



# Assessment Report

## 2009-2010

**Section One: Administrative Office Technology**

**Section Two: Early Childhood Education**

**Section Three: Practical Nursing**



**University of Arkansas at Monticello**

**Celebrating a Century of Opportunity**

**Monticello Crossett McGehee**

## Section One: Administrative Office Technology

- List the SLOs student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

Students successfully completing the UAM CTM Administrative Office Technology program will be able to:

- Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.
- Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
- Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.

These outcomes and additional program information can be found at the following website: <http://www.uamont.edu/mcgehee/administrativeofficetechnology.htm>

- Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.**

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
1	The mission the University of Arkansas at Monticello	
2	shares with all universities is the commitment to search	
3	for truth, understanding through scholastic endeavor.	
4	The University seeks to <b>enhance and share knowledge</b> , to	SLO #1
5	preserve and promote the intellectual content of society,	
6	and <b>to educate people for critical thought</b> .	SLO #2-3
7	The University provides learning experiences that enable	
8	students to <b>synthesize knowledge, communicate</b>	SLO #2-3
9	<b>effectively, use knowledge and technology with</b>	
10	<b>intelligence and responsibility</b> , and act creatively within	
11	their own and other cultures.	
12	The University strives for excellence in all its	
13	endeavors. <b>Educational opportunities encompass the</b>	SLO #1-3
14	<b>liberal arts, basic and applied sciences, selected</b>	
15	<b>professions, and vocational/ technical preparation</b> . These	
16	opportunities are founded in a strong program of general	
17	education and <b>are fulfilled through contemporary</b>	SLO #1-3
18	<b>disciplinary curricula, certification programs, and</b>	
19	<b>vocational/technical education or workforce training</b> . The	
20	University assures opportunities in higher education for	
21	both traditional and non-traditional students and strives to	
22	provide an environment that <b>fosters individual</b>	SLO #2
23	<b>achievement and personal development</b> .	

**3. Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students.**

UAM CTM Administrative Office Technology program student learning outcomes are provided to the students in a variety of ways.

- A. Each student is provided a course syllabus. The course outcomes are identified in each syllabus and are aligned to the student learning outcomes for the program. Prospective and current students can also download a copy of the syllabi from each faculty member's homepage on the UAM CTM Website under the Faculty link at <http://www.uamont.edu/mcgehee/facstaff.htm>

The four course syllabi included in **Appendix A** are as follows:

1. Tech Business Practicum BUS 2623
2. Tech Accounting BUS 1123
3. Tech Keyboarding BUS 1203
4. Tech Data Entry BUS 2173

- B. Promotional brochures are used for recruiting purposes and the student learning outcomes are listed. See **Appendix B**

- C. Each advisor utilizes the Program of Study as a basis for advising students. The student learning outcomes are listed and each student must sign the program of study. The AOT Program of Study is included in **Appendix C**

- D. Student Learning Outcomes will be included in the 2011-2013 Catalog for all UAMCTM programs of study. In the current catalog 2009-2011 SLOs were not listed.

**4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit's student learning outcomes.**

AOT faculty members use a variety of methods to assess the achievement of the AOT's student learning outcomes. The nature of course content varies widely within the AOT program; therefore, choice of specific methods of assessment for individual courses is left up to individual instructors. The issue of course-specific assessment is addressed in the answer to question 5.

Tools identified for assessment are:

**A. Required Coursework.**

The AOT curriculum consists of 39 total hours which includes 6 hours of required electives. These courses are listed in the 2009-2011 UAM catalog on page 188 and course descriptions are detailed on pages 211-213. Students in AOT are required to take a sequence of coursework consisting of 2 semesters and one summer term (10 ½ months). The students must complete these courses with a GPA of 2.0 or better to graduate.

The sequence of courses in this program is designed to achieve the AOT's student learning outcomes. The number of hours dedicated to each of these learning outcomes

is balanced against the relative importance of these objectives within the curriculums. After successfully completing the extensive coursework with a GPA of 2.0 or better, students enroll in the practicum course Tech Business Practicum BUS 2623.

This practicum experience assesses the student's abilities in each of the learning areas, and their ability to combine their knowledge in these areas in order to successfully complete the practicum assignments.

Faculty advisors within the AOT program ensure that students complete their required course work in a timely manner. Since some of these courses are pre-requisites and co-requisites for other courses, this function served by faculty advisors is critical. Advisors routinely check transcripts and run degree audits on their advisees to keep them on track for completion of their certificate.

### B. Practicum

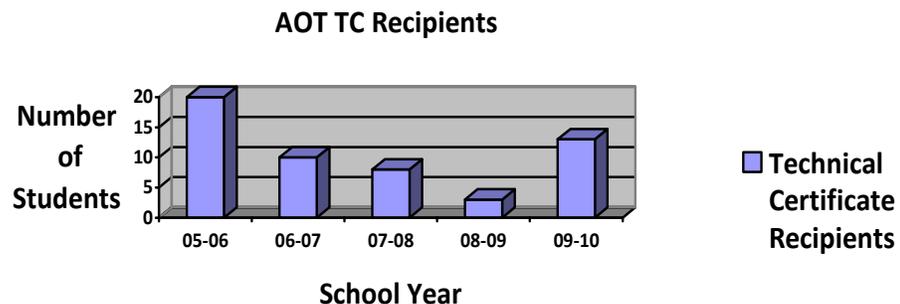
The AOT curriculum includes a required practicum course that challenges students to integrate skills learned from previous courses to:

1. Produce appropriate business documents such as letters, forms, tables, graphs, financial document and other materials inherent in office technology. (See **Appendix A** Practicum syllabus assignments 1-4 which are assigned individual grades.)
2. Rapidly and appropriately respond to multiple requests within a contemporary office environment. (See employer evaluation **Appendix D**)
3. Integrate theory, lab, and field content in manners to obtain employment in an entry-level business office. (See **Appendix E** Student Services Follow up Survey)

These student learning outcomes are depicted in the Business Practicum Syllabus (**Appendix A**)

The practicum course was implemented in fall 2009 and data will be available for analysis during the next AOT assessment cycle.

C. Graduation Rates - UAM CTM has awarded a total of 54 Technical Certificates in the AOT program over the last five years. In order to graduate from the AOT program, a student must successfully demonstrate the skills outlined in the student learning outcomes. Specific examples of how these SLO's are measured are listed in Question #5.

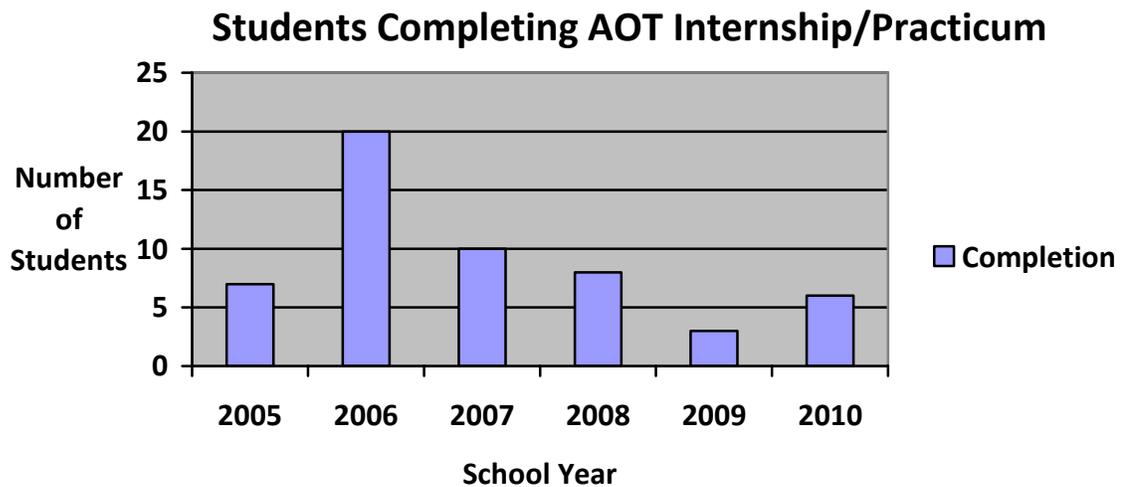


**5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions.**

The AOT examines student performances in all courses, resulting in the following:

- A. Informal and formal discussions between faculty regarding course modifications and on-going improvement of various concepts presently taught. (We have begun documenting all formal meetings with minutes. See minutes in **Appendix L**) Coursework continues to evolve on a class-by-class basis; consideration of the group of students currently being taught; low test scores, and decrease in writing ability; changes the dynamics of the classroom, causing faculty to modify lecture material, assignments, and courses as appropriately warranted.
1. During the past three years faculty have observed that some students did not possess the necessary reading and vocabulary skills to successfully complete business courses and to become employable in a business environment. As a result, Tech Vocabulary Development BUS 1603 was added to the curriculum to be implemented in Fall 2009. During the next AOT assessment cycle, data will be available to determine the effectiveness of this course.
  2. During the past three years faculty have observed that some students did not possess the necessary data entry, keyboarding skills, and word processing to successfully complete documents outlined in SLO #1; as a result Tech Keyboarding Applications BUS 1213 and Tech Word Information BUS 1503 was added to the curriculum to be implemented in Fall 2009. During the next AOT assessment cycle, data will be available to determine the effectiveness of this course.
  3. Course modifications and curriculum changes were made to the Internship/Practicum Course to better prepare the students for SLO #3. Prior to the transition to AOT, the Business Technology program required a two-week (80 hour) internship experience which was a requirement for graduation but the student received no college credit for its completion. Our Chancellor strongly recommended that practicum be awarded credit. After the AOT curriculum was adopted, the internship experience was replaced by the 3 hour practicum credit class (BUS 2623 Business Practicum) which includes 90 hours of field experience. In addition to the ten hours of field work that was added to further enhance the students' employability, rigorous classroom assignments have been added to acquire the 3 hour credit implemented in Fall 2009. The assignments are detailed in Business Practicum Syllabi **Appendix A**. During the next AOT assessment cycle, data will be available to determine the effectiveness of this course.

- B. The AOT instructors use standardized tests and teacher made tests to determine the students' acquisitions of the course SLO which support the student learning outcomes listed in Question #1.
1. Instructors analyze/evaluate the test questions during test review with the students. Questions consistently missed by the majority of the class are analyzed/evaluated in detail to determine its accuracy and use.
  2. If the question is determined to be accurate, the instructor reiterates the concept surrounding the question thus repeating the concept/skill.
- C. Students completing the Administrative Office Technology Program (AOT) complete 90 hours of practicum in area business offices and are awarded 3 hours credit for this course. Students are evaluated by instructors and employers. The results are compiled by the instructor on a rating of 1-5 with 5 being "outstanding". Of the 6 students enrolled in BUS 2623 during the summer of 2010 (which was the first class), the students received a rating of 3.85 to 5.0. It was determined that the SLO's were adequately met with no curriculum modifications noted at this time. Students must successfully complete this course with a passing grade on the Student Practicum Evaluation in order to complete the course. (Student Practicum Evaluation [Appendix D](#))

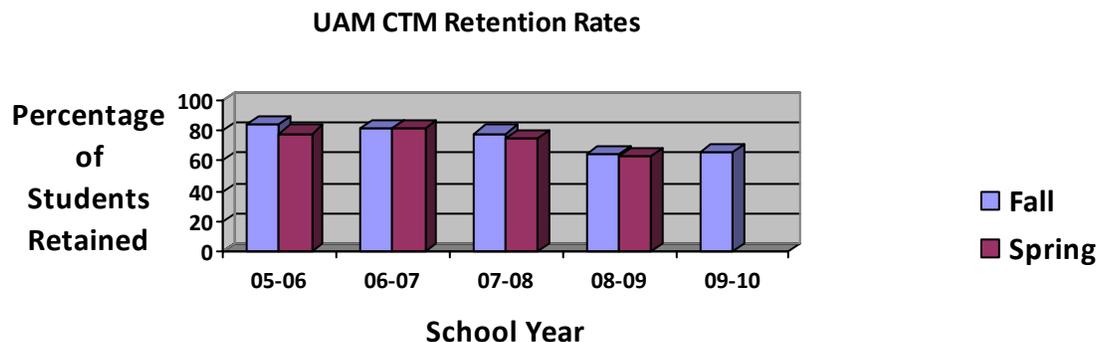
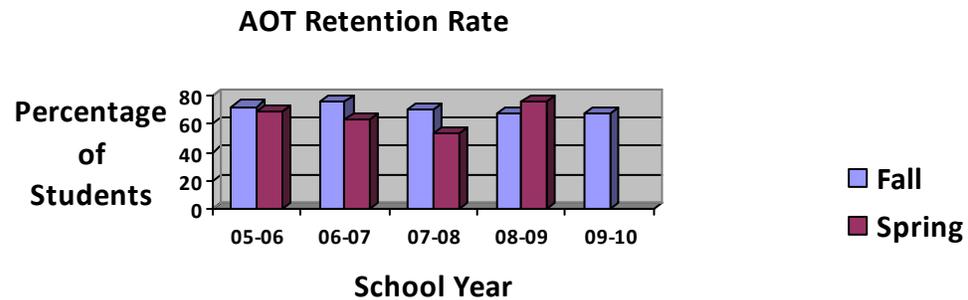


**6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Attach documentation that supports your determination.**

- A. The UAM CTM Administrative Office Technology (AOT) program obtained the data in question #5 chart entitled, "Students Completing AOT Internship/Practicum" from UAM CTM Student Services. The AOT faculty, during several informal meetings, determined the need to revise the Internship experience. Additionally, the UAM CTM AOT program instructional staff met with UAM CTC AOT program (formerly Administrative Information

Technology) in efforts to create a course that could be utilized on both campuses. This need had been identified by Chancellor Jack Lassiter, and supported by Provost David Ray, Vice Chancellor Bob Ware and Vice Chancellor Linda Rushing. During the next AOT assessment cycle, data will be available to determine the effectiveness of this course.

