



Early College Faculty Handbook

***Transforming Lives Through Quality
Learning Experiences***

Table of Contents

Welcome.....	3
Early College Enrollment.....	4
Mission and History.....	5-8
Student Success Outcomes.....	9-10
Faculty Qualifications.....	11-15
Student Qualifications.....	16-17
Resources.....	18-20
Academic Policy and Procedures.....	21-30
Accreditation.....	31

Welcome to ASU-Beebe

We are an independently accredited and operationally separate two-year institution of the Arkansas State University System. With campuses located in Beebe, Heber Springs, Searcy, Little Rock Air Force Base, and online, we offer high-quality, affordable education close to home.

The ASU-Beebe Early College Enrollment Program is a partnership program between ASU-Beebe and your school district. Through this program you have the opportunity to help prepare students for the academic challenges of college by enrolling in ASU-Beebe courses before they begin their full-time college studies.

This Early College Enrollment Faculty Handbook contains important information concerning the course(s) you are teaching. As an official faculty member of ASU-Beebe, you need to become familiar with this important information and reference it during your time as instructor.

Founded in 1927, ASU-Beebe has a long history as a student-centered university, dedicated to transforming lives through quality educational experiences. We value our students and constantly strive to be more effective at meeting their educational and professional needs in friendly, supportive atmosphere.

If you have any questions, please don't hesitate to contact us.

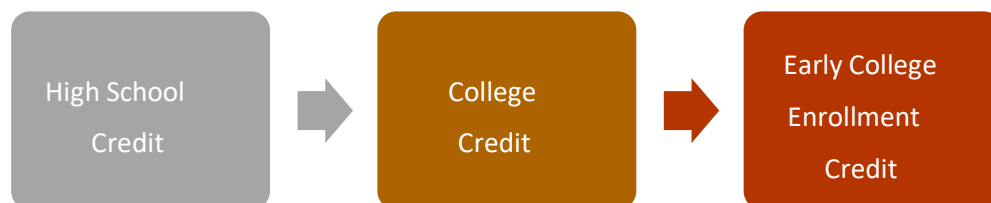
Ashley N. Hankins
Associate Director of Early College
Coordinator of Early College Enrollment

Early College Enrollment

Act 1097 of 1991 and Act 936 of 2007 of the Arkansas General Assembly provides for students who are enrolled in an accredited high school and meet the admission standards of Arkansas State University-Beebe to concurrently enroll for academic courses.

The ASU-Beebe Early College Enrollment Program is a joint effort between ASU-Beebe and area high schools. Upon approval of the students' high school and ASU-Beebe, a student may take college classes on their high school campus and/or on ASU-Beebe's campuses and receive both high school and college credits.

ASU-Beebe is a proud accredited member of the National Alliance of Concurrent Enrollment Partnerships (NACEP).



Arkansas Course Transfer System

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within 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 (www.adhe.edu).

The University has listed the equivalent ACTS course index number in the ASU-Beebe course description. For example, ACCT 2003 Principles of Accounting I will have ACTS Course Index: ACCT 2003 listed.

Most institutions require a C or better for transfer.

Mission and History

Our Mission and Vision statements carry with them the responsibility, traditions, and forward-thinking exemplified by all associated with the institution. Supported by our Core Values, we continue to be the avenue of upward mobility and realization of human potential for so many in Central Arkansas and beyond.

Mission

Transforming Lives Through Quality Learning Experiences

Vision

Arkansas State University – Beebe will become a nationally benchmarked institution that empowers individuals, embraces communities, and transforms lives.

Core Values

Arkansas State University – Beebe subscribes to the following Core Values:

1. Student Success
2. Integrity
3. Quality
4. Community

Foundational Assumptions

Emphasize One-College Approach: The Strategic Plan assumes that the College operates as one college with multiple locations, programs and services. The common application of policy, practice and procedures will guide the College as the Strategic Plan is implemented. While each campus and location is unique and serves different populations, the priority must always be an institution-wide focus on "What is best for ASU-Beebe as a whole?" The College will emphasize providing a consistent, quality educational experience across all locations, programs, and services.

Continuously Evaluate for Efficiency: The Strategic Plan assumes that the College strives to increase operational efficiencies and continuously seeks methods to reduce costs. This includes seeking new funding sources as well as exploring innovative technologies.

Embrace Data-Informed Decision Making: The Strategic Plan assumes that the College embraces data-informed decision-making. The College will seek to answer, "How does this advance student success?" at every turn. The College will provide the necessary support to institutional research to ensure the data on which all decisions are based is sound.

Timely and Effective Communication: The Strategic Plan assumes that the College will communicate the information necessary to cultivate active support around the goals and strategies in the plan. These communications will involve all employees and be open and transparent.

Mission and History

Strategic Goals: S.E.E. the Vanguard Vision

Priority One: Strengthen Enrollment and Student Success

- Strategy 1: Create an enrollment management plan that focuses on reducing the gray box by targeting recruitment of recent high school graduates and adults without college credentials.
- Strategy 2: Increase awareness of programs and the paths to their completion.
- Strategy 3 Create comprehensive pathways for student support and engagement from enrollment to completion.
- Strategy 4: Ensure a smooth transition to transfer institutions.
- Strategy 5: Strength Enrollment and Student Success

Priority Two: Expand the Vanguard Impact:

- Strategy 1: Strengthen alumni engagement.
- Strategy 2: Expand industry and business partnerships.
- Strategy 3: Strengthen community and donor relations.
- Strategy 4: Increase awareness of ASU-Beebe's educational opportunities through strategic engagement.

