Arkansas State University - Newport

ASU - NEWPORT AVIATORS

CONCURRENT FACULTY HANDBOOK
2024 - 2025

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Welcome to ASU-Newport

Arkansas State University-Newport (ASUN) has been an independently accredited and operationally separate two-year institution of the Arkansas State University System since 2000. With campuses located in Newport, Jonesboro, Marked Tree, the Arkansas Correctional units of Grimes and McPherson in Newport, and online, ASUN provides an accessible, affordable, and quality education in and beyond its service region.

Vision

Empowering Individuals. Advancing Communities.

Mission

ASU-Newport will provide accessible, affordable, innovative learning opportunities that transform lives and strengthen the regional economy.

Values

- **Belonging**… acceptance, support, and engagement of all people to ensure they feel welcome, valued, and that their perspective matters.
- **Compassion**… kindness, empathy, and service to others stemming from a desire to help and make a positive difference in a person's life.
- **Diversity**… respect, understanding, and appreciation for all people regardless of real and perceived differences.
- **Innovation**… encouragement and adoption of forward-thinking ideas that allow for sustainability, growth, responsible stewardship of resources, and academic advancement.
- **Integrity**… consistent adherence to strong moral and ethical principles including respect, loyalty, trust, and accountability.

Concurrent Enrollment Program Overview

The ASUN Concurrent Enrollment Program (CEP) is a partnership program between ASUN and high schools which provides high school students the opportunity to earn college credits while still attending their high school. This opportunity encompasses courses in General Education, Applied Science, as well as Nursing and Health Professions.

Participation in the ASUN CEP provides high school students a way to experience college course work in the comforts of the high school classroom. This exposure to college-level work prepares students for a smooth transition to college. ASUN also significantly discounts CEP courses which make college more affordable. In addition, most general education concurrent courses are also eligible for the Arkansas Concurrent Challenge Scholarship.

ASUN is accredited by the **Higher Learning Commission** (HLC) which assures academic excellence throughout all facets of the institution. In addition, ASUN is seeking accreditation from the **National Alliance of Concurrent Enrollment Partnership** (NACEP). As the sole national accrediting body for concurrent enrollment programs, NACEP ensures that these programs adhere to the highest standards of academic excellence and rigor. ASUN is also a member of the Arkansas Association of Concurrent Enrollment Program (AACEP) which further assures that ASUN's CEP complies with Arkansas higher education policies and regulations.

Concurrent Enrollment standards are set by governing laws of the state of **Arkansas, directives of the Arkansas Higher Education Coordinating Board** (AHECB), HLC, and NACEP.

To be authorized by AHECB to offer concurrent credit, ASUN has to demonstrate compliance with the following policies:

- Faculty Credentialing, Onboarding, and Professional Development
- List of Course Offerings
- Syllabi and Textbook Approvals
- Student Admission Criteria and Process
- Awarding and Recording of Grades
- Guides/Handbooks for Students and Faculty
- Assessment Process and Course Alignment
- Evaluation of Assessment Results / Student Success
- Memorandum of Understanding

Arkansas Concurrent Enrollment Policy: https://adhe.edu/institutions/concurrent-credit

ASUN's CEP must also adhere to several HLC accreditation criteria, assumed practices, and federal regulations.

HLC Accreditation Criteria: https://www.hlcommission.org/accreditation/policies/criteria/

Since ASUN is also seeking NACEP accreditation, our CEP must also comply with the following six NACEP standards:

- Partnership Standards
- Faculty Standards
- Assessment Standards
- Curriculum Standards
- Student Standards
- Evaluation Standards

NACEP Standards: https://www.nacep.org/accreditation/standards/

Arkansas Concurrent Enrollment Policies

Arkansas Code §6-18-223 defines **concurrent enrollment** as "the enrollment of a high school student in a college course for the high school credit and college-level credit." Concurrent enrollment allows students to obtain credit for both the high school and college transcript/diploma. Successful completion of one 3-credit hour general education concurrent college course or blended AP/concurrent course may earn high school students both college credit and/or up to one unit of high school credit.

Arkansas Code §6-60-202 defines **dual enrollment** as "the enrollment of a high school student in postsecondary education for college-level credit exclusively."

Concurrent courses must be undergraduate freshman (1000) or sophomore (2000) level courses. Most general education courses are Arkansas Course Transfer System (ACTS) courses which ensure transferability to public higher education institutions throughout Arkansas.

All ASUN course syllabi and the ASUN Course Catalog include the ACTS course numbers. Note that some courses require a grade of C or higher in order to meet graduation requirements.

ACTS: https://adhe.edu/institutions/arkansas-transfer-and-articulation

Concurrent course offerings at each high school are determined by the school administration in consultation with the ASUN CEP based on curricular needs, availability of credentialed high school faculty, and student interest. However, as stated in Arkansas Concurrent Enrollment policies, "the college/university must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, professional development, and evaluation process."

*Note that the above section does not represent a comprehensive list of Arkansas Concurrent Enrollment Policies.

Concurrent Faculty

Overview

High school faculty play a pivotal role in the success of ASUN's Concurrent Enrollment Program. High school faculty members are the face of ASUN on their high school campus and provide their students an opportunity to experience the rigor of college level courses in the comfort of a familiar environment.

This handbook is an abbreviated version of the ASUN Faculty Handbook: https://www.asun.edu/student-services/catalogs.php#gsc.tab=0

Concurrent Faculty Qualifications

Faculty Standard 1 (NACEP)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.

AHECB Qualifications: Instructors teaching general education courses must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject area being taught. All instructors who have direct contact with high school students need to pass a criminal background check (every five years) and must complete the child maltreatment training course. The instructor of record must be the individual who teaches the course.

ASUN's Faculty Credential Review Procedure is anchored in the **Higher Learning Commission's Core Component 3.C.3**, which specifies that instructors need to be "appropriately qualified, including those in dual credit, contractual and consortial offerings," as well as in **Assumed Practice B.2**. which provides guidance to institutions regarding factors that can aid in the establishment of policies and procedures to determine appropriate faculty qualifications. ASUN's CEP works individually with partner high schools to identify credentialed faculty members who are able to teach concurrent courses.