- B. The UAM CTM Retention Rates are collected by the Student Services Department and analyzed by administration, advisory board members, faculty and staff. The AOT program retention rates show a cumulative rate of 68%.



1. After collecting the retention rate data, the Student Services Department analyzed the data and shared the results with the UAMCTM Advisory Board. During the analyses of the data, it was determined that a downward trend was occurring. Based on this trend, the board recommended developing a plan of action to address retention. (**Appendix F** UAM CTM Advisory Board Minutes). In the UAMCTM retention plan which includes the AOT program, factors affecting student persistence and success and reasons for student departure were identified by the retention specialist using a variety of sources. (**Appendix M-** Retention Plan)
2. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009

utilizing Carl Perkins Funds. (**Appendix G** – UAMCTM Special Projects Advisory Board Report)

3. The retention specialist immediately began implementing retention strategies including activities and workshops. (**Appendix G** – UAMCTM Special Projects Advisory Board Report)
4. At the end of the 2011 school year, data will be collected and analyzed to determine successful strategies and to determine if similar retention efforts would be afforded to the Crossett and Monticello campuses in the future.
5. Carl Perkins funds have been utilized to increase retention efforts which have been depicted in the quarterly reports made to UAM CTM Advisory Board Minutes. (**Appendix F**)
6. In the 2010-2011 Strategic Plan, Goal #3: Enhancement of Quality of Life, Objective #3.2 states the following “Increase student retention rate by 3%.” The 2010-2011 Strategic Plan will be available on the UAM CTM website in the fall of 2010.  
<http://www.uamont.edu/mcgehee/strategicplans.htm>

- C. During the AOT Advisory Committee Meeting held November 16, 2009, a discussion was held regarding the proficiency of the 10-key pad and in what course, if any, is the skill taught. After an intense discussion among the members reiterating the need for this skill in a business office, (SLO#3) faculty stated that Data Entry would be taught in Summer I 2010, and they committed to teach and emphasize the 10-key pad skill and require proficiency for successful completion of this course. (**Appendix A** – Data Entry Syllabus) The advisory members requested a follow-up report in the fall 2010 annual advisory meeting. (**Appendix H**- AOT Advisory Meeting Minutes)

**7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit’s future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

The AOT program plans the following future courses of action regarding analyses of information obtained from Questions 5 and 6:

5. A Monthly informal AOT faculty meetings will be held to analyze the effectiveness of the curriculum changes depicted in 5. A. 1, 2, & 3 and to determine the need for any additional changes. At least one formal meeting per semester will be held to analyze the data.
5. B. AOT faculty members will analyze /evaluate every test given to determine the acquisition of course SLOs and program SLOs.
5. C AOT faculty members will analyze the effectiveness of the course/curriculum change (Tech Business Practicum BUS 2623) annually to determine the successful completion of the program SLOs.
6. A AOT faculty members will meet as needed with our sister campus, Crossett, to maintain alignment of courses to ensure successful completion of the AOT SLOs.
- 6.B AOT faculty members will coordinate efforts through the Strategic Planning Committee to form a Retention Committee to increase retention rates in the AOT program and all other programs on the McGehee campus. Additionally, the Certificate of Proficiency (CP) in the AOT program was

implemented in fall 2009. AOT program SLO #1 is accomplished through the first 15 hours of the program of study, thus resulting in acquiring the CP. SLO #2 & 3 are a culmination of acquiring the CP and AOT Technical Certificate (TC) for a total of 39 hours. During the next AOT assessment cycle, data will be available to determine the retention of students from CP to TC and beyond.

- 6.C The AOT faculty emphasized the 10-key pad skill in Data Entry in Summer I 2010. This requirement will continue to be the norm for this course. To what extent the students must perform is detailed in the chart below. The average of the keystrokes per hour and the gross words a minute equates 70% of the total grade for the course (based on the UAM grading scale).

<b>TECH DATA ENTRY</b>			
<b>GRADE</b>	<b>GWAM</b> Gross words a minute	<b>KSPH</b> Keystrokes per Hour	<b>ERRORS</b>
100	70	12000-6000	5
95	50-69	5999-3480	5
89	40-49	3479-2220	5
79	32-39	2219-1980	5
69	25-31	1979-1000	5
60	18-24	999-700	5
0	0-17	699-0	5

8. **Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). A table of course schedules over time showing efforts to offer courses via alternative formats, different timeframes, etc. will be beneficial.**

In order to meet the needs of working students, and to recruit nontraditional students, the UAM AOT program offers courses at various times, as well as offers courses more than one time during a semester.

### **Fall 2007**

Tech Keyboarding BUS 1203 was offered Thursday 5-7 and the class made with an enrollment of 20+

Microcomputer Applications CIS 2223 was offered MW 3:10 – 4:30; M 6:00 – 9 pm; Tu Th 1:40 -3pm and all classes made with an enrollment of 10+

### **Spring 2008**

Tech Word Processing II (currently Tech Keyboarding Applications BUS 1213) was offered Monday 5-8 pm and was cancelled due to lack of enrollment

Microcomputer Applications CIS 2223 was offered; Tu, Th 1:40 –3:00 pm; M, W 3:10 - 4:30 pm and M 5:00 8:00 pm and all classes made with an enrollment of 10+

### **Fall 2008**

Microcomputer Applications CIS 2223 was offered MW 3:10 – 4:30; M 5:00 – 8 pm; Tu Th 1:40 -3pm and all classes made

Tech Keyboarding BUSI 1003 (currently BUS 1203) was offered Thursday 5-8 pm and the class made

## **Spring 2009**

Microcomputer Applications CIS 2223 was offered Tu, Th 3:10 - 4:30 pm ; Tu, Th 1:40 - 3:00 pm; M, W 3:10 - 4:30pm and all classes made with an enrollment of 15+

## **Fall 2009**

Tech Keyboarding BUS 1203 was offered Thursday 5-8 and the class made  
Tech Business English BUS 2003 was offered W 5-8 pm class cancelled due to lack of enrollment

Microcomputer Applications CIS 2223 was offered MW 3:10 – 4:30; M 5:00 – 8; Tu Th 1:40 -3pm and all classes made

## **Spring 2010**

Tech Keyboarding BUS 1203 was offered Monday & Wednesday from 1:10-2:30 and the class made.

Microcomputer Applications CIS 2223 was offered Tu, Th 3:10 - 4:30 pm ; Tu, Th 1:40 - 3:00 pm; M, W 3:10 -4:30 pm and M 5:00 8:00 pm and all classes made with an enrollment of 20+

In the three school years depicted above, the historical trend indicates the following:

1. Data indicates that Microcomputer Applications CIS 2223 is a course that should be offered during non-traditional hours each semester making student learning accessible. Traditionally, this course has met the minimum enrollment requirements 19 out of 19 times.
2. Of the six semesters depicted below, Tech Keyboarding BUS 1203 was offered at non-traditional hours and met the minimum UAM enrollment requirement four out of four times. Data indicates this course should be offered during non-traditional hours each semester making student learning accessible.
3. Other courses such as, Word Processing II and Tech Business English BUS 2003, were offered throughout the past 3 school years at non-traditional times but failed to meet the minimum UAM enrollment requirement resulting in the cancellation of the courses.
4. We have attempted to offer courses in a sequence for a student to acquire a technical certificate in the evening. We began in the fall of 2007 with Keyboarding I, which was successful. In spring 2008 we offered Word Processing II which is now Keyboarding Applications, the 2<sup>nd</sup> course in that sequence. This was cancelled due to lack of enrollment. The AOT faculty has met and determined the need to continue this effort by offering courses leading to a Certificate of Proficiency. It was decided that courses would be offered in a sequence beginning in the fall 2010 at non-traditional times. The CP program of study is available on our webpage at:

<http://www.uamont.edu/mcgehee/OfficeSupportCP.htm>

Our plan of action is as follows:

- Fall 2010 – Keyboarding BUS 1203
- Fall 2010 – Intro to Computer Based Systems CIS 1013
- Spring 2011- Tech Accounting BUS 1123
- Spring 2011 – Tech Business English BUS 2003
- Spring 2011 - Intro to Computer Based Systems CIS 1013
- Fall 2011 – Tech Business Math BUS 2143

**9. Specifically describe how your unit involves students directly in the assessment process.**

Students enrolled in the UAM CTM AOT program complete end of semester evaluations of the course, instructor and facilities. (**Appendix I**) These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with each instructor during the instructor's performance evaluation conference to determine actions to be taken by the instructor and/or curriculum changes. Due to a transition in administration during the last school year, the evaluations were not reviewed with the instructors by administration to determine any changes necessary. However, in the future, this process will be implemented.

Students completing the AOT program will complete an Exit Self Evaluation at the end of the Internship/Practicum (**Appendix J**) which was implemented Summer I 2010. The results of this assessment will be compiled and available in the next AOT assessment cycle.

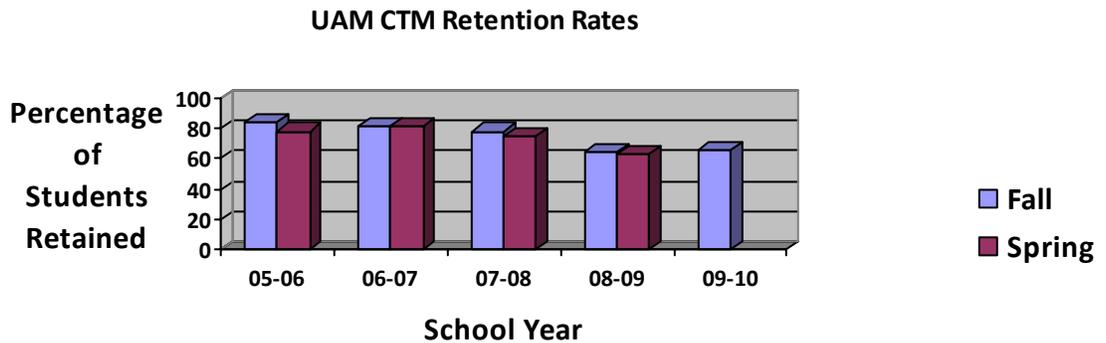
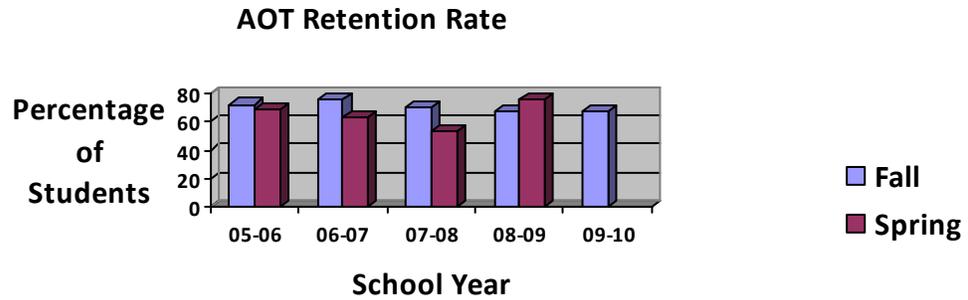
**10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University.**

UAM CTM AOT retention efforts include the following approaches:

- A. Maintaining a varied schedule including multiple course offerings including both day and evening classes as evidenced in the course schedule located at <http://www.uamont.edu/Schedules>
- B. Advising - Faculty is required to maintain a minimum of 2 office hours per 3 hour credit course scheduled in order to encourage student interaction. Faculty advise each student using the program of study which depicts the certificate of proficiency requirements, technical certificate requirements as well as referring to pages 113-114 in the 2009-2011 UAM catalog depicting the AASGT requirements. This is evidenced by the signatures of the advisor and the advisee on the program of study for each student. All faculty members have their office hours and class location on the office door to facilitate contact with students.
- C. Making referrals to the Office of Student Services and the Career Pathways program as deemed necessary.
- D. Sending a welcome letter to each incoming AOT student. AOT faculty writes an individual personal welcome letter to each of their new incoming students. (**Appendix K**)

UAM CTM retention efforts include the following approaches:

- A. The UAM CTM Student Services department employs a licensed counselor who is available for students. As evidenced by her counseling log, she guides students and encourages them to remain in school, as well as personal and academic issues.
- B. The UAM CTM Retention Rates are collected by the Student Services Department and analyzed by administration, advisory board members, faculty and staff. The AOT program retention rates show a cumulative rate of 68%.