Priority Three: Elevate the Employee Experience

- Strategy 1: Implement a comprehensive onboarding program.
- Strategy 2: Foster a culture of employee appreciation.
- Strategy 3: Develop a culture of effective communication.

History

Arkansas State University-Beebe is a public two-year institution located 35 miles northeast of Little Rock and 110 miles southwest of Jonesboro and has been in continuous operation since 1927. During this time, it has been known by five different names:

1. Junior Agricultural School of Central Arkansas (1927)
2. Junior Agriculture College of Central Arkansas (1931)
3. Arkansas State College-Beebe Branch (1955)
4. Arkansas State University-Beebe Branch (1967)
5. Arkansas State University-Beebe (2001)

The institution operates under the policies of the Board of Trustees and President of the Arkansas State University System. Programs at ASU-Beebe function separately under the leadership of the Chancellor. As an operationally separate institution of the Arkansas State University System, ASU-Beebe consists of the campuses in Beebe, Heber Springs (ASU-Heber Springs, A Center of ASU-Beebe), and Searcy (ASU-Searcy, A Technical Campus of ASU-Beebe), and an educational center at Little Rock Air Force Base.

Mission and History

Since its foundation in 1927, Arkansas State University-Beebe has provided two years of course work for those who wish to transfer to senior institutions. It has also offered associate degrees and certificate programs which can prepare them to enter the workforce in two years or less. Its affiliation in 1955 with Arkansas State University has enhanced the institution's ability to combine the openness and flexibility of a community type college with the stability and tradition of a university system.

The institution was established by Act 282 of the 1927 Arkansas General Assembly as the Junior Agricultural College of Central Arkansas. Citizens of the community donated 320 acres of land to be used for buildings and agricultural purposes and the first classes were held in October 1929. Act 68 of 1931 expanded the institution by changing the name to Junior Agricultural College and by enlarging the curriculum to meet the requirements of a junior college.

The institution operated as an independent state-supported junior college until September 1955 when the Arkansas General Assembly by Legislative Act 84 abolished the institution as an independent organization and its administration and functions were assigned to Arkansas State College as a branch of the main campus at Jonesboro. By Act 3 of the 1967 Arkansas General Assembly, Arkansas State College became Arkansas State University on July 1, 1967, and the Beebe unit became Arkansas State University – Beebe Branch. In 1971 the responsibility for maintenance of financial records for the Beebe Branch was transferred from the office of finance of the Jonesboro campus to the business office of the branch campus at Beebe.

In 1977, the title of the chief officer of the branch was changed from dean to chancellor by an act of the General Assembly. Since that time the campus administration has been fully responsible for conduct of the institution's affairs. The Chancellor is accountable to the President and the Board of Trustees of the Arkansas State University System.

Act 496, enacted by the General Assembly in 1985, established Arkansas State Technical Institute at Arkansas State University-Beebe to provide educational programs which combine academic skills and vocational training in highly technical employment areas. The first programs were implemented in the fall of 1987. Act 1244, enacted by the General Assembly in 1991, established the merger of White River Technical College and ASU-Beebe to create ASU Newport, as an integral part of the ASU-Beebe system. However, during the spring of 2000, the ASU Board of Trustees, the Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board approved the status of ASU-Newport as a stand-alone campus pending completion of stated milestones. ASU-Newport has met all the stand-alone requirements and now reports directly to the ASU – System Board of Trustees and President.

ASU-Heber Springs, a Center of ASU-Beebe, was established in response to the community's desire to have a two-year college presence in Cleburne County. Although continuing education classes had been offered in the area for several years, local community leaders contacted the President of the ASU System in 1997 expressing interest. The University conducted a needs assessment among several entities in the community and the surrounding areas.

Mission and History

It was concluded that Cleburne County would benefit from a two-year college presence due to the geographic area and local support. In the legislative session of the 1999 Arkansas General Assembly, ACT 426 of 1999, officially established ASU-Heber Springs, a Center of ASU-Beebe.

Act 90 of 2001 by the Arkansas General Assembly removed the term —branch from legislation affecting ASU-Beebe. Effective July 1, 2003, Foothills Technical Institute in Searcy merged with ASU-Beebe to become ASU-Searcy, A Technical Campus of ASU-Beebe. The institution, with its campuses in Beebe, Heber Springs, and Searcy, and its center at Little Rock Air Force Base, is now referred to as Arkansas State University-Beebe, and functions as an operationally separate institution of the ASU System.

Student Success Outcomes

The Student Success Council developed the following college-wide outcomes as identifiers of student success at ASUB:

Support and Engagement

ASUB will maintain an environment that assists each student to be financially, mentally, physically and emotionally secure enough to achieve their college objective.

Successful students at ASUB:

- Feel physically and psychologically safe and healthy
- Receive tutoring and mentoring that facilitate their academic success
- Feel welcome on campus by employees, student organizations and activities that foster social inclusion
- Demonstrate financial literacy through interactions with offices, personnel and course work

Goal Completion

ASUB will work to make sure that each student stays with the University the appropriate amount of time to complete his or her college objective.

Successful students at ASUB:

- Progress easily through admission, registration and the enrollment processes
- Choose from extensive coursework available online and on campus
- Receive academic advising that helps them achieve their educational and career goals
- Report effective support from financial, tutoring and other ASUB offices
- Have appropriate and attractive facilities and resources available
- Continue their studies at ASUB across semesters and academic years until graduating from ASUB or achieving their educational goals
- Transfer successfully to a four-year university to continue their studies or obtain employment within their field or chosen career

Communication

ASUB will provide students with the communication skills necessary to succeed professionally.