Qualifications for All Concurrent Faculty

- Current curriculum vitae/resume
- Official transcripts
- Pass a criminal background check (every five years)
- Complete the child maltreatment training course as required of public-school teachers
- Completed ASUN Part-Time/Adjunct Faculty Application

Qualifications for General Education Concurrent Faculty

Qualifications for ASUN's concurrent general education faculty are established by AHECB, HLC and NACEP. These accrediting bodies require concurrent faculty to:

- have a master's degree in the discipline **or** a master's degree in any discipline with at least 18 graduate hours in the subject area of instruction

Qualifications for Career Technical Education Concurrent Faculty

ASUN's CEP collaborated with the Office of Skills Development (OSD) to construct requirements for concurrent career educational faculty. Technical instructors must:

- have a minimum of an associate's degree with two years of experience in the specialty area **or** a High School Diploma and at least four years of work experience in the specialty area

Faculty Credential Process

(1) High School / Potential concurrent faculty will submit unofficial transcript(s) of faculty member to ASUN's CEP for review: When high school concurrent partners hire a new

faculty member, they can request ASUN's CEP to review the new faculty member's credentials to determine if the new faculty member is able to teach concurrent courses.

(2) ASUN's CEP will contact high school administrator with the results of the faculty credential review and let administrators know if the new faculty member is eligible to teach concurrent courses and, if so, what courses the faculty can teach.

(3) If the new faculty member is able to teach concurrent courses, the next step is for the faculty member to fill out and submit required documents:

- Official transcripts and, if applicable, certifications (Return to ASUN's CEP)
- Curricula Vitae / Resume (Return to ASUN's CEP)
- ASUN Part-Time / Adjunct Application
    - https://www.asun.edu/about-asun/careers.php#gsc.tab=0

(4) The Provost will email an Appointment Letter to the concurrent faculty member that details courses the faculty have been approved to teach. The appointment letter also includes other information and resources about ASUN's CEP.

After this process has been completed, ASUN's CEP will:

- assign the new faculty member an ASUN Faculty Liaison
    - the faculty liaison will reach out for required course-specific onboarding training
- work with IT services to create login credentials
- provide the new concurrent faculty member access to the Part-Time Faculty Resource Center course in Canvas which houses a plethora of resources
- schedule professional development sessions (Annual and discipline specific trainings) which will address ASUN's CEP policies and guidelines and other required trainings

Concurrent Faculty Responsibilities

I. Complete Course-Specific Onboarding Training

Faculty Standard 2	Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific

(NACEP)	training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

AHECB Requirement: New faculty must complete an orientation process in course curriculum, assessment criteria, course philosophy, and administrative requirements.

Concurrent faculty must complete course-specific onboarding training **before** they teach the concurrent course. This training must be completed for each course that the concurrent faculty will teach. The training includes, but is not limited to, an overview of the course, course learning outcomes, minimum course requirements, assessments, pedagogy and course philosophy, and master summative assessment assignment and rubric. The assigned faculty liaison will reach out to set up this training, which can take place in-person, virtual, or via email.

II. Attend Annual Professional Development

Faculty Standard 3 **(NACEP)**	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

AHECB Requirement: The college/university must ensure that concurrent faculty receive continuing collegial interaction with college faculty through professional development and required seminars. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.

Every year, ASUN's CEP collaborates with all departments to provide an annual professional development for concurrent faculty and liaisons. This professional development consists of three main sessions:

(1) New Concurrent Faculty Orientation: New concurrent faculty and new faculty liaisons are required to attend, but we also encourage administrators new to concurrent enrollment to attend.

(2) General Concurrent Enrollment Program Session: All concurrent faculty, faculty liaisons, and high school administrators must attend.

(3) Discipline Specific Session: All concurrent faculty and faculty liaison must attend. There is a specific session for high school administrators. All concurrent faculty must

attend a minimum of two discipline specific trainings every year. The discipline specific session offered on the same day as the General Concurrent Enrollment Program Session fulfills one of these required sessions.

Note that attendance is mandatory. All new concurrent faculty and new faculty liaisons must attend the New Concurrent Faculty Orientation. All concurrent faculty must attend both the General Concurrent Enrollment Program Session and the Discipline Specific Session each year. *Faculty who cannot attend must contact the CEP and arrange for a make-up session*. Only faculty who attend the Annual Professional Development and discipline specific sessions are able to teach concurrent courses the following academic year.

Additional Professional Development Opportunities

ASUN's CEP extends additional professional development opportunities throughout the academic year for all concurrent faculty. We encourage concurrent faculty to participate in the monthly Academic Division and Department meetings as well as both in-house and external professional developments relevant to the faculty's specific discipline or to concurrent education. ASUN's CEP also shares material in the form of articles, podcasts, websites, newsletters, etc. in the Canvas course Part-Time Faculty Resource Center. This provides easy access for concurrent faculty to stay abreast of developments in higher education both in their discipline as well as higher education and concurrent enrollment. These professional developments are optional and not mandatory.

III. Adhere to ASUN's Academic Calendar

Concurrent courses must follow the same academic calendar as that of the college. All ASUN deadlines must be adhered to. When deadlines are not followed, this delays the institution's submission of important state and federal reports.

ASUN's Academic Calendar can be accessed here: https://www.asun.edu/student-services/catalogs.php#gsc.tab=0

Some important deadlines include, but are not limited to:

- Before the semester begins, the concurrent faculty must submit:
    - their syllabi for approval (submit in Simple Syllabus; Dean will approve)
    - textbook approval form to their faculty liaison
- Roster certification on the 10th day of class
- Posting of midterm and final grades
- All coursework must be completed by the last date of classes
- Master Summative Assessment assignments and rubric must be submitted by the end of the semester

- Gradebook must be submitted at the end of the semester

ASUN's CEP understands that it is difficult to manage two different calendars (high school and college), so to help concurrent faculty remember upcoming tasks and deadlines, the CEP sends out frequent reminder emails of deadlines, tasks, as well as resources and virtual trainings available to help complete these tasks. If concurrent faculty experience any issues with completing a required task or meet a specific deadline, they need to contact the CEP or their liaison immediately for assistance.

