a proctored setting. The proctored setting will involve the following requirements:

- Students will present a photo id to the designated proctor.
- Exams will be scheduled in two-hour increments, and it will be the responsibility of the student to arrive at the designated testing site at least 15 minutes prior to testing time.

- Students will be required to schedule the chosen site location and time at least two weeks prior to the testing date.
- Students will be required to achieve a minimum score of 70% on the final exam to receive a passing score for the course.
- In addition to testing locations at each of the Ozarka College campuses, students may elect to make proctoring arrangements at a site approved in advance by the relevant Division Chair. Examples of these possible sites are high school and public libraries or testing centers at other colleges. Students may be expected to pay a fee at some of these locations. Any such fees will be the responsibility of the student.

ACADEMIC INTEGRITY

Academic Integrity is expected of all students. Dishonesty includes claiming credit for work others completed, lying, plagiarizing, cheating on tests, and copying other students' assignments. A single incident of violating academic standards of integrity may result in an "F" for the assignment, an "F" in the course, or expulsion. A violation of academic standards will be reported to the Provost. The student(s) involved in the incident may appeal any action through the Grievance Procedure. Plagiarism is a very serious offense and includes copying from other students, purchasing completed assignments, copying from textbooks, claiming as one's own work the ideas of someone else, not giving credit to a source (whether the source was directly quoted, paraphrased, or summarized), or citing a source incorrectly.

SPECIAL NEEDS

The Vice President of Student Services serves as Ozarka College Coordinator of Disability Services and oversees compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To receive services, students must request an appointment with the Vice President for Student Services and provide documentation of their disabilities prior to registration.

ARKANSAS COURSE TRANSFER SYSTEM (ACTS)

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses with Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE website and selecting Course Transfer (<http://www.adhe.edu>).

TOBACCO POLICY

Ozarka College is a tobacco-free institution, including buildings, grounds and parking lots. The use of any tobacco products and electronic cigarettes is prohibited on all college property and in any vehicle owned or leased by the college.

DIVERSITY STATEMENT

Ozarka College is committed to learning for all students. One important component of student learning is diversity education; learning about others, learning with others, and learning from others. By providing diversity learning experiences, Ozarka College provides students with the opportunity to work together to influence their future, the future of their country and the future of the wider global society.

STUDENT SUCCESS CENTER

The Student Success Center is located upstairs in Suite 205 of the Student Center Building on the Melbourne campus. Student success services are also available in the Ash Flat and Mountain View Student Center Building. Check with the main office in Mammoth Spring for location on that campus. The center is free and open to all students. The SSC provides academic coaching by appointment or on a walk-in basis for individual or group tutoring. Success Coaches are available to assist with homework and help improve study and time management skills. The SSC also provides career counseling with the KUDER Career Planning System and resume assistance and has a job placement program. If you have any questions, visit our site at <http://www.ozarka.edu/blogs/success>, contact the SSC by phone: 870-368-2056 or email: success@ozarka.edu.

MISSION

The mission of Ozarka College is to provide life-changing experiences through education

IMPORTANT DATES:

Last Day to Audit a Class	Jan 29
Offices Open	Jan 2
Reporting Day for Faculty	Jan 7
In-Service Week	Jan 7 - Jan 11
ARNEC Classes Begin	Jan 8
New Student Orientation (All Campuses)	Jan 10
Classes Begin	Jan 14
Martin Luther King Day (Offices Closed)	Jan 21
Census Day	Jan 29
Last Day to Withdraw with a "W" - 8 Week Classes (CNA)	Feb 21
Mid-term Advisory Grades Due	Mar 11
Spring Break	Mar 18 - Mar 22
Summer/Fall Registration Open - All Students	Apr 1
Last Day to Withdraw with a "W"	Apr 11
ARNEC Classes End	Apr 25
Classes End	May 3
Semester Final Exams	May 6 - May 9
Commencement	May 9
Final Grades Due	May 10
Course and Program Assessment Completion	May 13 - May 17
Last Day for Faculty	May 17

INTERNAL and EXTERNAL REVIEW REPORT

SUMMARY

ASSOCIATE OF SCIENCE IN EDUCATION

2018 -2019 ACADEMIC YEAR

Both reviewers (internal and external) completed a thorough review of the Teacher Education Program for Ozarka College. Both reviewers pointed out some strengths they saw in the program as well as some recommendations to enhance the program. Both also indicated there were no major concerns for the program, but there are some steps that can be taken to allow the program to continue to grow.

The strengths pointed out by both reviewers are as follows:

1. Course requirements are aligned to the Arkansas Course Transfer System and a plan is in place to enable students to successfully complete an ASE at Ozarka and transfer to a 4-year institution to complete a BSE.
2. Outcomes for the program are clear and easy to understand and accomplish.
3. A dip occurred in the number of graduates in the academic year 2017/18, but seemed to rebound in 2018/19.
4. Based on students' struggles to pass the exams (Core Praxis and ACT) for entrance into Stage II of the Teacher Prep Programs at the 4-year institutions, a course was developed to help prepare these students for passing that exam.
 - a. This course was recently developed within the last year and data is being collected to verify the support this course is providing the current students in the program.
5. Offering courses every semester is essential to larger numbers of students completing the program.
6. Improvements have been made regarding the program:
 - a. Use of advising notes
 - b. Degree Track Plan
 - c. Development and implementation of Praxis Prep course

- d. Variety of 2+2 agreements with state institutions
- e. Established advisory board

The suggestions to further enhance the program are as follows:

1. Collect data after students have graduated with a BSE and licensure in order to track how many are successfully moving into the career of teaching.
 - a. I agree this is beneficial information that will guide in continuing to build the program.
 - b. This will be forwarded to the Vice President of Planning and Institutional Research so she can develop such a survey and begin sending it to graduates who have completed an ASE with Ozarka College.
2. Assignments and brief description might be added to syllabi to provide student with information of assignments and grades to provide additional support and access to the students in addition to this information that is already posted in the course agenda.
 - a. This is something that I agree with and will begin adding to the syllabi where the course points posted.
 - b. The tentative date to have this completed in all classes is by the Spring semester of 2020/21.
3. In future adjunct hiring to include instructors with elementary and mid-level certification and teaching experience.
 - a. I agree with this statement, but until we reach the point in which more adjuncts are needed, teachers in these particular fields could be utilized as guest speakers in program events and class sessions.
 - b. Implementation of this will begin in the Fall of 2020/21 and continue in each semester thereafter.
4. Maintain effective review processes to meet changes in state licensure requirements.
 - a. I agree and will each year attend conferences provided by the state addressing such issues and updates.
5. Provide students with a written plan of how to access library materials through the branch campuses with a designated resources area identified.

- a. I agree and will begin working on this with the librarian and branch campus directors.
 - b. Will have this completely in place by Spring 2020/21 semester.
6. Initiate a recruitment plan to encourage interest in the ASE program beyond the courses available to the concurrent students.
- a. I agree and will begin meeting with the advisory board, division chair, and VP of Academic Affairs to devise strategies to put this into action.