Successful students at ASUB:

- Write clearly, concisely and accurately and revise with logical organization utilizing technological resources
- Read for comprehension so they can restate, explain, infer and interpret information
- Listen for comprehension so they can restate, explain, infer and interpret information
- Speak clearly, concisely, accurately, logically, persuasively and enthusiastically
- Participate in collaborative learning experiences

Student Success Outcomes

Society and Self

ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them.

Successful students at ASUB:

- Encounter people, situations, and experiences that promote a multifaceted appreciation for humanity
- Develop interpersonal skills appropriate to professional and academic situations
- Exemplify integrity and ethical behavior in academic, vocational and personal pursuits
- Engage in activities that promote leadership development
- Plan, prepare and initiate goals towards personal, professional and organizational goals
- Demonstrate knowledge of self in the context of society

Creative and Analytical Thinking

ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors.

Successful students at ASUB:

- Solve problems by recommending, generalizing, modifying, reconstructing, creating and summarizing
- Using a variety of media to create solutions to visual and conceptual problems.
- Solve a variety of mathematical problems using both traditional and technological techniques and models
- Apply mathematical and scientific reasoning to new and real-life situations while drawing appropriate conclusions
- Research a subject by identifying and evaluating information utilizing traditional and technological resources appropriate to the problem or task
- Read, interpret, quantify, model and graph data using traditional and technological formats
- Interpret and evaluate scientific data presented in various formats
- Critically analyze and compare alternative hypotheses or viewpoints

Faculty Qualifications

Credentials

All faculty and academic administrative staff are required to have official transcripts of all academic work on file in the office of the Vice Chancellor for Academics. All academic transfer area faculty members will have a master's degree or equivalent academic or professional experience appropriate to the discipline to teach the appropriate courses. All technical/occupational faculty members will have degrees or professional experience appropriate to the discipline to teach the appropriate courses.

Joining the Program

1. Determine what course(s) will be taught jointly between the high school and ASU-Beebe
2. The ASU-Beebe Academic Dean checks the faculty member's qualifications with the requirements set by the college. ASU-Beebe requires a resume and an official copy of the faculty transcripts.
3. After the ASU-Beebe Academic Dean and/or Associate Vice Chancellor approves the course and faculty, a Memorandum of Understanding must be in place between the high school and ASU-Beebe.
4. Each school should have a coordinator that facilitates the process between the school and the college. Most high schools elect to have a counselor fill this responsibility.
5. Make sure the faculty has the correct text and matching syllabus as approved by the ASU-Beebe Academic Dean/Program Director.
6. Prerequisites and other course requirements found in the ASU-Beebe catalog should be checked prior to enrollment.
7. Make sure all students have sufficient GPA and ACT or equivalent placement scores prior to enrollment.
8. Teachers and/or counselors may make Early College course recommendations.
9. Students sign up for courses on the high school registration day at their campus or submit their paperwork to the Early College Enrollment Office. Students can only sign up for the courses that have been pre-approved by the counselor.
10. The Office of Early College Enrollment works with the high school counselor to set registration dates.
11. The Office of Early College Enrollment will send a registration packet to the high school for distribution to the students in Early College courses.
12. The forms will need to be handed out to the students prior to the registration date, due to the fact that they require parental signatures.
13. The Office of Early College Enrollment will check registration forms to verify accuracy.
14. The high school Early College instructors are required to certify the class rosters before the semester census date.

Faculty Qualifications

This process is completed for each academic term. If the high school is interested in the Office of Early College Enrollment attending events to provide information to students and parents, please contact us at 501.882.8809.

ASU-Beebe's Early College enrollment courses are approved through the regular course approval process.

Faculty interested in teaching an Early College class must comply with the following requirements:

- Talk with their high school principal/superintendent and get the course approved
- Submit a transcript and a resume to the ASU-Beebe Early College Enrollment Office
- Faculty teaching the ASU-Beebe Early College Enrollment Courses must meet the academic requirements for faculty teaching in post-secondary institutions as stipulated by ASU-Beebe's respective academic divisions.
- ASU-Beebe will provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the University's courses. All Early College instructors are required to participate.
- Faculty teaching for ASU-Beebe's Early College Enrollment Program are a part of a continuing collegial interaction through required annual professional development, seminars, site visits, and ongoing communication with ASU-Beebe's faculty and Early College Enrollment Program personnel. This interaction will address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. Early College instructor participation in professional development is required by NACEP.

Upon approval, official transcripts must be sent to:

Office of Academics
P.O. Box 1000
Beebe, AR 72012

Faculty Qualifications

Teaching Requirements

As required by the Arkansas Higher Education Coordinating Board, faculty of ASU-Beebe Early College enrollment courses must hold Early College students to the same standards of achievement as those expected of students' on-campus. Every section of a course offered through ASU-Beebe's Early College Enrollment Program will be annually reviewed by faculty from that discipline to assure that grading standards meet or exceed those on-campus sections. ASU-Beebe Early College students will be assessed using the same methods as their on-campus counterparts. ASU-Beebe Early College Enrollment faculty are required to adopt the same learning outcomes as those developed for the course on campus. ASU-Beebe Early College enrollment faculty are required to use the same or comparable syllabus and the same textbook as approved by the University. However, an equivalent textbook may be used under the following conditions:

- The textbook has been recently used for the course,
- The textbook is aligned with the course learning outcomes, and
- The textbook has been approved by the college or university.