1. After collecting the retention rate data, the Student Services Department analyzed the data and shared the results with the UAMCTM Advisory Board. During the analyses of the data, it was determined that a downward trend was occurring. Based on this trend, the board recommended developing a plan of action to address retention. (**Appendix F** UAM CTM Advisory Board Minutes).
2. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009 utilizing Carl Perkins Funds. (**Appendix G** – UAMCTM Special Projects Advisory Board Report)
3. The retention specialist immediately began implementing retention strategies including activities and workshops. (**Appendix G** – UAMCTM Special Projects Advisory Board Report)
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5. Carl Perkins funds have been utilized to increase retention efforts which have been depicted in the quarterly reports made to UAM CTM Advisory Board Minutes. (**Appendix F**)

6. In the 2010-2011 Strategic Plan, Goal #3: Enhancement of Quality of Life, Objective #3.2 states the following “Increase student retention rate by 3%.” The 2010-2011 Strategic Plan will be available on the UAM CTM website in the fall of 2010.  
<http://www.uamont.edu/mcgehee/strategicplans.htm>
7. In an effort to improve retention at UAM CTM, the Student Services Director has emphasized that federal aid disbursement is correlated with student retention. He estimates an average of 30% of our total student population withdraws or stops attending class after federal aid disbursement. He has suggested that the disbursement process be revamped for multiple disbursements throughout the semester to increase student retention.

**APPENDIX A  
AOT COURSE SYLLABI**

**The University of Arkansas - Monticello  
Administrative Office Technology**

**BUS 2623 Business Practicum**

Trudy Stringfellow, Instructor e-mail address: [stringfello@uamont.edu](mailto:stringfello@uamont.edu)  
Phone number: 870-222-5360, ext. 5214  
Summer I Semester: June 1 – June 30, 2010  
Class meets: Tuesday morning only from 7:30 AM – 8:00 AM and TBA  
Prerequisites: Completion of AOT program, with only 1 course or less to be taken  
Office hours: Monday – Thursday, 9:00 AM – 10:00 AM  
**Required Text: None**

**COURSE OBJECTIVES**

The student who successfully completes this course will be able to demonstrate abilities to:

- Produce appropriate business documents such as letters, forms, tables, graphs, financial document and other materials inherent in office technology.
- Rapidly and appropriately respond to multiple requests within a contemporary office environment.
- Integrate theory, lab, and field content in manners to obtain employment in an entry-level business office.

**ATTENDANCE POLICY**

Persistent attendance is expected in order to gain knowledge from this course. However, assignments are due by the deadline date. If a student is tardy for the class meeting, their final grade will be dropped 5 points for each class they are tardy to. BEING TARDY IS EQUALED TO 1 MINUTE LATE! If a student is absent for a class meeting, their final grade will be dropped 1 letter grade for each class missed.

**MAKE-UP WORK/TEST POLICY**

Each student is given a syllabus for each course at the beginning of the semester. It is the student's responsibility to keep up with syllabus and the deadlines listed. There should be no late assignments

**GRADING POLICY**

Grades will be determined by assignments and required paperwork. All grading will be on a total-point system. Assignments and paperwork will count as 75% of your final grade; and final exam, 25%.

The following grading scale will be used for assigning final grades:

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

## **CHEATING/PLAGIARISM**

Cheating of any type or by any means will not be tolerated! Any student caught cheating should fully expect to be withdrawn from or fail the course. Any appeals to the decision must be filed within 10 days of the instructor's decision.

## **STUDENTS WITH DISABILITIES:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-1105.

## **DISRUPTIVE BEHAVIOR**

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

## **INCOMPLETE POLICY**

A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

### **TUESDAY, JUNE 1**

- first assignment given
- papers given to be filled out by next class meeting

### **TUESDAY, JUNE 8**

- turn in paperwork for 1<sup>st</sup> week
- get paperwork for the next work week
- turn in assignment (company report)
- get new assignment

### **TUESDAY, JUNE 15**

- turn in paperwork for the 2<sup>nd</sup> week
- get paperwork for the next work week
- turn in assignment (list of companies)
- get new assignment

### **TUESDAY, JUNE 22**

- turn in paperwork for the 3<sup>rd</sup> week
- get paperwork for the next work week
- turn in assignment (portfolio)
- get new assignment

### **TUESDAY, JUNE 29**

- turn in paperwork for the 4<sup>th</sup> week
- turn in assignment (objectives' report)

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*Business Technology Program Syllabus Agreement - Summer 2010*

June, 2010

I, \_\_\_\_\_ do enter into an agreement with the  
Instructor of the  
PLEASE PRINT YOUR NAME

course listed below.

I have viewed (at <http://www.uamont.edu/facultyweb/stringfellow/>) a copy of the syllabus for the course:

\_\_\_\_\_ Business Practicum \_\_\_\_\_.

- I have read and do understand the requirements of the course, specifically the grading and attendance policies.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a late penalty will be applied to any assignment or test taken or turned in late and whether or not the late assignment is accepted or the test is given, is up to the Instructor.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
  - a grade of "0" on the assignment
  - a grade of "F" for the course
  - dismissal from the Business Technology Program
- I understand that I am responsible for any information presented in orientations, syllabus, lectures, study guides, textbook(s), videos, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
- I understand that the final for this class will be held on \_\_\_\_\_, June \_\_\_\_\_, 2010 from \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm.

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Student's signature

Date

**AOT Practicum  
Summer 2010  
Assignment #1  
Due Tuesday, June 8, 2010**

Write a 2-page report about the company you are working for. In the report, include:

1. The company's history (who founded it, when, where [original location])
2. The company's mission
3. The officers (names and titles)
4. The departments and a brief description of what their function(s) is (are).
5. The products, services, etc. that are sold and/or offered.
6. Any other pertinent information.

The report should be double-spaced and include a References page. The references must come from a minimum of two (2) sources. The references should include:

1. Source (company employee(s), brochures, company manual(s), Internet, etc.)
2. Author (if applicable)
3. Publishing company (if applicable)
4. Date of source

The References page should be keyed like you were taught in Keyboarding class.

**AOT Practicum  
Summer 2010  
Assignment #2  
Due Tuesday, June 22, 2010**

You are to create a portfolio of yourself and your accomplishments and examples of your abilities to perform in an office environment.

The following should be included:

1. Introductory page (introduction of yourself and your portfolio)
2. Table of Contents
3. Portfolio Items (samples of your work)
  - a. Resume
  - b. Thank-you letter to sponsoring site
  - c. Thank-you letter to sponsoring site supervisor
  - d. A Word document
  - e. An Excel document (chart, graph, spreadsheet)
  - f. PowerPoint document
  - g. Projects (cookbook sample, home budget, etc.)
  - h. Awards
  - i. Certificates
  - j. Work Objectives
  - k. Experiences
  - l. Hobbies
  - m. Interests
  - n. Other \_\_\_\_\_

This should be put in a notebook with a professional-looking cover. Use sheet protectors for a more professional look.

**AOT Practicum  
Summer 2010  
Assignment #3  
Due Tuesday, June 15, 2010**

Choose five (5) businesses/companies you would like to work for. Include the following for each business/company:

1. Name of business/company
2. Mailing address
3. Type of business conducted
4. The business/company's mission statement
5. Name of Human Resources person
6. A copy of a blank application form. Cannot have more than 1 state of Arkansas application.

For each business:

- Type the information on a sheet of paper (except the application).
- Create a cover page for the report.
- Use 3-hole punch machine and paper clip.

**AOT Practicum  
Summer 2010  
Assignment #4  
Due Tuesday, June 29, 2010**

You are to write a report about the objectives you set with your supervisor. In the report, include:

The written objective;  
The steps you took to meet it;  
The date you met it;  
The success/failure that occurred because of it;  
or it was not met and the reason(s).

The report should be double-spaced.

You may write about each objective on a separate sheet of paper or include them all on one. Each one should only be one (1) paragraph.

Have your supervisor write on the report at the end of the report their comments—satisfactorily met the objective; failed miserably at meeting the objective; objective not met because...., etc.

**INSTRUCTOR:** VERONICA STUDARDS  
**SYLLABUS:** TECH ACCOUNTING BUS 1123  
**CLASS MEETS:** MONDAY-WEDNESDAY-FRIDAY 12:10-1:00  
**MATERIALS:** TEXTBOOK  
WORKBOOK  
RULER  
PENCILS

**Course Number:** BUS 1123

**Course Title:** TECH ACCOUNTING

**Credit Hours:** 3

**Course Description:** This course is designed to teach the students the fundamental accounting concepts and procedures for sole proprietorships, partnerships and corporations. The accounting cycle includes journalizing and posting transactions, preparing trial balances, worksheets and financial statements. Emphasis is given to cash, banking, payroll procedures, sales, purchases and accounts receivables/payables. Simulated accounting procedures offer decision making opportunities in the business world.

**Prerequisite:** None

**Course Text:** FUNDAMENTALS OF ACCOUNTING—COURSE 1

**STUDENT LEARNING OUTCOMES FOR ADMINISTRATIVE OFFICE TECHNOLOGY ARE:**

Students successfully completing the UAM CTM Administrative Office Technology program will be able to:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology .
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.

**The student learning outcomes for this course are as follows:**

**The student will be able to:**

1. Identify the three different types of business entities
2. Identify Accounting procedures for all three types
3. Apply the Accounting equation
4. Prepare balance sheets, income statements, worksheets, trial balances, ledgers
5. Complete the posting process
6. Prepare payroll reports

**Evaluation:** Student grades are calculated according to the following scale:

75% Chapter Tests  
25% Final Exam

Grading Scale:	Percent	Grade	Quality Points
	100% - 90%	A	4
	89% - 80%	B	3
	79% - 70%	C	2
	69% - 60%	D	1
	59% - Below	F	0
	Withdrawal	W	W's & I's are disregarded when calculating grade point averages.
	Incomplete	I	

### **Students with Disabilities:**

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-1105.

**Absences:** The only excused absences consist of being called for jury duty or being officially summoned to appear in court. Refer to absence policy in student handbook.

**Disruptive behavior:** College regulations, which serve to control all aspects of personal conduct, must be observed. The safety, rights, and feelings of others must be respected. A student may be suspended or dismissed from the school for conduct or personal habits, which are not in the best interest of the student, fellow students, or the instructor.

### **Holidays MARTIN LUTHER KING HOLIDAY SPRING BREAK MARCH 22-26**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

A UAM student has access to their course syllabus by going to this web site <http://www.uamont.edu/mcgehee/facstaff.htm>.

### **TECH ACCOUNTING ASSIGNMENTS AND TEST SCHEDULE**

**The following is a tentative schedule of assignments and tests which can/may be changed at the discretion of the instructor.**

**This course is designed to teach the students the fundamental accounting concepts and procedures for sole proprietorships, partnerships and corporations as well as service and merchandising business. The accounting cycle includes journalizing and posting transactions, preparing trial balances, worksheets and financial statements. Emphasis is given to cash, banking, payroll procedures, sales, purchases and accounts receivables/payables. Simulated accounting procedures offer decision making opportunities in the business world.**

Each student will be responsible for reading each chapter and working all problems in each chapter. Chapter tests will be given after each Chapter is completed (one week). Any missed test must be made up within one week and the student can only make B. Tests will cover the chapters and will be worth various points. All grading will be on a point system.

The following schedule is tentative, with changes made at the discretion of the instructor.