*See Appendix A for a Semester Checklist.

IV. Develop and Distribute a Course Syllabus

| Curriculum Standard 2

(NACEP)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

AHECB Requirement: Each college/university must approve concurrent syllabi and assure that the syllabus is distributed and used by the concurrent faculty.

ASUN uses the software Simple Syllabus to create and prepare course syllabi. The Simple Syllabus template developed by the Academic Leadership Team lays the foundation for a student-centered syllabus guided by not only the institution's five values of **Belonging, Compassion, Diversity, Innovation**, and **Integrity** but also by **Strategic Priority 1: Student Success** that specifically addresses reducing student barriers as well as engaging students. All concurrent faculty must create and distribute a course syllabus for the concurrent courses they teach.

The syllabus is an important tool used to ensure alignment between the college course and the concurrent course. All ASUN courses have a master syllabus template loaded in Simple Syllabus in their Canvas course shell that faculty must use when writing their course syllabus. Some components like the course ID and title, course description, prerequisites (if applicable), course learning outcomes, etc. are already filled out and cannot be changed by the faculty. Other components like instructor information, materials, learning outcome table, outline, etc. need to be completed individually by each faculty member.

In addition to the already filled out components, faculty must include the following in their syllabus:

- required textbook(s) and other materials

- learning outcome table; table needs to include

    o assessment type
    o total points
    o % of course grade
    o course learning outcomes assessed

- course outline
- late work policy
- academic integrity policy
- attendance policy
- information on the Master Summative Assessment assignment

After faculty have completed all required components in Simple Syllabus, they must submit the syllabus for Dean review and approval. Note that to provide Deans with enough time to review and approve syllabi, course syllabi must be completed and submitted in Simple Syllabus one week before the beginning of the semester.

If updates need to be made to an individual course syllabus, faculty are responsible for both making the necessary updates and re-submitting the revised syllabus for Dean approval as well as communicating these updates to students. Note that if changes are made to a syllabus after initial Dean approval, faculty must resubmit it for approval or the syllabus' status will be "in progress" and students cannot view it in Canvas.

ASUN offers virtual Simple Syllabus trainings before the start of each fall and spring full-term semesters. Recorded trainings on how to use Simple Syllabus and additional material on syllabus best practices are available to view in the Canvas course Part-Time Faculty Resource Center. Another great resource to use is, of course, the faculty liaison. The ASUN Faculty Handbook (https://www.asun.edu/about-asun/faculty_handbook.php#gsc.tab=0) also includes tips and guidelines for writing a student centered course syllabus.

Concurrent faculty must share and make the course syllabus available to their students on the first day of the semester. Note that the Simple Syllabus can be downloaded and shared as a PDF document.

V. Ensure Course Curriculum Align and Reflect College Course Requirements

AHECB Requirement: The college/university must ensure that the concurrent course content satisfies the requirements of the college/university academic unit. Moreover, the concurrent faculty must adopt the same course learning outcomes and assessments as those developed for the course offered on the college campus with limited exceptions

approved by the college; if departmental exams are used in the college course, then those course exams must also be used at the high school site.

Each concurrent course is an ASUN course which was developed by department faculty, approved by various levels of curriculum oversight committees, and finally approved by AHECB to be considered a valid, transferable course. There is no distinction made between a course section taught by a college faculty on the college campus or online and a course section taught by a concurrent faculty on the high school campus. All courses adhere to the same course title, course ID number, course description, course learning outcomes, and official student transcript. As such, each concurrent course curriculum must meet the same rigor and learning outcomes as the corresponding college course.

In addition to the course syllabus, which contains course description and course learning outcomes that have to be met, when developing the course curriculum, concurrent faculty need to ensure that:

- the textbook they use for the concurrent course is equivalent to the textbook used on the college campus: see "VI. Seek Approval for Textbook" for more information
- they use the department established Master Summative Assessment (MSA) assignment and rubric as their end-of-semester summative assessments: see "VII. Develop a Master Summative Assessment (MSA) Assignment and Rubric" for more information
- the course outline is equivalent to and correspond to that of the college course: see "Course Outline" for more information

To help ensure that the curriculum meets the same rigor and is equivalent to that of the college course, concurrent faculty are assigned an ASUN course-specific faculty liaison. Concurrent faculty will work with their faculty liaison to complete several tasks such as developing an approved syllabus, ensuring that curriculum, outline, and assessments are equivalent to that of the college course, and that the textbook used in the concurrent classroom is appropriate for a college-level course.

VI. Seek Approval for Textbook

AHECB Requirement: Concurrent faculty must use the same textbook or a textbook that aligns with curriculum and learning outcomes for the course and that has been approved by the college.

Faculty liaisons must review and approve the use of new textbooks in concurrent courses prior to the beginning of the semester. Faculty liaisons have access to The

Textbook Approval Form and will complete this form together with the concurrent faculty during their course-specific onboarding training.

If the same textbook is used from previous semesters, the concurrent faculty does not have to submit a new textbook approval form. Textbook Approvals only have to be submitted when a new concurrent faculty is onboarded, a new course is offered, or if the textbook is new/changes.

*See Appendix B for Textbook Approval Form.

VII. Develop a Master Summative Assessment (MSA) Assignment and Rubric

Assessment Standard 1 (NACEP)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

AHECB Requirement: The college/university must ensure that concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

In addition to standardized course learning outcomes for each course, ASUN requires all sections of each course to use the same type (paper, project, presentation, comprehensive exam, etc.) of Master Summative Assessment (MSA) assignment and to evaluate the MSA assignment using the established MSA rubric for that course. This assignment allows students to demonstrate *mastery* of all (or almost all) course learning outcomes. Because it is *summative* (include all learning outcomes) in nature, it should be given towards the very end of the semester. In many regards, the MSA assignment is comparable to that of a final comprehensive exam / project / paper.