Evaluations

Student evaluations are performed every semester and every term for all full-time and part-time instructors employed by ASU-Beebe. Additional evaluations may be done at the request of the Dean, Director, Program Coordinator, or the instructor.

The faculty evaluation process begins with student evaluations, which are administered during the academic year as planned by the Office of Academics. The student evaluation form has statements about the teacher and the course that the students' rate on a scale. There may be additional statements that the students respond to, providing suggestions for improving the course and the delivery of instruction. General student information is also obtained when the students complete the evaluation form. The evaluation questions are tabulated for all students in a class and for all classes taught by an instructor each fall, spring, and summer terms. Results are tabulated and are available for viewing by the faculty and Deans during a pre-determined period of time each academic year.

Failure of a faculty member to participate in these ongoing activities or adhering to the ASU-Beebe faculty standards could result in a faculty member being dismissed from teaching endorsed courses.

Faculty Qualifications

Course Syllabi

Faculty members are required to provide a syllabus for each course taught to the Office of Early College. Syllabi must be submitted to the Academic Office through the Office of Early College for recordkeeping purposes. The Academic Office will maintain these syllabi and make them available for review by accrediting agency examination teams as needed. All course syllabi must be reviewed and approved by the Dean, Director, or Program Coordinator to ensure that course objectives and required content are appropriately addressed. Faculty members must use the college-approved syllabus template when developing course syllabi. Completed syllabi should be submitted to the Dean, Director, or Program Coordinator for review and approval.

Non-compliant Faculty

Early College enrollment instructors are employees of the high school where the Early College enrollment course is offered. If a high school wishes to have an instructor teach a course as an Early College enrollment course, the instructor must be approved by ASU-Beebe through the completion and submission of the Early College Instructor Approval Form. Early College instructors must meet the same educational qualifications and requirements as all other college instructors. Once an instructor has been approved, the approved course may be offered as an Early College enrollment course. On an annual academic-year basis, ASU-Beebe will review and approve or deny courses offered as Early College enrollment courses.

If an instructor is determined to be non-compliant, the college's Office of Early College Enrollment and Office of Academics follows the process below, which may lead to the instructor not being approved to teach in the future.

The following items are considered to be examples of non-compliance:

1. Not participating in required ASU-Beebe Professional Development
2. Not having a syllabus approved by the discipline-specific faculty liaison
3. Not participating in the University Assessment of Student Learning process
4. Failures of the instructor to meet discipline-specific teaching and student learning expectations discovered during a faculty liaison's high school site visit, made known by legitimate and verified student complaints, or revealed in persistent patterns on Student Course Evaluations
5. Other problems with the Early College instructor identified by the college's Early College Enrollment Coordinator, division dean, or discipline-specific faculty liaison

Faculty Qualifications

Non-compliant Instructor Process

1. First Act of Non-compliance:

The instructor is informed about the issue and required to fix the problem. Failure to correct the issue may lead to rescinding approval to teach Early College classes if the classes have not already begun.

2. Second Act of Non-compliance:

If the issue remains uncorrected to the satisfaction of the discipline-specific faculty liaison, division dean, Early College Enrollment Associate Director, or other designated administrator, or if additional compliance issues arise, a formal letter will be sent to the instructor, the high school principal, and the superintendent. The letter will outline the non-compliance issue, indicate that it constitutes the instructor's second incident of non-compliance, and specify the corrective actions required. The letter will also state that a third incident of non-compliance may result in the instructor's termination from the Early College program and/or removal from the college's list of approved Early College instructors.

3. Third Act of Non-compliance:

The instructor will be terminated and/or removed from ASU-Beebe's list of approved Early College instructors.

Student Qualifications

From Early College to First-Year

Early College students are required to complete an online application. Students we wish to attend ASU-Beebe after high school will need to complete the First-Year application. First Year students will need an official high school transcript with a graduation/completion date, immunization records (including MMR shots), college approved entrance exam (ACT, SAT, or Next Generation Accuplacer), and any other transcript work sent to ASU-Beebe Admissions.

Information on New Student Orientation, registration for classes, and housing information will be sent to First-Year students upon completion of your application for admission.

ACT/Accuplacer Scores

Early College students must provide standardized test scores (ACT or Next Generation Accuplacer), indicating that they meet the minimum placement test scores established for the course or program in which they wish to enroll.

High school students must have scored 19 or better on the ACT Reading sub-test (≥ 253 Next Generation Accuplacer) to enroll in any general education Early College enrollment course.

Students must score at least a 19 on the ACT in English and Reading to enroll in Freshman English I (≥ 253 in Reading and ≥ 5 in WritePlacer or ≥ 255 in Writing on the Next Generation Accuplacer).

Students must score at least a 19 on the ACT in Math and a 19 in Reading to enroll in College Algebra. (≥ 250 in Math QAS and ≥ 253 in Reading on Next Generation Accuplacer).

A student who does not meet the required test scores may apply for enrollment under alternative mixed-measures requirements. In addition to requiring test scores on file, the student must have a minimum 3.0 high school GPA and provide a letter of recommendation from the high school counselor or other approved school administrator.