**JAN 13-15**

Chapter 1—STARTING A PROPRIETORSHIP: Changes that affect the Accounting Equation  
Workbook pages for Chapter 1

**JAN 18-22**

MONDAY--Chapter 1 Test

Chapter 2—ANALYZING TRANSACTIONS INTO THE DEBIT AND CREDIT PARTS  
Workbook pages for Chapter 2

**JAN 25-29**

MONDAY--Chapter 2 Test

Chapter 3—JOURNALIZING TRANSACTIONS  
Workbook pages for Chapter 3

**FEB 1-5**

MONDAY--Chapter 3 Test

Chapter 4—POSTING TO A GENERAL LEDGER  
Chapter 4 Workbook pages

**FEB 8-12**

MONDAY--Chapter 4 Test

MONDAY-Chapter 5—CASH CONTROL SYSTEMS  
NO CHAPTER 5 TEST

MONDAY--Chapter 6—WORKSHEET FOR A SERVICE BUSINESS  
Workbook pages

**FEB 15-19**

CHAPTER 6 TEST

Chapter 7—FINANCIAL STATEMENTS FOR A PROPRIETORSHIP  
Workbook pages

CHAPTER 7 TEST

**FEB 22-26**

Chapter 8—RECORDING ADJUSTING AND CLOSING ENTRIES FOR A SERVICE BUSINESS  
Workbook pages

CHAPTER 8 TEST

**MAR 1-5**

**Chapter 9—JOURNALIZING PURCHASES AND CASH PAYMENTS**

**Workbook pages**

**Chapter 9 Test**

**MAR 8-12**

**Chapter 10—JOURNALIZING SALES AND CASH RECEIPTS USING SPECIAL JOURNALS**

**CHAPTER 10 WORKBOOK PAGES**

**Chapter 10 Test**

**MAR 15-19**

**Chapter 11—POSTING TO GENERAL AND SUBSIDIARY LEDGERS**

**CHAPTER 11 WORKBOOK PAGES**

**Chapter 11 Test**

**MAR 22-26 SPRING BREAK**

**MAR 29-APR 2**

**Chapter 12—PREPARING PAYROLL RECORDS**

**Workbook**

**CHAPTER 12 TEST**

**APR 5-9**

**Chapter 13—PAYROLL ACCOUNTING, TAXES, AND REPORTS**

**Workbook**

**CHAPTER 13 TEST**

**REINFORCEMENT ACTIVITY**

**APR 12-16**

**Chapter 14—DISTRIBUTING DIVIDENDS AND PREPARING A WORK SHEET FOR A  
MERCHANDISING BUSINESS**

**Workbook PAGES**

**Chapter 14 test**

**REINFORCEMENT ACTIVITY**

**APR 19-23**

**CHAPTER 15—FINANCIAL STATEMENTS FOR A CORPORATION**

**Workbook PAGES**

**Chapter 15 test**

**REINFORCEMENT ACTIVITY**

**APR 26-30**

**REINFORCEMENT ACTIVITY**

**AUDIT TEST**

**MAY 3-MAY 4**

**CHAPTER 16—RECORDING ADJUSTING AND CLOSING ENTRIES FOR A CORPORATION**

**MAY 5-MAY 11 FINAL EXAMS**

**FINAL EXAM—CHAPTER 16  
MONDAY, MAY 10 10:30 A.M. 12:30 P.M.**

# Course Syllabus - Tech Keyboarding (BUS 1203)

Heather Groleske, Instructor

e-mail address: [groleskeh@uamont.edu](mailto:groleskeh@uamont.edu)

Phone number: 870-222-5360, ext. 5265

Fall Semester: August 25 – December 17, 2010

Class meets: Tuesday and Thursday – 8:00 a.m. – 9:30 a.m.

Prerequisites: None

Office hours: By appointment only. You can either call me on my office number or you can call me on my cell number at 870-723-2421.

## **Materials Needed:**

1. SOUTH-WESTERN, COMPLETE COURSE-KEYBOARDING AND WORDPROCESSING-MICROSOFT WORD 2007, LESSONS 1 – 120—17 edition, ISBN: 0-538-73027-7
2. Headset or earphones (required-cannot take class without proper earphones) May be purchased at Wal Mart or Dollar store.
3. **Several scantron sheets for testing purposes.**

This course provides hands-on instruction for learning the alphabetic, numeric, and symbol keys on the keyboard. Key issues taught include learning the keyboard by touch (not looking at the hands when on keys), accuracy, proofreading skills, and speed. Students are expected to be keying at 35 wpm or more by the end of the semester. **ALL SUMMARY REPORTS WILL BE PRINTED AND TURNED IN EACH WEDNESDAY ONLY!!!!** In addition, business letters, memos, tabs, short reports, writing and formatting communications, proofreading and revising text, applying capitalization and other basic language arts skills will be taught.

## **LEARNING OUTCOMES**

### **Level 1**

- **To key the alphabetic and numeric keys by touch**
- **To develop good keyboarding techniques**
- **To key fluently at least 25 words per minute**
- **To develop reasonable accuracy**
- **To develop proofreading skills**

### **Level 2**

- **To apply proofreaders' marks and revise text**
- **To format memos, e-mail, letters, reports, and tables appropriately**
- **To enhance documents with basic graphics**
- **To learn word processing commands**
- **To create, edit, and format documents effectively**
- **To key 35 words per minute with good accuracy**

**Students successfully completing the UAM CTM Administrative Office Technology program will be able to:**

- 1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology .**
- 2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.**
- 3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.**

### **ABSENTEE POLICY**

Persistent attendance is expected in order to gain knowledge from this course. Missing 3 or more classes may result in failure of the course.

### **MAKE-UP WORK/TEST POLICY**

Each student is given a syllabus for each course at the beginning of the semester. It is the student's responsibility to keep up with syllabus and the deadlines listed. If a student misses an assignment, depending on the size of the assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes.

If a student misses an assigned test, he/she will have one (1) week to make up the test. However, the highest grade that can be made will be an 89 (B). If the student fails to make up the test in accordance to the instructor's schedule in the allotted time, he/she will receive a grade of "0" or "F" on the test. The instructor remains the right to apply the make-up policies as she deems necessary.

### **GRADING POLICY**

All grading will be on a total-point system. Grades will be distributed as follows: tests = 50%; assignments = 25%; final exam = 25%.

The following grading scale will be used for assigning final grades:

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

The final exam **will** be comprehensive

### **INCOMPLETE POLICY**

A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

### **GRADE REPORTS**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

## **CHEATING/PLAGIARISM**

Cheating of any type or by any means will not be tolerated! Any student caught cheating should fully expect to fail the assignment or possibly fail the course. Any appeals to the decision must be filed within 10 days of the instructor's decision. The instructor remains the right to apply the cheating/plagiarism policies as she deems necessary.

## **STUDENTS WITH DISABILITIES**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-1105.

## **DISRUPTIVE BEHAVIOR**

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

If you wish to talk, sleep, play games, pass notes, look at pictures, work on homework, or anything else not related to the class and/or lecture, *don't come to class*.

**The following schedule is tentative, with changes made at the discretion of the instructor.**

### **LEVEL 1: Developing Keyboarding Skills**

#### **Module 1—Alphabetic Keys (Lessons 1-13)**

**August 26, 2010** - Policies and Procedures/Syllabus/Introduction

**August 31 & Sept 2, 2010** - Lessons 1 & 2 (Learn Home Row, I, E, N); Lessons 4, 5, 6 (Learn Left Shift, H, T, period, R, Right Shift, C, O, W, B, P, and Comma)

**September 7 & 9** – Lessons 8, 9, 10 (Learn G, X, U, Question Mark, Q, M, C, Apostrophe, Z, Y, Tab, and Quotation Mark)

**September 14 & 16** – Lessons 14, 15, 16, 17, 18 (Learn 1, 8, 5, 0, 2, 7, 4, 9, 3, and 6)

**September 21 & 23** – Lessons 19, 20, 21 (Learn \$, – (hyphen) #, /, %, and !)

**September 27 & 29** – Lessons 22, 23, 24 (Learn ( ), Backspace, &, and : (colon). Learn other symbols.

**October 5, 2010 – TEST Modules 1-2 (LESSONS 1-25) YOU MAY NOT LEAVE AFTER THE TEST! Begin Lesson 26 & 27 – Learn Essential and Formatting**

**October 7** – Lessons 28, 29, 30 – Learn Essentials and Formatting, Ribbon Essentials, Editing Essentials/Assessment

**October 12** – Test Module 3 (Lessons 26 – 30) **DO NOT LEAVE AFTER THE TEST; BEGIN WORKING ON THE NEXT LESSONS!**

**October 14** - Lessons 31, 32, 33, 34 – Learn Memos, E-mail, Block letter with Envelope, Modified Block Letter Format

**October 19 & 21** - Lessons 35, 36, 37 – Learn Traditional Letter Format and Correspondence Review

**October 26 – TEST – Module 4 (LESSONS 31-36) After Test - Begin Lessons 37 and 38 – Unbound Report w/ Cover Page**

**October 28 & November 2** - Lessons 39, 40, 41 –Learn Multiple Page Reports and Left-bound report, Reports w/ Long Quotes, Learn Reports w/ Reference Page and Footnotes.

**November 4 – TEST – Module 5 (Lessons 37-43)**

**November 9 & 11** – Lessons 44, 45, 46, 47, Create Tables, use table tools layout, change table structure, and table tools design.

**November 16 – TEST – Module 6 (Lessons 44 – 51) After test – Begin Lessons 52 and 53 – Editing Essentials, Editing Letters**

**November 18 & 23** – Lessons 54, 55, – Learn to Edit Memos, E-mail, Tables, Reports, Documents, and Assessment

**November 25 – NO CLASS! HAPPY THANKSGIVING**

**November 30, December 2, & December 7** – Lessons 56, 57, 58, 59, 60 – Learn Graphics and Newsletters and Format Text Graphically. Create newsletters and advanced newsletters.

**December 9 - Review for FINAL**

**UAM College of Technology – McGehee**  
*Administrative Office Technology Program Syllabus Agreement - Fall 2010*

August 2010

I, \_\_\_\_\_ do enter into an agreement with the Instructor of the course listed below.  
PLEASE PRINT YOUR NAME

I have viewed a copy of the syllabus for the course:  
Tech Keyboarding

I have read and do understand the requirements of the course, specifically the grading and attendance policies.

I understand that all tests including the final are to be taken on the date and during the time given.

I understand that a 1% penalty will be applied to any assignment turned in late and whether or not the late assignment is accepted is up to the Instructor.

I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:

- a grade of "0" on the assignment
- a grade of "F" for the course
- dismissal from the above listed course

I understand that I am responsible for any information presented in orientations, syllabus, lectures, study guides, textbook(s), videos, student handbook, UAM catalog, and other readings or assignments whether I am present for the dissemination of this information or not.

I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.

I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.

I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.

I understand that the final for this class will be held on \_\_\_\_\_, December \_\_\_\_\_, 2010 from \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm.

---

Student's signature

Date

**INSTRUCTOR:** VERONICA STUDARDS  
**OFFICE HOURS:** M-TH 12:45-1:45  
**SYLLABUS:** TECH DATA ENTRY  
**CLASS MEETS:** M -TH 10:30-12:45  
**MATERIALS:** TEXTBOOK

**Course Number:** BUS 2173

**Course Title:** TECH DATA ENTRY

**Credit Hours:** 3

**Course Description:** This course is designed to enhance the data entry skills of a student and provides the kind of experiences a data entry specialist encounters every day on the job.

**Prerequisite:** BUS 1203

**Course Text:** Data Entry Skill Building and Applications

**STUDENT LEARNING OUTCOMES:**

**Upon completion of this course the student should know and be able to:**

1. Input data alphanumeric at an average rate
2. Input data for insurance forms
3. Input data for invoices
4. Input data for surveys
5. Input general hospital forms
6. Increase speed and accuracy on data input

**Evaluation: the program assigns Grades** and the instructor will give an average for final grade. Each day the student will turn in (a) Keypad drills for the week, (b) Alphanumeric drills for the day, as well as completing the Data Entry Projects that are listed below. Grades will be assigned by the program and is strictly "speed" and "accuracy" oriented.

**Activities—5%**  
**Timings-- 70%**  
**Final Exam—25%**

<b>Grading Scale: Percent</b>	<b>Grade</b>	<b>Quality Points</b>
100% - 90%	A	4
89% - 80%	B	3
79% - 70%	C	2
69% - 60%	D	1
59% - Below	F	0
Withdrawal	W	W's & I's are
Incomplete	I	disregarded
		when calculating
		grade point averages.