The MSA assignment fulfills two main purposes:

- assesses mastery of course learning outcomes
- serves as the artifact used to measure proficiency of institutional learning outcomes

The faculty liaison will share information and requirements regarding the MSA assignment as well as the established MSA rubric during the course-specific onboarding. Faculty have the ability to personalize the MSA assignment, but it must be of the same type and equivalent rigor as established by the department and it must adhere to any other established minimum guidelines as established by the department. As a contrast, the MSA rubric does not allow for any personalization. All faculty must use the exact same MSA rubric when evaluating the MSA assignment.

New concurrent faculty must submit their MSA assignment to their faculty liaison for approval no later than the Friday before the beginning of each academic semester. If a current concurrent faculty wants to change their MSA assignment, they must also submit this revised / new MSA assignment to their faculty liaison for approval. The MSA rubric is established by the department and only the department can make changes to the MSA rubric.

All concurrent faculty must submit their students' MSA assignments and rubrics at the end of the semester to their faculty liaison or upload these documents to their course in Canvas.

Semester Course Assessment Form

In order for departments to improve student success in their courses, all faculty must complete a brief course assessment form for each course that they teach at the end of each semester. This form will specifically ask faculty to report assessment results from the MSA assignment. The form will be emailed to each faculty.

Institutional Learning Outcome Rubric

Each course is mapped to one institutional learning outcome. The MSA assignment for that course is the artifact used to demonstrate student proficiency of the identified institutional learning outcome. Faculty need to complete the ILO rubric in Canvas at the end of each semester. **NOTE** that the ILO rubric is based on students' achievement on the MSA assignment and not the final grade in the course. Your faculty liaison can help you with completing the ILO Rubric.

VIII. Certify Roster (Recording Attendance)

All college course enrollment must be documented with the Arkansas Department of Higher Education (ADHE) by the 11th day of classes. This is called "roster certification." In order to meet the deadline established by ADHE, ASUN requires all faculty to post attendance / certify an accurate course roster at the latest on the 10th day of classes.

ASUN's CEP strongly encourages all faculty to take attendance earlier than the 10th day of class. In fact, faculty can record attendance every day the course meets.

For campus courses, faculty need to report students who have never attended a course as non-attending. For distance education courses, faculty need to report students who have not completed at least one assignment as non-attending. Faculty will receive an email from the Registrar outlining when and how to certify course rosters.

IX. Adhere to ASUN's Grading Policies

AHECB Requirement: Concurrent faculty must use the same course grading/awarding standards as those on the college/university campus.

Grades are reported to the Office of the Registrar twice during the term – at midterm and at the end of the term. Faculty enter midterm and final grades through **Self-Service Banner** (SSB). Grades are due by **noon** on the date posted in the Academic Calendar.

ASUN uses a four-point grading system consisting of letter grades and grade point values as follows:

Letter Grade	Description	Grade PTS/HR
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Poor	1.0
F	Failure	0.0
I	Incomplete	
W	Withdrawals	

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

- S: Satisfactory
- U: Unsatisfactory

Faculty are responsible for determining and assigning grades based on objective appraisal and evaluation of student performance which should mostly be based on proficiency of course learning outcomes. Grading standards and methodologies must be provided to students in writing at the beginning of the course. The Simple Syllabus course master template includes the departmental grading scale; faculty need to clarify what students final course grade is based on (grade weighting) in the Learning Outcomes Table in the course syllabus. **NOTE** that the grade F requires faculty to enter a last date of attendance in Banner when assigning final grades.

*See Appendix C for list of technological platforms and how to access them.

Grade: Incomplete

The grade **Incomplete (I)** can only be issued by the Registrar. This means that faculty members cannot enter the grade of Incomplete on their own. Students are only eligible for a grade of Incomplete when an emergency or other reason beyond the students' control prevents completion of a course near the end of an academic term.

In order to be considered for an Incomplete, the following conditions must be met:

- students must request the Incomplete grade in advance from the instructor by filling out the form "Request for Grade of Incomplete," which can be accessed here: http://files.asun.edu/admissions/Request_for_Grade_of_Incomplete.pdf
- students must work with the instructor to make arrangements for completing remaining coursework
- at the time of the request of an Incomplete grade, students must have successfully completed at least 75% of all of the coursework
- students must have a passing grade in the course at the time of the Incomplete grade request
- when requesting the Incomplete grade, students must also be in compliance with all other course requirements as listed in the course syllabus (including attendance requirements)
- students requesting an Incomplete grade may be asked to provide supporting documentation

After faculty and student have filled out the form "Request for Grade of Incomplete," the faculty needs to send it to ASUN's CEP for review. ASUN's CEP will forward reviewed and approved Incomplete grade requests to the Registrar.

ASUN enforces a maximum time to complete Incomplete grades: by the end of the following 16-week term.

*If students do not complete Incomplete coursework by the end of the following 16-week term, the grade of "I" will automatically be replaced by the students' accurate course grade.

Grade: Withdrawal

The grade **Withdrawal (W)** can only be issued by the Registrar. This means that faculty members cannot enter the grade of Withdrawal on their own. Students are only able to withdraw from a course up until the last day to withdraw for each term as listed in the published Academic Calendar.

In order to withdraw from a course, students must fill out a Withdrawal Request Form (https://www.asun.edu/getstarted/Admissions_Forms.php#gsc.tab=0) . After students have filled out the Withdrawal form, they should submit it to ASUN's CEP for review and so that representatives from the CEP can counsel students and their parents of possible consequences of withdrawing from a course (see "Student Section" for more information).

Changing a Grade

If a grade needs to be changed, faculty need to complete a Grade Change Form: https://forms.office.com/r/vjt67P85Gz

This form is delivered straight to the Registrar for processing. There is no time limit on grade changes, but it is highly recommended that grade changes are made as soon as possible so that the correct grade is reflected on the student's transcript.

X. Utilize ASUN's Student and Academic Support Services

Student Standard 4 (NACEP)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

AHECB Requirement: The college/university must ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus.