All campuses administer the Next Generation Accuplacer exam. Testing information is available by contacting a campus or the Office of Early College Enrollment or by visiting the University's Student Success Center Testing Services web page: <http://www.asub.edu/testing-services/>

Student Qualifications

Class Type	ACT	Next Generation Accuplacer
Math	Reading – 19 Math – 19	Reading – 253 Math QAS – 250
English & Literature	Reading – 19 English – 19	Reading – 253 WritePlacer – 5 or Writing – 255
All other General Edu. Classes	Reading – 19	Reading – 253

Required GPA

The student must submit an Early College Enrollment Policy/Parent Consent Form, showing they are a student in good standing at their high school and have a cumulative grade point average of at least 2.5 on a 4.0 scale along with ACT or Next Generation Accuplacer scores.

The student's parent or guardian, principle, counselor, or high school designee must sign the Early College Enrollment Policy Form. Even if the student is 18 years of age, the parent or legal guardian must sign the form.

Homeschooled students will need to provide the Early College Enrollment Policy/Parent Consent Form, Off-Campus Verification Form and placement scores.

Resources

Libraries

Abington Memorial Library, located on the ASU-Beebe campus and ASU-Searcy Media Center, is available to all ASUB faculty and offers a broad range of services. These services include reference assistance, library instruction catered to specific subject areas and research, classroom use, interlibrary loan and books placed on reserve for class use. Faculty requests for the purchase of library materials are welcomed. These requests can be made at any time and should be sent directly to the Library Director. Faculty members are notified as soon as their requested materials are available for use. Your ASU-Beebe identification card is used when you check out any books. Faculty checkout periods for most printed materials are 120 days with renewals available.

ASU-Beebe campus Library hours for fall and spring semesters are: Monday - Thursday 7:30 a.m. - 9:00 p.m., Friday 7:30 a.m. - 4:30 p.m., Saturday 10:00 a.m. – 3:00 p.m., and Sunday 1:00 p.m. - 5:00 p.m. Library hours vary during holidays and intersession times. Call the library for current hours at 501-882-8976 or visit the library web site linked below. Our library catalog and online databases are accessible 24/7. The Abington Library webpage can be accessed from the ASU-Beebe homepage. We provide access to a wide range of electronic books and periodicals through various online databases. On-campus access is provided at ASU-Beebe; ASU-Beebe, Searcy; ASU-Beebe, Heber Springs; and the Little Rock Air Force Base Degree Center. Faculty from the Heber Springs campus may request library materials from the Abington Memorial Library through the request form available in the Heber Springs Learning Center or by contacting Abington Library directly. The materials are then delivered through the campus courier service. Faculty at the Little Rock Air Force Base may use the on-base library.

When using the databases from an off-campus location, please login with your campus username and password. The username should be the beginning of your ASUB email address before the @symbol. The password should be the same as your ASU-Beebe email account password. Contact the Library at 501-882-8959 or email at circ@asub.edu if you are unable to access the online databases.

Advising & Learning Center

The Advising & Learning Center offers free tutoring in most coursework including mathematics, science, English, business, and other courses offered through ASU-Beebe, ASU-Heber Springs, ASU-Searcy, ASU-Little Rock Air Force Base, and Early College campuses. Students may utilize the Center's open computer lab and group study room, as well as work with professional and/or peer tutors. If unable to travel to campus for face-to-face tutoring, students can access tutoring through Vanguard Portal or Canvas.

Online tutoring and test prep are available for all students through 24/7 via Canvas. By accessing any online course in Canvas, students can click the Tutor.com 24/7 Online Tutoring link in the left-hand course navigation.

Resources

Hours of operation vary by campus. The Advising & Learning Centers at Beebe and Heber Springs are open Monday through Friday year-round for drop-in tutoring, with extended hours during the fall and spring semesters. Please contact ASU-Searcy and ASU-LRAFB for specific tutor schedules. For more information, visit the web site at www.asub.edu or contact:

Locations

Beebe

McKay Student Center Building, Room 200, 501.882.8867

Heber Springs

Heber Springs Student Services/Administration Bld. 501.362.1273

Searcy

Main Building, Room 306, 501.207.6252

LRAFB

University Center, Suite 118 501.988.4581

Services to Students with Disabilities

ASU-Beebe's Coordinator of Disability Services is the designated counselor to students with disabilities and is the College's compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students with disabilities who believe they may need accommodations are required to meet with the Coordinator of Disability Services for possible accommodations before the start of the semester. The Office of Disability Services will contact the instructor regarding approved accommodations for the student in the class.

Copies of the College's policy on services to students with disabilities are available through the Student

Success Center on the ASU-Beebe campus. The telephone number for the Office of Disability Services is (501) 882-8863 and the email address is disabilityoffice@asub.edu. For more information, visit www.asub.edu/disability-services. As stated earlier, your course syllabus must include a statement on compliance with the Americans with Disabilities Act.

Bookstore

ASU-Beebe bookstore is located at 1113 W. Dewitt Henry Drive Beebe, AR 72012.

Phone: 501.882.0055

Hours: Monday – Friday, 8:00am to 5:00pm.

Resources

Testing Services

The Testing Center is committed to maintaining professional testing standards and practices, safeguarding the confidentiality of test-taker records, and creating an optimal testing environment for all test-takers.

Exams are offered by appointment only on all ASU-Beebe campuses. You can find information regarding testing on our testing services webpage, by contacting the desired ASU-Beebe campus location or the Office of Early College Enrollment.