**Statement on disruptive behavior:** The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

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### **TECH DATA ENTRY ASSIGNMENTS AND TEST SCHEDULE**

**Each chapter introduces the student to a new field of study and the forms required for data input. The students will work at their individual pace, and the Data Entry program and the instructor will give grades. Each student has "x" number of attempts to increase their speed and accuracy on each section of the book. The student should read the chapter before coming to class to be familiar with the forms and techniques used in this program to increase their chance of increasing their speed and accuracy. Each student will be responsible for reading each chapter. Every class day each student must turn in an alphanumeric 5' timing with 5 errors or less for a timing grade and a 1 minute numeric timed writing with 5 errors or less. There are 4 Projects with four activities each. Each Activity is a separate grade and worth 100 points. The final exam will be a 5 minute timed writing with 5 errors or less.**

### **BUSINESS DEPARTMENT MAKE-UP WORK/TEST POLICY**

**Each student is given a syllabus for each course at the beginning of the semester. It is the student's responsibility to keep up with syllabus and the deadlines listed. If a student misses an assignment, depending on the size of the assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes.**

**If a student misses an assigned test, he/she will have one (1) week to make up the test. However, the highest grade that can be made will be an 89 (B). If the student fails to make up the test in accordance to the instructor's schedule in the allotted time, he/she will receive a grade of "0" or "F" on the test.**

**The following schedule is tentative, with changes made at the discretion of the instructor.**

#### **JUNE 1-4**

**Chapter 1--Data Entry in an Information World**

**CHAPTER 1, 2 , 3**

**Key pad drills**

**CHAPTER 4--BUILDING DATA ENTRY SKILL: THE PRACTICE ROOM**  
**PROJECT 1 CRANDLE INSURANCE--ACTIVITY 1 THROUGH ACTIVITY 4**  
**DAILY-- --Must have Alphanumeric 5 Minute Timing with 5 errors or less**  
**DAILY—1 MINUTE KEY PAD WITH 5 ERRORS OR LESS**

**JUNE 7-11**

**ACTIVITY 1-4 CRANDLE INSURANCE DUE MONDAY JUNE 11**  
**PROJECT 2--P. 85--FUN WEAR--ACTIVITY 5-8 DUE THURSDAY**  
**PROJECT 2 DUE FRIDAY--ACTIVITY 5-8**  
**DAILY-- --Must have Alphanumeric 5 Minute Timing with 5 errors or less**  
**DAILY—1 MINUTE KEY PAD WITH 5 ERRORS OR LESS**

**JUNE 14-18**

**PROJECT 3--WESTERN SUITES P. 108**  
**Project 3 DUE –FRIDAY--ACTIVITY 9--ACTIVITY 12**  
**DAILY-- --Must have Alphanumeric 5 Minute Timing with 5 errors or less**  
**DAILY—1 MINUTE KEY PAD WITH 5 ERRORS OR LESS**

**JUNE 21-25**

**Project 4: General Hospital P. 130**  
**PROJECT 4 --ACTIVITY 13--ACTIVITY 17**  
**DAILY-- --Must have Alphanumeric 5 Minute Timing with 5 errors or less**  
**DAILY—1 MINUTE KEY PAD WITH 5 ERRORS OR LESS**

**JUNE 28-29**

**PROJECT 4 DUE --ACTIVITY 13--ACTIVITY 17**  
**DAILY-- --Must have Alphanumeric 5 Minute Timing with 5 errors or less**  
**DAILY—1 MINUTE KEY PAD WITH 5 ERRORS OR LESS**

**PRACTICE FOR FINAL EXAM JUNE 30—5' MINUTE TIMED WRITING**

**FINAL EXAM WEDNESDAY 5 ' TIMED WRITING**  
**5 ERRORS OR LESS**

**APPENDIX B**  
**COURSE BROCHURE**

**Administrative Office Technology**



To learn more about the UAM CTM Administrative Office Technology program contact a member of the staff:

Veronica Studards, Instructor  
[Studards@uamont.edu](mailto:Studards@uamont.edu)

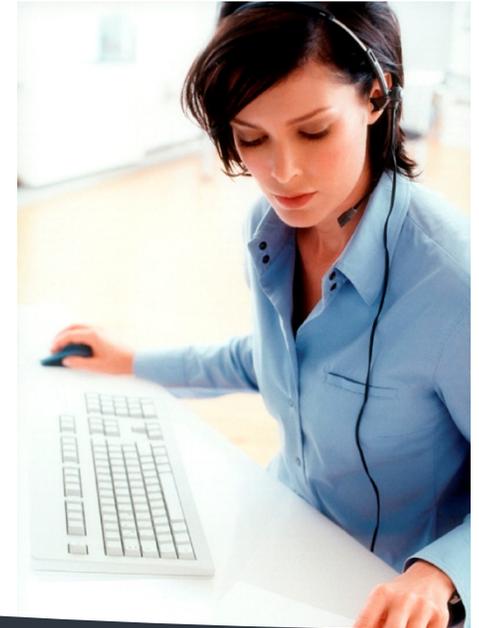
Trudy Stringfellow, Instructor  
[Stringfello@uamont.edu](mailto:Stringfello@uamont.edu)

Phone: 870-222-5360

Or visit our website at  
<http://www.uamont.edu/McGehee/>

UAM College of Technology-McGehee

## Administrative Office Technology



### Financial Assistance

If you wish to pursue Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department  
P.O. Box 747  
McGehee, AR 71654  
Telephone: (870) 222-5360, 5220  
Fax: (870) 222-1105



University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

UAM College of Technology-McGehee does not discriminate on the basis of race, color,

**Nearly every business office today has a computer of some kind. The demand for people trained to use computers is growing rapidly. In fact, the computer field offers several of the fastest growing occupations in this decade.**

A person trained in business technology uses and adapts to software to perform business functions such as computerized accounting, databases, and spreadsheets.

Our Administrative Office Technology program will provide you the training you need to learn skills in being a computer operator, word processor, data processor or data entry clerk.

Many experienced business majors command much higher salaries. Therefore, we ask for input from local employers, the State Employment Security Division, our own advisory council, and other community agencies to ensure we offer the most up-to-date technology and the professional skills needed to be successful in your field of study.

### Student Learning Outcomes:

Students successfully completing the UAM CTM Administrative Office Technology program will be able to:

Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.

Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.

Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office



## UAM CTM Administrative Office Technology

BUS	1123	Tech Accounting I
CIS	2223	Microcomputer Applications or Tech Computer Applications
BUS	1303	
BUS	1203	Tech Keyboarding
BUS MATH	2143 0183	Tech Business Math or Intermediate Algebra
BUS ENGL	2003 1013	Tech Business English or Composition I
BUS	1213	Tech Keyboarding Applications
BUS	1503	Tech Word Processing/ Information Processing
BUS	1563	Tech Administrative Support Procedures
BUS	1603	Tech Vocabulary Development
BUS	2013	Tech Business Communication
<i>Elective</i>		<i>3 Hours from electives listed below</i>
BUS	2623	Tech Business Practicum
<i>Elective</i>		<i>3 Hours from electives listed below</i>
		<b>Electives to chose from</b>
BUS	1631	Tech Intro Internet and E-Mail
BUS	1661	Tech Intro to Presentation
BUS	1671	Tech Intro to Fin. Software
BUS	2153	Tech Computerized Accounting
BUS	2173	Tech Data Entry
BUS	2163	Tech Spreadsheet Applications
BUS	2613	Tech Small Business Management

## APPENDIX C PROGRAM OF STUDY

**University of Arkansas at Monticello College of Technology –  
McGehee Technical Certificate Program of Study  
Administrative Office Technology**



Semester I					Semester II				
	BUS	1123	Tech Accounting I	3 credit hours		BUS	1213	Tech Keyboarding Applications	3 credit hours
	CIS BUS	2223 1303	Microcomputer Applications or Tech Computer Applications	3 credit hours		BUS	1503	Tech Word Processing/ Information Processing	3 credit hours
	BUS	1203	Tech Keyboarding	3 credit hours		BUS	1563	Tech Administrative Support Procedures	3 credit hours
	BUS MATH	2143 0183	Tech Business Math or Intermediate Algebra	3 credit hours		BUS	1603	Tech Vocabulary Development	3 credit hours
	BUS ENGL	2003 1013	Tech Business English or Composition I	3 credit hours		BUS	2013	Tech Business Communication	3 credit hours
								3 Hours from electives listed below	3 credit hours
			<b>TOTAL</b>	<b>15 credit hours</b>				<b>TOTAL</b>	<b>18 credit hours</b>
Semester III									
	BUS	2623	Tech Business Practicum	3 credit hours					
			3 Hours from electives listed below	3 credit hours					
			<b>TOTAL</b>	<b>6 credit hours</b>					

<b>Pick 6 hours from the following:</b>			
BUS	1631	Tech Intro Internet and E-Mail	(1)
BUS	1661	Tech Intro to Presentation	(1)
BUS	1671	Tech Intro to Fin. Software	(1)
BUS	2153	Tech Computerized Accounting	(3)
BUS	2173	Tech Data Entry	(3)
BUS	2163	Tech Spreadsheet Applications	(3)
BUS	2613	Tech Small Business Management	(1)

Students successfully completing the UAM CTM Administrative Office Technology program will be able to:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.

### Specific Graduation Requirements

In addition to completing all coursework, the University of Arkansas at Monticello College of Technology – McGehee, requires all students who are eligible for this technical certificate to meet the following criteria:

- Degree Audit

- At least 2.00 cumulative GPA

My signature below indicates that I (student) agree that it is my responsibility to meet all UAM requirements to be eligible for a technical certificate. This document serves only as a guide to help me fulfill specific program requirements. This University reserves the right to substitute other courses.

\_\_\_\_\_  
Student's Date of Birth

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Advisor Signature Date

\_\_\_\_\_  
Director of Instruction Signature Date

\_\_\_\_\_  
Vice Chancellor Signature Date

## Appendix D Employer Evaluation for AOT Practicum



**DIRECTIONS:** PLEASE USE THE SCALE BELOW TO EVALUATE THE STUDENT INTERN IN THE FOLLOWING CATEGORIES. PLACE A CHECK MARK IN THE BOX THAT BEST MATCHES YOUR RESPONSE.

2010

Review Information				
Student Intern	[REDACTED]			
Week ending	<input type="checkbox"/> June 7, 2010	<input checked="" type="checkbox"/> June 14, 2010	<input type="checkbox"/> June 21, 2010	<input type="checkbox"/> June 28, 2010

Guidelines							
5 = Outstanding	4 = Good	3 = Average	2 = Needs Attention	1 = Poor	N/A = Not Applicable		
General Technical Skills and Knowledge							

General Technical Skills and Knowledge							
		5	4	3	2	1	N/A
1.	Knowledge level of terms and concepts related to job	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Technical ability to perform tasks related to job	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Quality of work (accuracy, organizations, creative)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Production (volume and speed of work)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Work standards (goes above and beyond)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Critical thinking skills (decision-making, problem-solving)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Skills							
7.	Writing communication (grammar, spelling, punctuation)	5	<input checked="" type="checkbox"/>	3	2	1	N/A
8.	Oral communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Follows directions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Listening skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Communication with supervisor(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Communication with co-workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Technical Skills							
13.	Motivation/enthusiasm	5	<input checked="" type="checkbox"/>	3	2	1	N/A
14.	Initiative (self-starter, works independently)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Punctuality and dependability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Interpersonal skills (tact, judgment, courtesy, rapport)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Professional appearance (appropriate for work site)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Adaptability (willingness to do as asked)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Overall attitude	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Suggested Area(s) to Work on for Improvement:**

*revised policy procedures for adaptation  
 avoid 9-5 shift. More whole opportunity. Reassignment efforts.  
 rotation efforts, home mentoring.*

*[REDACTED] - ISHS Resource Worker Area Support*

**Appendix E**  
**Student Services Follow Up Survey**

STUDENT NAME: \_\_\_\_\_ SOC. SEC. NO.: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ COURSE NAME: \_\_\_\_\_  
 \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_  
 OEC CODE: \_\_\_\_\_

**Follow-Up Survey**

**NOTE:** This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive reliable, and timely.

1. What is your current educational status? (check one)  
 \_\_\_\_\_ Currently attending school  
 \_\_\_\_\_ Not currently attending school
2. What is your current employment status? (check one)  
 \_\_\_\_\_ Employed (includes all employment, even if below your qualifications; does not include full-time military service.)  
 \_\_\_\_\_ Employed (full-time military service)  
 \_\_\_\_\_ Unemployed (not employed, but actively seeking employment)  
 \_\_\_\_\_ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

**NOTE:** If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

3. Please provide the following information on your present job:  
 Name of Company or Firm (if self-employed, please write self.)