ASUN uses an academic support system to provide assistance to students who may be struggling. Concurrent faculty are encouraged to identify students who are experiencing

difficulty in a college course and intervene appropriately by doing any (or all) of the following:
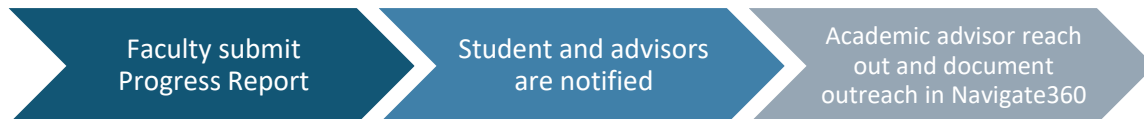
(1) Submit a Navigate360 Progress Report

The Progress Report feature in Navigate360 is designed to intervene with struggling students before they place themselves in a position to have no way to be successful in a course. At any point during the semester, faculty members can submit a Progress Report for concurrent students.

Faculty are required to submit two scheduled Progress Report Campaigns during a full-term semester. The Progress Report Campaigns are initiated with an email to the faculty with a customized link allowing faculty easy access to course progress reports. However, as mentioned earlier, faculty can submit a Progress Report at any point during the semester (in addition to the ones initiated by campaigns). Progress Reports allow faculty to communicate:

- Excessive absences (3 or more absences)
- Lack of engagement in course
- Low test/assignment scores or overall grade (below a C)

The earlier a Progress Report is completed, the more time students have to receive needed support services. After faculty have submitted a Progress Report, reported students and advisors will receive a notification (email).

Faculty submit Progress Report	Student and advisors are notified	Academic advisor reach out and document outreach in Navigate360

Note that the academic advisor for all concurrent students is the Director of Early College.

(2) Connect Students to ASUN Tutoring Services

ASUN offers a variety of tutoring options. All students have access to online tutoring 24/7 via **Brainfuse.** Students can access Brainfuse by logging on to their concurrent course in Canvas.

ASUN also offers **traditional tutoring services** that take place face-to-face on one of our main campuses in Newport, Jonesboro, and Marked Tree. In addition, some ASUN faculty make themselves available for **virtual tutoring via Microsoft Teams**. All students have access to Microsoft Teams via their ASUN student email account. If

students are interested in receiving tutoring help from ASUN, please contact ASUN's CEP so that they can help set up either face-to-face or virtual tutoring appointments.

If students are not doing well in the concurrent course, other recommendations to consider include:

- advising them to complete the course for high school credit only and use the experience to develop necessary skills that will prepare them for college level courses
- advising them to withdraw from the college course and perhaps take the course after they have developed the skills and/or cognitive maturity to meet college expectations [note that if students are contemplating withdrawing from a course, the CEP needs to be informed so that students and parents understand possible effects of a course withdrawal]

Other resources that may help students to complete work in their concurrent courses is the ASUN Library: https://www.asun.edu/student-services/library.php#gsc.tab=0 The ASUN Library offers students a plethora of resources including access to all databases.

*See Appendix C for list of technological platforms and how to access them.

XI. Participate and Prepare for Site Visits and Course Observations

Faculty Standard 3 (NACEP)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

AHECB Requirement: The college/university must ensure that instructors receive collegial interaction with college faculty through professional development, required seminars, and site visits.

In accordance with NACEP standards, ASUN faculty liaisons conduct one site visit per course taught in an academic year and one faculty observation per semester. This means, for example, that if a concurrent faculty teaches two different courses in the same semester, the ASUN faculty liaison conducts two site visits but only one faculty observation.

The main duty of the faculty liaison is to share information about course curriculum and expectations as well as serve as a mentor to the concurrent faculty. Faculty liaisons work with the concurrent faculty to ensure that concurrent courses meet and adhere to

established curriculum, course learning outcomes, and MSA assignments. Site visits and course observations offer the opportunity for both collaboration between the concurrent faculty and the faculty liaison but also for the faculty liaison to mentor the concurrent faculty and ensure that course discipline standards and requirements are met.

In the beginning of each semester, ASUN's CEP contacts all concurrent faculty and all ASUN faculty liaisons via email and provides them with information, resources, and forms for the semester's upcoming site visits and course observations (See Appendix X for resources and forms).

Most site visits and observations should take place in the middle of the semester (October-early November and March-early April). ASUN faculty liaisons need to contact their concurrent faculty partners and schedule the site visit and observation.

In times where site visits and observations may not be possible due to extenuating circumstances, the site visit and observation should be conducted via virtual format.

The semester site visit and course observations are mandatory and need to be completed by the end of each academic semester. If a concurrent faculty is not contacted by their assigned faculty liaison, they need to notify ASUN's CEP immediately.

*See Appendix D for Site Visit and Course Observation Form.

Faculty Non-Compliance

Faculty Standard 4 (NACEP)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

As an education professional, concurrent faculty are aware of the governance structures of various educational settings. Maintaining institutional accreditation and the respect of the academic and local community are vital to the success of the CEP. As a result, concurrent faculty, just like that of other college faculty members, are expected to maintain the set standards. Instances of non-compliance with set standards will be addressed by the faculty liaison, ASUN's CEP, and the Provost.

The New Concurrent Faculty Orientation session as well as the annual professional development session and discipline specific sessions provide an avenue for keeping concurrent faculty abreast of both institutional and discipline specific standards as well as any changes to these standards. The expectations and standards that concurrent

faculty must uphold have been described in detail in the section "Concurrent Faculty Responsibilities." To sum up, these expectations include:

- complete course-specific onboarding before teaching course(s)
- attend annual concurrent professional development
- adhere to ASUN's Academic Calendar by certifying course rosters and submitting midterm and final grades by specified deadlines
- develop, submit for approval, and distribute a course syllabus
- ensure that concurrent course curriculum aligns and meets the required expectations and student learning outcomes
- submit textbook for approval
- develop and submit a MSA assignment for approval
- submit students' MSA assignments and MSA rubric at the end of each semester
- complete semester course assessment forms (email) and the ILO rubric (Canvas)
- adhere to ASUN's grading policy
- advise students to utilize ASUN's support services and other academic resources
- participate in concurrent site visits and course observations

Failure to uphold these standards and/or failure to meet the required deadlines will result in a non-compliance inquiry. Non-compliant instructors, as well as the high school principal, will be:

(1) notified by letter and email that the instructor is in violation of the standards and expectations set by ASUN as well as the CEP

(2) asked to attend a meeting with ASUN's CEP in which an improvement plan will be created

The faculty liaison in collaboration with ASUN's CEP will also closely monitor the concurrent instructor for the remainder of the academic year to ensure that the concurrent faculty is following and adhering to the improvement plan. If no improvement is made, the high school faculty member will not be approved to teach concurrent courses for ASUN the following academic year.