Assessments administered by the Testing Center include:

- Accuplacer Next Generation
- CLEP (College Level Examination Program)
- Correspondence Tests
- DSST
- HESI LPN/Paramedic to AND/RN Entrance Exam
- HESI A2 Entrance Exam for the Practical Nursing Program
- Mechanical Reasoning/ASSET (John Deere)
- Pearson MyLab

Locations

Beebe

Owner Center, Room 146 501.882.8812

Heber Springs

Student Services/Admin., Room 117 501.362.1225

LRAFB

University Center, Suite 115 501.988.4151

Searcy

Main Bldg, Student Services, Hallway 1, 501.207.6212

For more information, visit the Student Success Center webpage at
<http://www.asub.edu/testing-services/testing-center-policies.aspx>

Academic Policy and Procedures

Academic Freedom and Responsibility

Arkansas State University-Beebe acknowledges the principles set out in the 1940 AAUP statement of academic freedom which includes a firm commitment to intellectual honesty, freedom of inquiry and expression, respect for the dignity of each individual, and receptiveness to constructive change.

www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. Faculty members are expected to recognize that accuracy, forthrightness, integrity, dignity, and civility befit their association with the University and their position as men and women of learning. They should not represent themselves, without authorization, as speaking for Arkansas State University-Beebe.

Class Rosters

Class rosters are available to faculty on the College's current higher education enterprise resource planning (ERP) system or learning management software. Faculty members are responsible for verifying the accuracy of their class roster on a regular basis. Students must not be allowed to attend or participate in class if they are not on the class roster. Students whose names do not appear on the class rosters are considered not officially enrolled. These students should be referred to the Registrar's Office.

Students who do not appear on the class roster, but continue attending will not receive an official final grade at the end of the semester. Questions concerning class rosters may be clarified by contacting the Registrar's Office.

Attendance and Enrollment Verification

Each semester every instructor must collect and enter class attendance as instructed by the Registrar's Office. Enrollment Verification and more information will be ascertained and processed by using attendance collected and entered by each instructor for each of the instructor's courses. The procedure is performed through the College's current ERP system or learning management software. Please refer to the Registrar's Office for additional information.

The following establishes the attendance policy for all ASU-Beebe classes:

Attendance at all lectures and laboratory sessions is expected of all students and is regarded as a course requirement. Faculty must record and monitor student attendance on a regular basis.

Academic Policy and Procedures

Concerns regarding student absences (i.e. the student has missed one week's worth of class activities) should be reported in a timely manner through the college's early alert retention system, Dropout Detective (see Appendix G), in Canvas or by calling ASU-Beebe's Student Success Coaches at 501-882-4434.

When absences from class are excused, the student may be allowed to make up work with no penalty. The responsibility for initiating make-up work rests with the student. Arrangements for such work are to be made with the instructor on the first day the student returns from an excused absence. Absences may be excused by the instructor for the following reasons:

1. The illness of the student that is certified by a physician or, in the judgment of the instructor, is serious enough to warrant an excuse.
2. Other personal demands, which, in the judgment of the instructor, are serious enough to warrant an excuse.
3. External interference judged by the instructor to be legitimate and unavoidable through normal precaution.
4. Institutional functions for which the staff sponsor provides written notice to the faculty prior to the function.

If an instructor considers the absence unexcused, the student may request review of that judgment by the Dean or the Vice Chancellor for Academics. This request is to be made immediately following any question about the absence. A student may miss, excused or unexcused, no more than twice the number of lectures, laboratory sessions, or other regularly scheduled class activities that are normally scheduled during a one-week period.

To report a student for excessive absences, the instructor will access the Office of [Registrar Forms page](#) and click on the Excessive Absences Reporting tab. Instructors will complete the form, which will be submitted electronically to the Registrar's Office and the student will be graded with "WX". The student will be notified by email of this action. The instructor must provide written authorization, by email to the Registrar's office, for the student to be re-instated.

Prior to the census date of each semester, all instructors are required to input attendance by the required date (see academic calendar for appropriate deadline dates). Students with no attendance recorded will be dropped from the course and the course will not appear on the student's transcript. The student will be notified of this action. Students dropped for never attending must contact the instructor to be re-instated by the date listed on the academic calendar. The instructor will complete the Reinstatement for Non-Attendance Form from the Office of the [Registrar Forms page](#) and the student will be re-instated.

Academic Policy and Procedures

Academic Honesty Policy

Dishonesty in any form—including plagiarism, turning in assignments prepared by others, using unauthorized technology or materials, and cheating on exams—is not acceptable within the ASU-Beebe system. The course syllabus should contain expectations for Academic Honesty policies specific to your course. Students are expected to have read and understood the Academic Honor Code found in the [Student Handbook](#) as part of the Student Code of Conduct. In the event a student is found in violation of the academic honesty policy in a course, the following applies:

1. **First Violation:** Zero grade on the assignment; the instructor will notify the student and complete the reporting form; the form will be sent to the division dean, instructor, and Distance Education.
2. **Second Violation:** Zero grade on the assignment; the instructor will notify the student and complete the reporting form; the form will be sent to the division dean, instructor, and Distance Education.
3. **Third Violation:** Immediate Course failure following review and confirmation from the division dean; the instructor will notify the student and complete the Third Violation reporting form; the form will be sent to the division dean, instructor, Distance Education, and Dean of Students.

In the event of an egregious or excessive violation, the Division Dean has the discretion to escalate any offense to a higher-level violation. The instructor will notify the Division Dean of egregious or excessive violation for review.

The Academic Honesty Policy does not supersede the policy of Academic Programs governed by national and/or state accreditation bodies.

Any student who disputes the Academic Honesty Policy will follow the Institutional Complaint and Grievance Procedure found in the Student Handbook. Students will follow the Final Grades Appeal Policy found in the Student Handbook for Final Course Grades.