Company or Firm Mailing Address: \_\_\_\_\_

City	State	Zip Code
_____	_____	_____
Your immediate Supervisor Last Name	First Name	M. I.
_____	_____	_____

**PRESENT JOB INFORMATION:**

Job Title \_\_\_\_\_  
 Job Duties \_\_\_\_\_

4. Is this job related to your field of vocational training?  
 \_\_\_\_\_ Yes, it is directly or closely related.  
 \_\_\_\_\_ No, it is only remotely related or is not related at all.
5. What is your current salary? (Do not add in overtime) \$ \_\_\_\_\_ Per \_\_\_\_\_
6. The Salary in the preceding item is based on how many hours per week employment?  
 \_\_\_\_\_ hours per week

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

## Appendix F

### UAM COLLEGE OF TECHNOLOGY-MCGEHEE ADVISORY BOARD MEETING MINUTES FEBRUARY 16, 2009

#### **ATTENDANCE:**

Cynthia Montgomery  
Linda Armour, Secretary  
Franklin Healey  
Jeff Owyong

Bob Ware, Ex-Officio Member  
Vickey Haycox, Coordinator of Special Projects  
and Instruction  
Charles Rocconi, Director of Student Services  
Dr. Jack Lassiter, Chancellor  
Sharon Cantrell, Adult Education Coordinator  
LaWarn Rodgers, Career Pathways Coordinator

Mrs. Cynthia Montgomery opened the meeting at 12:05 p.m.

Each member was given a folder containing the agenda, minutes and other items to be discussed. Linda Armour made a motion to accept the minutes as presented. Franklin Healey seconded the motion. Motion carried.

#### **CHANCELLOR'S REPORT**

Dr. Lassiter gave a report of the development of the new budgets. He also reported that there would probably be an increase in tuition for the upcoming fiscal year. Dr. Lassiter reported that UAM still has one of the lowest tuition rates in the state and that we need to be closer to other institutions. Dr. Lassiter reported that legislation is being discussed that a group would make all decisions for all higher education institutions. We have a very strong delegation in Southeast Arkansas and we are very fortunate. Dr. Lassiter reported that with the stimulus package, pell grant and student work study is predicted to increase.

#### **SMALL BUSINESS DEVELOPMENT**

Kathryn Peacock stated that the first quarter report and the January-April newsletter were included in each folder. She then gave an update on the training and on the progress of grants. Mrs. Peacock reported that the small business is doing more updates by email to save money.

#### **CAREER PATHWAYS INITIATIVE**

LaWarn Rodgers stated that included in their folder was a handout of the quarterly report (October – December). Ms. Rodgers gave an update on the progress of the program and where it stood financially. Ms. Rodgers reported that 65 students from last year have been existed and 35 students have been employed.

#### **STUDENT SERVICES REPORT**

Mr. Rocconi went over the handouts in the package regarding the unofficial enrollment of Spring 09. Mr. Rocconi reported that we were down about 1% from spring 08 in all areas. Mr. Rocconi reported that the AASGT graduates were going to be up this year. Based on retention data that was detailed by Mr. Rocconi, the board recommended developing a plan of action to address retention.

**COORDINATOR OF SPECIAL PROJECT AND INSTRUCTION'S REPORT**

Mrs. Vickey Haycox reported the outcome of the Perkins site visit held January 12, 2009. The institution did not have any deficits. Mrs. Haycox reported that for the first time in the school history that UAM is a standalone institution for Perkins, receiving \$90,477 for FY 08-09 (most we have ever received).

Mrs. Haycox reported that the new HIT program which Crossett had approved would begin to be offered in the Fall 09. She also reported that the first draft of summer and fall scheduled was being developed.

Mrs. Haycox reported that our commencement would be integrated with the Monticello commencement; thereby UAMCTM would no longer have separate commencement ceremonies. Commencement will be Friday, May 15. UAMCTM students with a technical certificate and/or associate of applied science in general technology would participate. Certificate of Proficiency and Adult Education completers would no longer participate, CP recipients will however, receive an award from the registrar's office.

**BUSINESS AND INDUSTRY/ADULT EDUCATION REPORT**

Mrs. Sharon Cantrell reported that she had two handouts in their folder. The first was regarding Non Credit classes offer and the second was an Adult Education Report along with an Adult Education schedule. Mrs. Cantrell reported on HB 1408 regard GED and 17 year olds.

**VICE-CHANCELLOR'S REPORT**

Mr. Bob Ware reported on the budget process and how the budget was being prepared for the new fiscal year.

Mr. Ware reported that negotiations were still underway for the transfer of the Daycare center to CB King. He said it looked like it would happen prior to May, 2009.

There being no further business, Jeff Owyong made a motion to adjourn the meeting. Motion was seconded by Linda Armour. The meeting was adjourned at 1:10 p.m.

\_\_\_\_\_  
Sue Spainhouer, Chairperson

\_\_\_\_\_  
Franklin Healey

\_\_\_\_\_  
Linda Armour, Secretary

\_\_\_\_\_  
Jeff Owyong

\_\_\_\_\_  
Cynthia Montgomery

\_\_\_\_\_  
Bob G. Ware, Ex-Officio Member

# Appendix G

## UAMCTM Advisory Board Reports

Special Projects

UAMCTM Advisory Board Report

Nov 16, 2009

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### Carl Perkins

Total budget \$96,667.00

Updates:

1. Carl Perkins eligible students 2009-2010
  - Total of 635 students on all campuses
    - 43 students (6.77 %) Monticello campus
    - 342 students (53.86%) McGehee campus
    - 250 students (39.37%) Crossett campus
2. Hired Retention Coordinator – Heather Groleske
  - “Early Alert” implemented; When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Coordinator. The Retention Coordinator contacts the student for further assistance.
  - Activities incorporated thus far
    - Tutoring
    - Meet and greet with students
    - Time management, note-taking skills, study skills, test taking skills, stress management
  - December 2, & 3, 2009, Workshop: What Employers Want? Employers from the community will be conducting mock interviews following the detailed workshop including topics of letters of application, resume writing, thank you letters, how to dress, work ethics, etc.
  - January 2010, Workshop: Money Management. How to spend your money wisely. This workshop will held in conjunction with Pell disbursement
3. Purchased simulated Manikin with Simulated Software (Sim Man) for Crossett campus

<b><u>Carl Perkins</u></b>	Total budget	\$96,667.00
	Total spent:	<u>\$68,827.51</u>
	Total remaining	\$27,839.49

#### Carl Perkins eligible students

##### ✚ **Fall 2009** Total of 635 students on all campuses

- 43 students (6.77 %) Monticello campus
- 342 students (53.86%) McGehee campus
- 250 students (39.37%) Crossett campus

##### ✚ **Spring 2010** Total of 668 students on all campuses

- 54 students (8.1 %) Monticello campus
- 362 students (54.2 %) McGehee campus
- 252 students (37.7 %) Crossett campus

## 2. Retention Strategies implemented by Retention Specialist, Heather Groleske

- *“Early Alert”* Students served: 58  
When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Specialist. The Retention Specialist contacts the student for further assistance.
- *Activities* incorporated thus far Students served: 64
  - Meet and greet with students
  - Tutoring, time management, note-taking skills, study skills, test taking skills, stress management, resume writing
- *Workshop: What Employers Want* Students served on McGehee campus: 41  
Students served on Warren campus: 14  
Employers from the community will conducted mock interviews following the detailed workshop including topics of letters of application, resume writing, thank you letters, how to dress, work ethics, etc.
- *Workshop: Money Management.* Students served: 19  
The president of the local bank presented information on “How to spend your money wisely.” This workshop was held Feb 1st in conjunction with Pell disbursement
- *At-risk* student strategy: Associate Vice Chancellor of CT campuses receives an alert from Boll Registrar when students have been enrolled in Math or English four or more times. Heather sends a personal letter to each student requesting a one-on-one meeting to provide assistance through tutoring, counseling, study skills activities, etc.

- *New Students*: All new students receive a “welcome” letter that introduces the retention specialist and includes a detailed list of services provided.
3. Purchased simulated Manikin with Simulated Software (Sim Man) for Crossett campus
  4. Faculty and staff professional development activities
    - ✚ UCA Student Success Symposium
    - ✚ SOPHE (Society for Public Health Education) Conference
    - ✚ Community College Student Success and Retention
    - ✚ Understanding and Engaging Under Resourced College Students
    - ✚ Sim Man Made Incredibly Easy
    - ✚ Recruiting and Retaining Non-Traditional Students
  5. *Student Satisfaction Survey* conducted.      Number of Students responding 233
    - Copy of survey attached including results



# Student Satisfaction Survey

SPRING 2010

<b>Instructions</b>	
<b><u>STUDENTS – We want to hear what you have to say!!!</u></b>	
Please take a moment to fill out the survey below. Let us know your likes and dislikes about UAM College of Technology – McGehee.	
<b>A. General Information</b>	
1. Are you a: <b>72</b> - First time Student <b>161</b> - Returning Student	
2. Are you enrolled in school: <b>166</b> - Full time (12 or more hours) <b>67</b> - Part time (Less than 12 hours)	
<b>B. Your Experiences (Please circle the appropriate response, and add comments/explanations where appropriate)</b>	
1. Were you greeted when you entered the building? <b>200</b> - YES <b>33</b> - NO If no, please explain - <b>many students expressed they entered the building through a door other than the front.</b> _____	
2. Were you satisfied with our Student Services Department? <b>225</b> - YES <b>8</b> - NO If no, please explain _____ _____	
3. Were you satisfied with your admissions process? <b>218</b> - YES <b>15</b> - NO If no, please explain _____ _____	
4. Who assisted you in filling out your financial aid? <b>Mr. Rocconi, Mrs. Branch, Mrs. Paschall, Friends, Family, Self</b>	
5. Were you satisfied with the assistance you received while filling out your financial aid? <b>228</b> -Yes <b>4</b> - NO If no, please explain <b>no explanations were given</b>	
6. Have you received assistance from the Retention Specialist? <b>79</b> - YES <b>155</b> - NO If yes, were you pleased with the assistance you received? <b>79</b> - YES <b>0</b> - NO If no, please explain _____	
7. Would you recommend anyone else to attend UAMCT McGehee? <b>227</b> - YES <b>6</b> - NO If no, please explain <b>no explanations were given</b> _____	
8. If you could change anything about your experience at UAMCT McGehee, what would it be? <b>See List of Comments Below</b>	

Comments from question 8:

1. More Parking – 21 students
2. More classes offered on the McGehee campus – 8 students
3. More night classes on McGehee campus – 4 students
4. Better instructor attitudes – 4 students
5. Different Algebra instructor – 4 students
6. To allow the teachers to control the temperature in the nursing building; students say it is too cold. – 4 students
7. Wireless Internet – 3 students
8. For Mr. Rocconi not to address a student in a rude manner – 3 students

The following comments were also made:

1. Employees be available during their office hours
2. Books be available in bookstore prior to first day of class
3. A way to inform students that classes are cancelled prior to them arriving for class
4. Larger computer lab with more modern equipment
5. More summer Math classes on McGehee campus
6. Lower bookstore prices
7. Better furniture in the lounge area of student center
8. Additional microwave in student center
9. More food options
10. Larger refund check
11. Start Admissions and Financial Aid process sooner
12. Clarify courses required for declared program of study
13. More tutors available in the evenings
14. All fees need to be included in tuition (ex. Physicals, background checks, etc.)
15. Need more than one printer in the computer lab

## APPENDIX H

### ADVISORY COMMITTEE MEETING MINUTES

#### ADVISORY MINUTES ADMINISTRATIVE OFFICE TECHNOLOGY NOVEMBER 16, 2009

Veronica opened the meeting at 7:20 p.m. and thanked our members for attending. The following members were present: David Holt of Ralph McQueen & Associates, Angela Case and Reathel Privett from Union Bank and Patty Nowlen of Monticello Middle School. Each member received a copy of the Agenda, Administrative Office Technology Program of Study, Health Information Technology Program of Study and a Retention spreadsheet on several of the AOT core courses.

Veronica stated there was no old business from the spring due to the curriculum changes made to the Business Technology Program which is now identified as Administrative Office Technology. These changes were made in March through May 2009 and accepted by the UAM Curriculum and Standards Committee during the summer. These changes were made due to UAM determining both College of Technology campuses—Crossett and McGehee--were to adopt the same programs which included the same course offerings.

Trudy was very pleased to announce that 25 new computers with the most recent software were placed in Room 208. Trudy handed each member a copy of the specs on the hardware.