Important Policies

Academic Integrity Policy

In accordance with the **Higher Learning Commission's Criterion 2** (Integrity: Ethical and Responsible Conduct), ASU-Newport has established an academic integrity policy to ensure "fair and ethical behavior;" this policy is included in the ASU-Newport Student Handbook and Course Catalog (https://www.asun.edu/student-services/catalogs.php#gsc.tab=0) .

Faculty are responsible for establishing and following specific policies on academic dishonesty (cheating, plagiarism, use of AI, etc.) in their courses. Instructor's academic integrity policy needs to be included in the course syllabus. Additionally, faculty need to both explain their policy to students and provide them with guidance throughout the semester of how to complete assignments in an ethical manner that adheres to the instructor's policy.

To help in the work of ensuring that students practice academic integrity, faculty can utilize one or more of the following technological software:

- TurnItIn
- Lockdown Browser

In instances of student academic dishonesty, faculty need to:

1. Notify their faculty liaison (who will notify the Dean) of the instance of academic dishonesty in a written statement (email) that includes:

- name(s) of involved student(s)
- the circumstances of the instance of academic dishonesty
- any resulting punitive measures (following policy established in course syllabus).

2. Address academic dishonesty with involved students and carry out any punitive measures.

3. Inform involved students of the right to appeal the action through the Academic Appeal/Grievance Procedure (https://www.asun.edu/student-services/catalogs.php#gsc.tab=0).

If you run into an issue of academic dishonesty, please reach out to your faculty liaison who can guide you through the above process.

Student Academic Due Process (Sanctions for Academic Misconduct)

Sanctions for Academic Misconduct may be imposed by the faculty member or instructor discovering the Academic Misconduct except in the case of dismissal from a particular program or suspension/expulsion from the University which shall be made by the Provost / Vice Chancellor for Academic and Student Affairs.

The following sanctions may be imposed for Academic Misconduct:

- a failing grade on the assessment
- rewriting or repeat performance of coursework

- a failing grade for the class
- dismissal from the class
- other appropriate sanctions as warranted by the specific acts of a student
- students who violate the imposed sanctions may result in university probation with a possible extent of suspension or expulsion

A student disagreeing with the sanction issued based on Academic Misconduct should follow the Academic Appeal Process included in the Student Handbook and Course Catalog (https://www.asun.edu/student-services/catalogs.php#gsc.tab=0).

Educational Access / Student Learning Accommodations

True to our **mission** of "provid[ing] accessible . . . learning opportunities" as well as the **institutional values** of **Belonging, Compassion**, and **Diversity**, a goal of ASU-Newport is to foster an inclusive learning environment and to advocate on behalf of all students. Students attending ASU-Newport have the right to achieve their fullest potential academically, socially, and intellectually. This fundamental right is also anchored in the **Higher Learning Commission's Criterion 1.C**. which states that processes and activities of institutions of higher education must "demonstrate inclusive and equitable treatment of diverse populations."

In accordance with the **Americans with Disabilities Act (ADA)**, ASU-Newport provides reasonable accommodations to students who apply for these learning support services. This process is initiated by the student. The Center for Educational Access will evaluate the student's needs and email an accommodation letter that the student will provide to instructors. The accommodations go into effect on the date the email/letter is presented to the instructor. Typical accommodations include, but are not limited to, more time on assessments, transcripts of lectures, help with note taking, quiet testing area, etc. Instructors must comply with established accommodations.

If a student requests accommodations that do not appear on their Notice of Accommodation letter or does not have a letter, please have them contact CEA immediately to modify or establish accommodations. Instructors should only provide accommodations detailed in the current Notice of Accommodation letter.

If instructors have questions regarding the accommodations, we encourage them to reach out to the Center for Educational Access: cea@asun.edu.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) requires that institutions of higher education strictly protect the privacy rights of all students who are or who have been in attendance. Information contained in the student's education records can be

shared only with those people or entities specified within the Act. The law also provides that students have the right to review their education records for the purpose of making any necessary corrections.

The Permission to Release Student Record Information form can be found here: https://www.asun.edu/getstarted/Admissions_Forms.php#gsc.tab=0

All Permission to Release Student Record Information forms should be submitted to ASUN's CEP.

Sexual Harassment Policy

As stated in the ASU-System Handbook, ASUN, as an ASU-System institution, "is committed to providing an educational and work environment for its students, faculty, and staff that is free from sexual discrimination including sexual harassment, sexual assault, sexual violence, stalking, domestic violence, and dating violence, as prohibited by Title IX of the Educational Amendments of 1972, and/or Title VII of the 1964 Civil Rights Act. No form of sexual discrimination will be tolerated. For more detailed information, consult the ASU-System Handbook, "Sexual Discrimination" (https://www.asusystem.edu/about/handbooks/).

Child Maltreatment and Reporting Policy

As stated in the ASU-System Policy on Child Maltreating Reporting, "All employees, and all volunteers participating in ASU conducted programs on ASU owned or occupied property, will immediately report known or suspected child maltreatment to the State of Arkansas Child Abuse Hotline and the police department having jurisdiction over that campus. For more detailed information, consult the ASU System Policy, "Child Maltreatment Reporting" (https://www.asusystem.edu/about/policies/).

Evaluations

Student Course Evaluations: Listening to the Student Voice

To capture students' voice, ASUN utilizes an online course assessment survey (by Watermark) for most of its courses (some courses, due to necessity, will utilize a paper format of the course evaluation). This evaluation process provides a way of assessing the effectiveness of instruction and other areas of faculty performance at ASUN. The

information gathered is expected to be used by each instructor as a part of the assessment process.