Artificial Intelligence Use Policy

Faculty select from the following three options of expectations for AI use based on the appropriateness for student learning in the course. A violation of the selected AI use policy constitutes a breach of the Academic Honesty Policy above.

- 1) **Prohibiting Use:** Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, we expect that all work students submit for this course will be their own. Additionally, students are not allowed to use any generative artificial intelligence tools at any stage of the work process, including preliminary ones. AI-generated submissions are not permitted and will be considered plagiarism.

- 2) **Instructor Selecting Use:** The default is that such use is prohibited unless otherwise stated. Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you, the student, bear the final responsibility.
- 3) **Encouraging Use:** This course encourages students to explore the use of generative artificial intelligence (GAI) tools for all assignments and assessments. Any such use must be appropriately acknowledged and cited, and it is each student's responsibility to assess the validity and applicability of any GAI output that is submitted – you, the student, bear the final responsibility.

Family Educational Rights and Privacy Act (FERPA) for CEP

The Family Educational Rights and Privacy Act (FERPA) protects student information from disclosure to anyone, including immediate family members, without the student's permission.

In general:

- FERPA is a federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.
- It is your responsibility to protect the confidentiality of student educational records in your possession.
- It affords students certain rights with respect to their education records.
- The law applies to all institutions that received funding from the Department of Education.

FERPA and High School Students

If a student is attending a postsecondary institution—at any age—the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

Arkansas State University-Beebe FERPA policy can be found at:

<http://www.asub.edu/registrars-office/ferpa.aspx>

Grading System, Grade Points, Incomplete Grades, and Audits

The College Catalog contains the policies and procedures related to the grading system, grade points and grade point average, incomplete grades, and auditing courses. The class attendance policy is also in the Catalog.

Academic Policy and Procedures

Letter grades are used to indicate the following qualities:

A = Excellent	WX = Withdraw for Excessive Absence
B = Good	S = Satisfactory
C = Average	U = Unsatisfactory
D = Below Average	CR = Credit
F = Failure	NC = No Credit
I = Incomplete	NR = Not Reported by Instructor
W = Withdrawn	AU = Audit

Midterm and final grades are made available to students through Vanguard Portal each semester.

Grades, Grade Point, Grade Point Average

Since grade point averages can affect financial aid, academic awards, admission to other institutions, and scholarships, students are strongly encouraged to stay informed about their grade point average.

A student's grade point average is computed:

$$\text{GPA} = \frac{\text{Total Number of Grade Points Earned}}{\text{Total Number of (All) Attempted Credits}}$$

To determine the Total Number of Grade Points Earned, use the grading system in the table to obtain the Points Earned for each class:

Grading System		
Grade	Meaning	Points Earned
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0

To calculate the Total Number of Grade Points Earned:

- Multiply the Course Credit Hours by the Points Earned for each class=Quality Points
- Add together all the Quality Points=Total Number of Grade Points Earned the GPA is carried out to two digits past the decimal point and not rounded up.

Developmental class grades are not included when computing the grade point average. Transfer credit is not calculated as part of the student's ASU-Beebe cumulative GPA.

Academic Policy and Procedures

The grade point average may be viewed on the Unofficial Transcript located under the Academics >> Degree Audit tab in the Vanguard Portal.

Incomplete Grade Policy

An Early College student is eligible for a grade of incomplete only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the following conditions to be considered for an incomplete grade:

- The Early College student must request in advance a grade of incomplete from the instructor of the course and must make arrangements for completing the coursework with the instructor.
- At the time of the incomplete request, the student must have completed at least sixty percent of the academic semester. Each instructor may set a higher completion level requirement for his/her individual course.
- At the time of the incomplete request, the student must have a grade of "C" or better in the course.
- At the time of the incomplete request, the student must be in compliance with all course requirements as outlined in the course syllabus, including attendance requirements.
- The instructor of a course has sole discretion in initiating an incomplete grade request. Instructors may deny an incomplete request even if a student meets the minimum requirements outlined above.

An Early College student may be required to submit documentation of the reason(s) the student is not able to complete the coursework. The student and instructor must complete a Request to Complete Course Form outlining specific work required for course completion and expected date of completion. Incomplete status is not granted until the appropriate division chair and the Vice Chancellor for Academic Affairs approve. Students must complete all required work by the end of the following fall or spring term.

Should this work not be completed within this time frame, the incomplete grade will be changed to an "F" on the student's transcript. The one term completion requirement is a maximum time period; instructors may require a shorter time period for satisfactory completion of the course.

Students unable to complete a course because of military duties or extended jury duty may not be required to meet all of the requirements outlined above.

Academic Policy and Procedures

Course-level Assessment Procedure

General education core curriculum courses are assessed annually. A calendar of course assessment can be viewed on the ASU-Beebe Assessment website (<http://www.asub.edu/about-us/assessment>) by clicking on the course-level assessment schedule tab. Course-level assessment is coordinated through a course lead instructor. The name of lead instructors may be found on the above linked schedule of course assessment document.

Course-level assessment centers on the specific learning objectives and the aligned general education outcomes listed on your course syllabus. The specific learning objectives listed in the syllabus represent the minimum knowledge and skills that are to be covered in any offering of the course, at any location, at any time. Instructors are encouraged to enrich the course appropriately as their time, talent, and experiences allow, but it is imperative that the integrity of the course curricula be maintained.

It is our goal these procedures are as least intrusive as possible, but it is imperative this process occur in all offerings of the course. Please recognize that once an assessment instrument and procedure have been selected, your participation is required.