Veronica discussed the new business courses being offered in the Administrative Office Technology Program (AOT) and the Health Information Technology Program (HIT). This program incorporates six classes of the business core courses. Each member received a copy of the Program of Study for both the HIT and the AOT. Veronica pointed out the core courses on the HIT program of study and the changes made to the business course offerings. Veronica stated Desktop Publishing, Word Processing II and Accounting II had been dropped from the business curriculum and the Internship program had been changed to the current Tech Business Practicum. Reathel Privett asked how could a business allow a student to come and work over a period of a month, and not be able to allow them to access confidential information serve a purpose to the student nor the business. After determining the student was not to be paid during these 90 hours of practicum, it was then acceptable to see how it could help both student and business.

Veronica asked for any recommendations on curriculum offerings or requirements that are necessary for employment in each member's field. David Holt of Ralph McQueen, Ltd. stipulated the importance of 10-key pad proficiency. An intense discussion followed among the members reiterating the need for this skill. Veronica stated that Data Entry would be taught in Summer I 2010, and she committed to teach and emphasize the 10-key pad skill and require proficiency for successful completion of this course. The members requested a follow-up report in the fall 2010 annual advisory meeting.

Janice stated enrollment is up as more students are utilizing UAMCOTM for core requirements for an associate's degree. Janice stated the enrollment in the HIT program has helped in the quality of students in the business core courses.

Veronica reviewed the Retention spreadsheet explaining some of the numbers of day time students versus night time students and retention. Veronica stated approximately 40 students enrolled in the HIT program and approximately 30 are still attending. A greater percentage of night students have dropped versus day students in the HIT Program. Veronica pointed out the AOT program had an estimated 8 students start in August in Tech Accounting, and only one student is currently enrolled to complete the course.

In closing the meeting, Veronica congratulated Trudy for receiving this year's "You Make The Difference" award for 2009 and Janice Holt for receiving a plaque for 34 ½ years of service to our school.

The meeting was adjourned at approximately 8:30 p.m.

# **Appendix I**

## Student Evaluation of Teaching

## Student Evaluation of Teaching

Please give honest and thoughtful answers to the following questions. Use your scantron to record your answers. If a question does not apply to this course, leave it blank. Your individual responses will be anonymous. A summary of the responses from the class will be provided to the course instructor after all semester grades have been submitted. Student ratings can help the instructor improve teaching and the course. Your responses can also help the department make valid judgments about teaching effectiveness. The course instructor will not be present during the administration of this evaluation.

### Student Self-Evaluation

1. This course is -----	A=Required,	B=Elective,	C=Audit		
2. My current UAM grade point average (GPA) -----	A	B	C	D	E
	3.6-	3.1-	2.6-	2.0-	0.5-
	4.0	3.5	3.0	2.5	1.9
3. I am presently a -----	Fr	So	Jr	Sr	Other
4. Number of times I was absent from this class -----	0	1	2	3	4+
5. Estimated weekly hours I spent studying for this course -----	0-2	3-5	6-8	9-11	12+
6. My final grade in this course will probably be -----	A	B	C	D	F
	Excel-	Very			
	lent	good	Good	Fair	Poor
7. My class participation was -----	A	B	C	D	E
8. My interest in taking this course before I enrolled was-----	A	B	C	D	E
9. My current interest in this course is-----	A	B	C	D	E
10. Amount I have learned-----	A	B	C	D	E

### Instructor Evaluation

11. Explains subject matter so that I understand-----	A	B	C	D	E
12. Speaks clearly-----	A	B	C	D	E
13. Demonstrates knowledge of subject-----	A	B	C	D	E
14. Uses appropriate teaching aids effectively-----	A	B	C	D	E
15. Promotes independent thought while offering proper guidance-----	A	B	C	D	E
16. Encourages effective communication skills-----	A	B	C	D	E
17. Is well prepared for class-----	A	B	C	D	E
18. Is available for help during posted office hours-----	A	B	C	D	E
19. Shows concern for students-----	A	B	C	D	E
20. Increases my desire to learn more about the subject-----	A	B	C	D	E
21. Comments on my work (tests/assignments) in ways that help me to learn	A	B	C	D	E
22. Shows interest in subject matter-----	A	B	C	D	E
23. Establishes relevance of subject matter-----	A	B	C	D	E
24. Overall effectiveness as a teacher-----	A	B	C	D	E

### Course Evaluation

25. Goals and objectives clearly stated and are being accomplished-----	A	B	C	D	E
26. Course content organized-----	A	B	C	D	E
27. Exams based on lectures and assigned materials-----	A	B	C	D	E
28. Exam questions clearly written-----	A	B	C	D	E
29. Grading procedures based on criteria in syllabus-----	A	B	C	D	E
30. Course experiences relevant to subject matter-----	A	B	C	D	E
31. Usefulness of textbook-----	A	B	C	D	E
32. Usefulness of outside assignments-----	A	B	C	D	E
33. Pace of presentation-----	A=too slow,	B=OK	C=too fast		

	Excel-	Very			
	lent	good	Good	Fair	Poor
34. Overall rating of this course	A	B	C	D	E
35. Additional written comments: this is your opportunity to offer additional comments. Please use the attached page.					

Revised by Academic Affairs 02-19-09

## Exit – Self-Evaluation

**Directions: Please use the scale below to evaluate your job performance in the following categories. Circle the number that best matches your response.**

Student Intern \_\_\_\_\_

STATEMENT	Excellent	Above Average	Average	Below Average	Poor
My overall job experience was good, and I would recommend that Business Practicum be offered again next semester.	5	4	3	2	1
<b>COMPETENCE IN THE JOB</b>					
Decision-making Skills	5	4	3	2	1
Organizational Skills	5	4	3	2	1
Problem Solving	5	4	3	2	1
Productivity	5	4	3	2	1
Initiative	5	4	3	2	1
<b>PROFESSIONALISM</b>					
Personal Appearance	5	4	3	2	1
Attitude	5	4	3	2	1
Punctuality	5	4	3	2	1
Dependability	5	4	3	2	1
Confidentiality	5	4	3	2	1
Adaptability	5	4	3	2	1
<b>INTERPERSONAL RELATIONS</b>					
Client Relations	5	4	3	2	1
Staff Relations	5	4	3	2	1
Empathy	5	4	3	2	1
Cooperation	5	4	3	2	1
Friendliness	5	4	3	2	1
Oral Communication	5	4	3	2	1
Written Communication	5	4	3	2	1
<b>PERSONAL ATTRIBUTES</b>					
Creativity	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Persistence	5	4	3	2	1
Assertiveness	5	4	3	2	1
Stability	5	4	3	2	1
Self-Motivation	5	4	3	2	1
Desire to Learn	5	4	3	2	1

Using the following scale, please rank the following aspects of the AOT program.

- 5 – Outstanding
- 4 – Excellent
- 3 – Good/Average
- 2 – Fair
- 1 – Poor
- N/A – Not applicable

ASPECT	Outstanding	Excellent	Good/Average	Fair	Poor	N/A
Knowledgeable faculty	5	4	3	2	1	0
Academic advising	5	4	3	2	1	0
<i>Quality</i> of computing equipment and facilities	5	4	3	2	1	0
<i>Quantity</i> of computing equipment and facilities	5	4	3	2	1	0
Staff and technical support	5	4	3	2	1	0
Overall AOT experience	5	4	3	2	1	0

Using the following scale, please rank the following aspects of the AOT program and your acquisition of the AOT student learning outcomes:

- 5 – Outstanding
- 4 – Excellent
- 3 – Good/Average
- 2 – Fair
- 1 – Poor
- N/A – Not applicable

ASPECT	Outstanding	Excellent	Good/Average	Fair	Poor	N/A
Ability to use Microsoft Word to produce letters.	5	4	3	2	1	0
Ability to use Microsoft Word to produce forms. i.e. invoices, brochures, flyers	5	4	3	2	1	0
Ability to use Microsoft Word to produce tables.	5	4	3	2	1	0
Ability to use Microsoft Excel to produce graphs.	5	4	3	2	1	0
Knowledge of accounting to produce financial documents. i.e. balance sheet, income statements	5	4	3	2	1	0
Ability to produce other inherent materials in office technology. i.e. Microsoft PowerPoint presentations	5	4	3	2	1	0
Ability to obtain employment in entry level business office	5	4	3	2	1	0
Overall AOT experience	5	4	3	2	1	0



## Appendix K



**UAM College of Technology – McGehee**  
**P. O. Box 747**  
**McGehee, AR 71654**  
**Phone (870) 222-5360**  
**Fax (870) 222-4709**  
**Toll 800-747-5360**

November 18, 2010

Name  
Address  
Dermott, AR 71638

Dear Name:

You recently indicated your interest in attending the UAM-COT campus in McGehee. UAM COT-McGehee's administration, staff and faculty would be delighted for you to come and visit our campus.

You will receive hands-on training and experience on the McGehee campus in all of our programs. You can contact any of the instructors who are available to discuss any of your questions about their particular program. Financial aid is available for those students who qualify, and the Student Services Department will assist you in this effort. We offer a program in Administrative Office Technology which prepares students for entry level positions in a business office.

Please note we also offer an Associate of Applied Science Degree in General Technology on the McGehee campus.

We look forward to seeing you on the McGehee campus.

Sincerely,

Veronica Studards  
Business Instructor

Enclosures as noted

# APPENDIX L

## BUSINESS DEPARTMENT MEETING FEBRUARY 2, 2011

Minutes for February 2, 2011.

The Business Department of UAM McGehee had a 1:00 p.m. meeting on February 2, 2011. Those attending were Veronica Studards, Trudy Stringfellow, Heather Groleske, Kim Wallis and Sharon Bayliss.

Veronica handed out the five point agenda (attached) and started the meeting discussing the CP degree audits. Veronica asked Kim how many audits she had completed and Kim indicated she had finished three. Veronica told the group the CPs should have already been completed and turned in stating the audits should have been started in August and they were due now.

Veronica said advisees must apply on line for CP, TC, and AASGT now. Suggestions were made about advising the students to aid in this process. Kim informed the group that some students did not have the CP option listed on their plan. She went on to say that she had been in contact with Carol Dolberry to correct this problem, which has not been resolved.

The Summer I schedule was next on the agenda. Hours were announced for the summer session as M-Th 8:10-10:15 a.m. and 10:30-12:45 p.m. with four office hours per week. (It was later corrected via e-mail to be 8:10-10:15 a.m. and 10:30-12:35 p.m. The office hours are to be 12:45-1:45 p.m.)

Kim stated she is continuing to work on the proposal for the Coding addition to the HIT curriculum. She presented two proposals that will be reviewed by the UAM Crossett instructors. She and Ms. Cantrell will present the proposals in a meeting on the Crossett campus later this semester. The results of the meeting will be shared at the next meeting. She reminded the group that the instructors on the Crossett campus must agree to the changes. She will also share the results of that meeting during our spring advisory committee meeting to be held Thursday, April 28, 2011.

The Fall schedule was brought up next. Trudy stated she wanted to have a four day work week. Veronica said "No."

Last on the agenda were other items. Veronica stated there will be thirty new computers available to the department and it was decided they would be installed in Room 206. There was further discussion, back and forth, on the scheduling in general. Kim and Heather discussed plans to fulfill their recruitment requirements with Veronica giving some helpful hints.

The meeting ended at 2:00 p.m.

# Appendix M

## UAM CTM Retention Plan 2010-2011

### Introduction

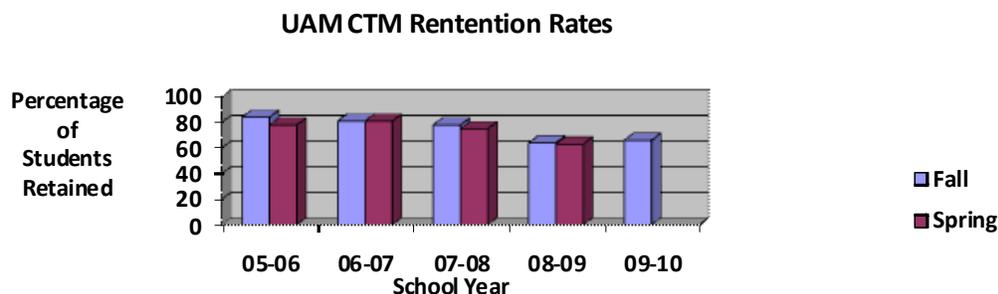
Student retention in higher education is becoming an issue of increasing concern. After reviewing retention rates over the past four years, UAM College of Technology McGehee began the 2009 year focusing on retention. (Retention rates shown in chart below) The Student Services Department analyzed retention rate data and shared the results with the UAMCTM Advisory Board. During the analyses of the data, it was determined that a downward trend was occurring. Based on this trend, the board recommended developing a plan of action to address retention.

This goal was supported by the Carl Perkins grant from the Arkansas Department of Higher Education. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009 utilizing Carl Perkins Funds.