At the end of each semester, course evaluations are deployed in all Canvas courses for students to complete. The instructor is expected to make every effort to ensure all students complete the course evaluation for every course taught. In order for students to complete course evaluations, faculty must make the Student Course Evaluation menu link accessible to students in their Canvas courses. An email is sent to students informing them when the course evaluation will open and close. This email also encourages them to complete the course evaluation. A pop-up box also appears in Canvas to remind students to take the time to share their course experiences. After the semester has ended and grades have been posted, student course evaluation results will be accessible to faculty. Instructors will receive an email from "ASUN Course Evaluations" with a link to access course evaluation results.

To increase student participation, we ask that faculty convey to students that the evaluation is anonymous and that instructors will not be able to access survey results until after they have posted final grades. In addition, we recommend that faculty communicate to students the importance of providing fair, useful, and accurate information since this will be meaningful to faculty members as well as the Academic Leadership Team in our work for continuous improvement.

Instructors who want to utilize a paper format of the course evaluation should reach out to their faculty liaison for help to obtain a printable version. Faculty members should not be present in the room when course evaluations are distributed and completed by students. Evaluations need to be submitted to the faculty liaison who will share the evaluations with the Dean.

Faculty Evaluations

As part-time faculty members, the Academic Dean evaluates the concurrent faculty using observations from annual classroom visits (either in person or in the online course performed by faculty liaison), results from student course evaluations, analysis of student success outcomes, and compliance with established institutional policies and requirements. If warranted, the Dean follows up to address any concerns and/or discrepancies that this evaluation process reveals.

Concurrent Faculty Resources and Support

General Resources and Support

Resources, recorded trainings, and discipline specific material are housed in the Canvas course Part Time Faculty Resource Center. Concurrent faculty can access this course by using the same username and password as they do for their ASUN email. To access Canvas, use: https://asun.instructure.com/

Technological Platforms

All technological platforms use a single sign on (SSO), which means that ASUN employees use the same username and password for all platforms. IT Services will automatically create an account for ASUN employees.

ASUN uses two-factor authentication process which means that in addition to entering your login credentials (username and password), employees will be asked to use a secondary authenticator. For ASUN Microsoft platforms such as Outlook and Teams as well as the Learner Management System (LMS) Canvas, employees will need to use Microsoft Authenticator. For Self-Service Banner access, employees will use DUO as the multi-factor authentication for identification. IT Services will help set up both of these authentication platforms / apps.

To access email and all platforms, click on the "OneStop" on the ASUN website (https://onestop.asun.edu/dashboard). Then use the menu and scroll to "Staff & Faculty" to see options such as, Banner Faculty, Employee Center, and Staff Navigate). In the center of the OneStop Dashboard, you can access your Canvas Courses as well as your Office 365 faculty email.

Remember that virtual trainings on how to use different platforms to perform required tasks such as completing and submitting a syllabus using Simple Syllabus, submitting a Navigate Progress Report, entering grades, completing the ILO Rubric, etc. are available throughout the academic semester. If you need help with any of these tasks, please reach out to your faculty liaison.

The Director for Instructional Design and Distance Education is also available to help faculty with navigating and using any of the technological platforms: mark_hanan@asun.edu

List of Contacts

I Need Help With I Have Questions About	Person / Department to Contact	Email
Application, submitting required documents, faculty liaison information, etc.	Director of Early College, Lindsey Campbell	lindsey_campbell@asun.edu
Username and password to log on to platforms and accounts *Let them know you are a concurrent faculty.	ITS	its@asun.edu
Canvas, Simple Syllabus, Navigate	Director for Instructional Design and Distance Edu.	mark_hanan@asun.edu
Curriculum, assessments, syllabus, onboarding, professional developments, roster certifications, entering grades, completing assessment forms, etc.	Assigned Faculty Liaison **Other Contacts:** Dean for Applied Science, Michael Nowlin Dean for Liberal Arts, Joe Campbell Dean for Nursing & Health Professions, Stacie Hay Dean for STEM, Monica Mobley	 michael_nowlin@asun.edu joe_campbell@asun.edu stacie_hay@asun.edu monica_mobley@asun.edu
Technical help with roster certification, entering grades, completing progress report in Navigate	Director for Instructional Design and Distance Edu.	mark_hanan@asun.edu
Making student course evaluations available and/or accessing course evaluation report	Director for Instructional Design and Distance Edu.	mark_hanan@asun.edu
Correcting submitted roster certification	Registrar, Candace Gross	candace_gross@asun.edu
Correcting submitted grade, grade change	Registrar, Candace Gross	candace_gross@asun.edu
Students who need accommodations	Director of Early College, Lindsey Campbell Center for Educational Access	lindsey_campbell@asun.edu cea@asun.edu
Students who need to be advised, need tutoring, need help with using Banner, Canvas, Navigate, or need other student support services	Director of Early College, Lindsey Campbell	lindsey_campbell@asun.edu

Semester Checklist

One Week Before Semester Begins

_____ Get textbook approved by ASUN Faculty Liaison (only need to complete one time unless textbook changes)

_____ Prepare and submit Simple Syllabus for Dean Approval

_____ Get MSA Assignment (and other assessments) approved by Faculty Liaison

Beginning of the Semester: First Two Weeks

_____ Distribute syllabus to students

_____ Take attendance

_____ Certify Rosters (see email from Registrar Candace Gross)

Middle of the Semester

_____ Complete Navigate360 Progress Report on students who need support

_____ Post Mid-Term grades in Self-Service Banner (connect.asun.edu)

_____ Prepare for Course Site Visit and Observation

_____ Ensure that the link "Student Course Evaluation" is visible to students in Canvas courses (in preparation for course evaluations) or request paper format of student course evaluations

End of Semester

_____ Post Final Grades in Self-Service Banner (connect.asun.edu)

_____ Upload student MSA assignments to Canvas

_____ Complete MSA rubric in Canvas

_____ Complete ILO rubric in Canvas

_____ Submit copy of gradebook to Faculty Liaison or make sure Canvas grade book is updated

Textbook Approval Form

College Course	
Course ID & Title	
Textbook Information **-** Authors - Title - Publisher - Publication Year - ISBN	
Concurrent Liaison:	