Your lead instructor will provide you with instructions and materials for executing the component of course level assessment that is currently in progress. You may be asked to do an initial assessment, an improvement strategy, and/or a follow-up assessment. The materials utilized in the assessment process, such as the assessment tool, detailed data results, handout examples, etc., should be electronically forwarded to the Lead instructor for your course. After submitting the findings to your lead instructor, she/he will compile all the results into a single report. The report will indicate whether the course's student learning objectives were met and what, if any, plans have been made for improvement. Overall, the goal of this process is to improve student learning.

We hope to make this a positive experience for you and hope we can work together to improve student learning.

Banner Self-Service

ASU-Beebe provides a Cloud-Based Single Sign-On Portal. In an effort to provide the campus community with seamless access to multiple applications. This will allow all students, faculty, and staff to log in to multiple applications with a single set of credentials. Single Sign-On (SSO) will provide users the ability to work without interruption and quickly access everything they need, without the delay of switching between apps.

Single Sign-On can be accessed through the ASUB website, ASUB mobile app, or from any web enabled device. Users will still perform the DUO security identification verification on first sign on.

Academic Policy and Procedures

Users are able to customize their portal home screen and place all of their favorite or daily use software links in their personal Banner Self-Service screen for easy access.

Banner Self-Service is accessible from the my.asub.edu hub. Once you log into my.asub.edu, select the "Banner Self-Service Registration Faculty/Advisors Landing Page" tile.

Visit the Banner How-To Guides tile for the following:

[How to access Banner Self-Service](#)

[How to enter attendance](#)

[How to post midterm & final grades](#)

Email

ASU-Beebe student email is the official means of communication with students on all campuses.

Important college-related information will be sent to individual ASU-Beebe student email accounts. Students are expected to check their email on a frequent and consistent basis in order to stay current with college communications. Types of communication include, but are not limited to, financial aid information, bills, payment deadlines, and inclement weather closings. The ASU-Beebe student email system can be accessed at outlook.office365.com.

Transcript

Arkansas State University-Beebe has partnered with the National Student Clearinghouse (NSC) online transcript service to provide our students and alumni a faster and more efficient method to obtain official transcripts. Please see the Registrar's Office webpage for more instructions, students may request an official transcript online for a **nominal fee of \$3.50 per transcript**.

Change in Schedule/Drop Course

Dropping a course is a serious decision that could have a great impact on a student's educational opportunities. The step-by-step process for dropping an individual class after the open registration period, is as follows:

1. Obtain an Individual Course Drop Request form from the advisor (Early College Enrollment Office) – one form per course.
2. Discuss decision to drop course with the instructor and obtain course instructor's signature on the form.
3. Return signed Individual Course Drop Request form to the Early College Enrollment Office. The student may request a copy of the form for his/her records.

Academic Policy and Procedures

4. The Early College Enrollment Office will notify the Registrar's Office of the drop request.
 - Students, who drop from a course after the end of late registration before the drop deadline, will receive a grade of "W" on his/her transcript at the end of the term.
 - Refunds will be made according to the Refund of Fees schedule that appears in the *University Catalog* and on the Withdrawal Refunds tab on the Cashier's Office webpage.
 - Students, who stop attending a course or all courses without following the appropriate drop or withdrawal procedure may receive a "WX" or failing grade(s).

Withdrawal from the Semester/Term

Students, who wish to completely withdraw (drop all courses) from the current semester/term after the open registration period, must first meet with their high school counselor to discuss alternatives to withdrawing. The process for withdrawing from the semester is as follows:

1. Meet with high school counselor to discuss the decision to withdraw from the semester.
2. The student will then submit the form to the Early College Enrollment Office.
3. The Early College Enrollment Office will notify the Registrar's Office for processing.

Refunds will be made according to the Refund of Fees Schedule that appears in the University Catalog and on the Cashier's Office/Tuition webpage, Withdrawal Refunds tab.

Students, who withdraw from the semester or term after the end of late registration until the published drop deadline, will receive a grade of "W" on the student's transcript at the end of the term.

Students, who stop attending a course or all courses without following the appropriate drop or withdrawal procedure, may receive a "WX" or failing grade(s).

Academic Policy and Procedures

Academic Forms and Documents

The primary forms and documents that are for Early College faculty have been uploaded to the ASU-Beebe Early College Enrollment webpage: [Early College Enrollment \(asub.edu\)](http://asub.edu)

- Early College Enrollment Policy/Parent Consent Form
- Off Campus School Verification Form
- Academic Calendar & Deadlines
- Individual Class Drop Form
- Early College Enrollment Checklist
- Early College Enrollment Student Handbook
- University Syllabus

If a form cannot be located, contact the Early College Enrollment Office, 501.882.8809 or 501.882.8832.

ASU-Beebe Early Faculty College Handbook

The ASU-Beebe Faculty Handbook is the official handbook for all faculty and is approved by the ASU System Board of Trustees. This Early College Faculty Handbook is a supplement designed to assist Early College faculty in their position.

Accreditation

Arkansas State University-Beebe

The Higher Learning Commission

A commission of the:
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7 500
Chicago, Illinois 60604
(800) 621.7440 or (312) 263.0456
<http://www.ncahlc.org/>



Early College Enrollment Program

National Alliance for Concurrent Enrollment Partnerships

P.O. Box 578
Chapel Hill, North Carolina 27514
(919) 593.5205 <http://www.nacep.org/>