Concurrent Course	
High School	
Concurrent Faculty	
Course ID & Title	
Textbook Information: - Authors - Title - Publisher - Publication Year - ISBN	

As the faculty liaison, I approve of the use of above listed textbook which I deem to be comparable to that of the textbook used for the college course:

_____   _____

Faculty Liaison   Date

Discipline / Department:

APPENDIX C: Technological Platforms Overview

Technological Platforms & Access	Use For:
Platform: ASUN Website **How to Access:** www.asun.edu	- locate various institutional information such as directory, academic calendar, course schedule, SOPs, etc.
Platform: DUO **What It Is:** Identity authenticator app needed to log on to Self-Service Banner. **How to Set Up:** IT Services *For support with DUO, email: DUOSupport@asun.edu	When you log in to access Self-Service Banner, DUO is used as a multi-factor authentication for identification.
Platform: Self-Service Banner "SSB" "Banner" **What It Is:** ERP / SIS System **How to Access:** connect.asun.edu	- access course rosters (Faculty Services / Rosters / Class List) - input midterm and final grades (Faculty Services / Rosters / Grade Entry) - look up student contact information (Faculty Services / Advising / Student Profile)
Platform: Canvas **What It Is:** Learner Management System (LMS) used for delivering distance education and hybrid courses All courses have a course shell in Canvas **How to Access:** https://asun.instructure.com/	**Faculty:** - complete and publish course syllabus (Simple Syllabus) for all courses - record attendance for all courses - publish instructor course assessment menu link (for students to evaluate course and instructor) - record grades for all courses - complete MSA rubrics for all courses - complete ILO rubrics for all courses

	*Distance education courses have all material, assessments, etc. uploaded in Canvas. Faculty teaching onsite courses can also upload content and assessments in the Canvas course shell (but this is not required). **Employee:** - access specialized resources such as: Instructional Basics, Instructional Design, Assessment Resource Center, Part Time Faculty Resource Center, etc.
Platform: Lockdown Browser **What It Is:** Lockdown Browser literally "locks down" the browser on a computer or tablet. Students are unable to copy, print, access other applications, or visit other websites during an online exam. **How to Access:** Lockdown Browser is a tool found in your Canvas course.	- to ensure academic integrity, use Lockdown Browser for exams, quizzes, etc. - include expectation of using Lockdown Browser in the syllabus so students are informed on Day 1 of this expectation - include helpful information of how to ensure that students are able to "set up" Lockdown Browser properly (suggestion: include a "test-quiz" to establish which students may need additional IT help to make Lockdown Browser work properly)
Platform: TurnItIn **What It Is:** TurnItIn, like Lockdown Browser, is a tool you can add to assignments in your Canvas course. TurnItIn is a software that ensures academic integrity of written work that students turn in. **How to Access:** TurnItIn is a tool you can add to written documents that are uploaded as assignments in Canvas. In submission type, select "External Tool," and then select "TurnItIn."	- TurnItIn is a "plagiarism" software that faculty can use to ensure that students have not used essays/papers written by others, written by themselves in other courses, copied and pasted from other sources, or used AI to generate work - TurnItIn is also a good tool to use when teaching students about plagiarism (patch-work plagiarism, verbatim passages, etc.) as well as AI generated work
Platform: Simple Syllabus **What It Is:**	- faculty must complete and submit a Simple Syllabus syllabus for each course they teach for Dean approval; upon approval, the

Simple Syllabus is a software that produces master course syllabi templates. Some components of the master syllabus template are created by the Academic Leadership team. Faculty have to complete some components of the syllabus. Information entered by faculty will automatically "roll over" from one semester to the next. **How to Access:** https://asun.simplesyllabus.com/ *Faculty can access their own course syllabi by going to their courses in Canvas.	syllabus will automatically be "published" and accessible to students
Platform: EAB Navigate360 **What It Is:** Student Success Platform **How to Access:** https://onestop.asun.edu/dashboard Go to Staff Menu, click "more" / Staff Navigate	**Faculty:** - issue referrals for students - complete progress report for students
Platform: Pathify "One Stop" **What It Is:** A "one-stop hub" for students and employees. **How to Access:** https://onestop.asun.edu/dashboard	- access Canvas courses through "Widgets" - access Faculty Handbook
Social Media Platform: Facebook https://www.facebook.com/ASUNewport/	
Social Media Platform: Instagram https://www.instagram.com/asunewport/?hl=en	
Social Media Platform: X (former Twitter) https://x.com/	
LinkedIn https://www.linkedin.com/school/asunewport/	

APPENDIX D

Concurrent Course Site Visit and Classroom Observation

The site visit is one component that helps with ensuring alignment between college and concurrent courses. Specifically, the site visit addresses the following:

- HLC Criteria 3 (specifically 3A and 3.C.4)
- NACEP Curriculum Standards 2 and 3

Resource: Concurrent Enrollment Handbook

High School / School District	
Name of Concurrent Faculty	
Concurrent Course ID and Title	
Discipline	
Name of Concurrent Faculty Liaison	
Date	

1. Syllabus Alignment: Describe the extent to which the concurrent enrollment program syllabus and content represent the on-campus course (course learning outcomes, course outline, main assignments).

2. Assessment and Rigor Alignment: Describe whether student assessments demonstrate rigor and depth equivalent to the on-campus course (MSA must be included).

3. Student Engagement: Describe impressions of student interest and involvement.

4. Evaluation of Assessments: Describe how the concurrent instructor's evaluation of student work compares to on-campus evaluation (rubrics, MSA rubric, grading scale).

5. Student Comments: If you have the opportunity to speak to students, please share their comments about the concurrent course.

6. Faculty Liaison Recommendations: This section can include observations about course content and delivery, assessment evaluations, student engagement, etc. As the faculty liaison you need to ensure that "The institution's program quality and learning goals are consistent across all modes of delivery and all locations" (HLC 3.A.3.) and that "courses offered through the concurrent enrollment program are equivalent to the courses offered on campus" (NACEP Curriculum Standard 3C). You can also list any resources or support requested by the concurrent faculty.
*If concerns are listed, please include possible next steps / recommendations of how to address these concerns.