Student Retention is defined by UAMCTM as the student success that is shaped by a learning-centered environment, which focuses on the needs, expectations and goals of our diverse students by promoting successful learning partnerships through completion of college studies that are aligned to the academic and social achievement aspirations of students.

### Current Retention Strategies

The Retention Specialist implemented a number of programs and activities to address student



retention issues and keep students at the college once they arrive, which is in line with our major focus on helping students succeed and reach their goals. Some of the strategies already in place include:

- ❖ **“Early Alert”**: When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Specialist. The Retention Specialist contacts the student for further assistance.
- ❖ **At-Risk Student strategy**: An alert from Boll Registrar is sent when students have been enrolled in Math or English four or more times. The Retention Specialist then sends a personal letter to each student requesting a one-on-one meeting to provide assistance through tutoring, counseling, study skills activities, etc.
- ❖ **New Students**: All new students receive a “welcome” letter that introduces the retention specialist and includes a detailed list of services provided.

- ❖ **Retention Activities:** Meet and greet with students. Tutoring, time management skills, note-taking skills, study skills, test taking skills, stress management, and resume writing.
- ❖ **Workshops:** “What Employers Want” and “Money Management Workshop”

### Root Causes

In an attempt to explore effective strategies to increase student success and student retention, factors that affect student persistence and reasons why students depart from college must be first addressed. Also, the reasons that students remain in college must be explored.

### Factors Affecting Persistence and Success:

Clearly defined goals	Adequate Childcare
Understanding strengths	Comfortable Environment
Internally motivated	Positive College Perception
Invest time in succeeding	Faculty/Staff Interaction
Family involvement	Family Support
Accommodating schedule	Positive Learning Experience
Knowledge of resources	Self Motivation/Determination
Affordability	Social and Academic Integration

### Reasons Affecting Student Departure

Faculty Communication	Course-related Difficulties
Finances	Change in Personal Circumstances
Lack Prerequisite	Transportation
Lack of Support	Health Related Issues
Lack of Social Connections	Child Care Issues
Class Schedules not flexible	Lack of Sense of Belonging
Teaching Styles don't Match Learning Styles	Academic Failure

### Upcoming Retention Strategies

- **Faculty Involvement:** All faculty members will spend one office hour in the student center in an effort to increase faculty/student interaction
- **Orientation:** Introduction of Retention Specialist at orientation beginning in the Fall 2010. Students will know what help is available and how to get it.
- **Happy Birthday email:** Retention Specialist has begun compiling a list of all student birthdays to start sending “Happy Birthday” wishes to them. This is an attempt to establish relationships with the student.
- **Student Mentor:** Ask second semester students who meet certain criteria to become mentors in an attempt to increase retention.
- **“Random Acts of Kindness”:** A “box” will be created in which students may fill with “tickets” indicating random acts of kindness performed by faculty or staff. Each quarter an instructor’s name is drawn and the winner receives a “prize”.
- **Workshops:** Three workshops will be held. One will be on study skills. Students will be required to take a study skills inventory. They will have the opportunity to discuss their results with the Retention Specialist on a one-on-one basis. The Retention Specialist will assist the students in creating a plan of action to improve their study habits. The second workshop will be entitled “16 Ways to Lower Your Grades or Flunk Out of College.” Students are constantly told how to succeed in college but they are never shown exactly what causes them to fail. This

workshop will take a non-traditional approach in gaining students' interest and inform them of a sure way to lower their GPA and increase their chances of flunking out of college. The third workshop will be based on what the students needs. A student survey will be conducted at the beginning of the Fall 2010 semester to identify areas of student concern and to allow the students an opportunity to identify information that may be of interest to them.

- **Nursing Tutor:** Since the nursing department has the lowest retention rates on our campus, we decided to key in on that department. If funds allow, Career Pathways Initiative (CPI) has shown great interest in hiring a part-time tutor for the Nursing department. The tutor must be an LPN and preferably a graduate of our Nursing program here at UAMCTM. We would like to pilot this beginning Spring 2011 since that is when the new 2011 class will begin.
- **Global Career Development Facilitator:** UAMCTM now has on staff a certified GCDF (Global Career Development Facilitator). This person will perform specific kinds of tasks which help people learn about themselves, learn about jobs, make career choices and plans, and then carry out those plans. The GCDF will help the students perform self-evaluations. Students will need to evaluate their work interest and work values. This will be done by completing the Kuder Career Search with Person, Super's Work Values Inventory, and Kuder Skills Assessment. The student and GCDF will work together to interpret the results. Students will also take the Holland Interests and Skills Checklist. The results of this assessment will be used as a talking point to encourage students in understanding their personality type and working environments which are most conducive to success for the student. The Work Importance Indicator will discuss the results and be lead to relate those to Super's Work Values Profile with intention of discussing with the GCDF those areas of great importance to the student in the workplace. A personality test called the Jung Typology Test will also be administered to students. The student and the GCDF will discuss the points of interest. The GCDF will also assist the student with employment skills including resume writing, interviewing skills, computer skills, creating a portfolio, and how to perform job searches. Counseling will also be available.

### Performance Outcomes for 2010-2011 Retention Plan

- An increase of 3 percent in retention rates for the entire UAMCTM campus.  
**Outcome: To Be Determined 6/28/11**
- Positive student evaluations. Evaluations will be administered at the beginning of the Spring 2011 semester.  
**Outcome: To Be Determined 06/28/11**

Benchmark	2009-2010	2010-2011	2011-2012
▪ <b>Retention Rate</b>			
▪ <b>Positive Evaluations</b>			
▪ <b>Negative Evaluations</b>			

## Section Two: Early Childhood Education

- 1. List the SLOs student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

Students successfully completing the UAM CTM Early Childhood Education program will be able to:

1. Plan a safe, healthy learning environment.
2. Advance children's physical and intellectual development.
3. Implement positive strategies to support children's social and emotional development.
4. Establish productive relationships with families.
5. Implement strategies to manage an effective program operation.
6. Maintaining a commitment to professionalism.
7. Be familiar with a variety of observing and recording techniques to document children's development.
8. Understand and apply principles of child growth and development.

These outcomes and additional program information can be found at the following web links:

<http://www.uamont.edu/mcgehee/EarlyChildhoodDevelopment.htm>

<http://www.uamont.edu/facultyweb/medina/>

- 2. Demonstrate how your unit's specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.**

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>SLO #1-3, 8</p> <p>SLO #1-3, 5, 7, 8</p> <p>SLO #4-6</p> <p>SLO #1-8</p> <p>SLO #1-8</p> <p>SLO #5&amp;6</p>

3. **Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students.**

UAM CTM Early Childhood Education program student learning outcomes are provided to the students in a variety of ways.

1. Each student is provided a course syllabus. The course outcomes are identified in each syllabus and are aligned to the student learning outcomes for the program. Prospective and current students can also download a copy of the syllabi from each faculty member's homepage on the UAM CTM Website under the Faculty link at <http://www.uamont.edu/mcgehee/facstaff.htm>

The course syllabi included in **Appendix A** are as follows:

- A. HOEC 2033 Tech Child Care Practicum II
- B. ECED 1043 Development and Curriculum in Early Childhood
- C. HOEC 2073 Tech Child Guidance
- D. HOEC 2083 Observation and Assessment in ECE

2. Promotional brochures are used for recruiting purposes and the student learning outcomes are listed. (**Appendix B** Early Childhood Education program Brochure.)
3. The advisor utilizes the Program of Study as a basis for advising students. The student learning outcomes are listed and each student must sign the program of study. (The ECE Program of Study is included in **Appendix C**.)
4. Student Learning Outcomes will be included in the 2011-2013 Catalog for all UAMCTM programs of study. In the current catalog 2009-2011 SLOs were not listed.

4. **Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit's student learning outcomes.**

Tools identified for assessment are:

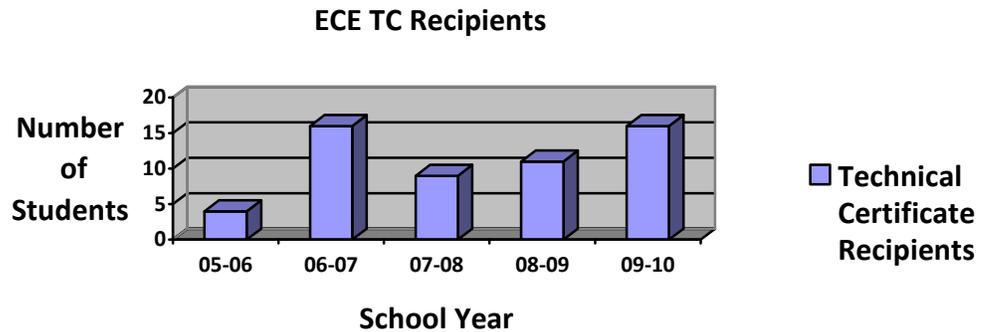
A. Required Coursework.

The ECE curriculum consists of 45 total hours which includes 9 hours of required electives. These courses are listed in the 2009-2011 UAM catalog on page 190-191 and ECE course descriptions are detailed on pages 219-220 and 237-248. The students must complete these courses with a cumulative GPA of 2.0 or better to graduate.

The sequence of courses in this program is designed to achieve the ECE's student learning outcomes. The number of hours dedicated to each of these learning outcomes is balanced against the relative importance of these objectives within the curriculum. In the practicum courses students have an opportunity to practice the concepts, skills and activities discussed in the theory courses. The ECE instructors use publisher test banks and teacher-made tests to determine the students' acquisitions of the course SLO's. Further details can be found in the response to question #5.

The faculty advisor (the only full-time faculty member) ensures that students complete their required course work in a timely manner and routinely checks transcripts and runs degree audits to keep advisees on track for completion of their certificate.

- B. Practicum The ECE curriculum includes required practicum courses that challenge students to integrate skills learned from theory courses into their work with children. These skills are assessed by the mentor teachers and instructor. Assessment tools are tied to SLO's. **(Appendices F & G)**
- C. Graduation Rates - UAM CTM has awarded a total of 56 Technical Certificates in the ECE program over the last five years. In order to graduate from the ECE program, a student must successfully demonstrate the skills outlined in the student learning outcomes. Specific examples of how these SLO's are measured are listed in Question #5.



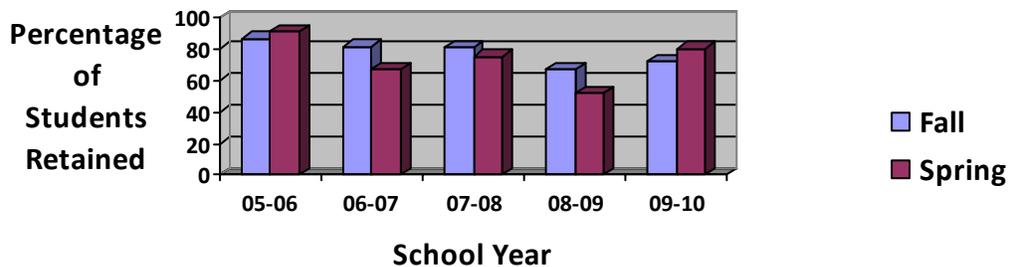
5. **Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions.**

The ECE examines student performances in all courses, resulting in the following:

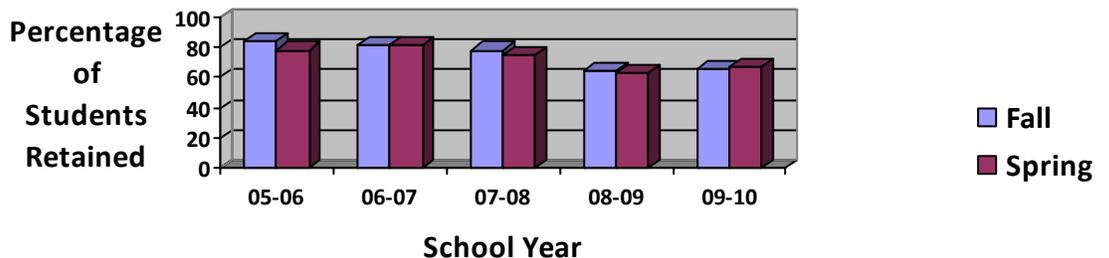
- A. For the last two years instructors have voiced concerns about students' low communication skills and how these deficits impact SLO's 4-7. Instructors have incorporated more reading/writing skills into all ECE courses. Sometimes reading/writing assignments are requirements on the syllabi; other times these assignments are added as a class participation exercise to either ensure work is done by the student or as an incentive not to miss class or as an opportunity to develop team-working skills. See article review assignments on syllabi for Child Guidance and Development & Curriculum in Early Childhood; Journaling assignment in Practicum II; Running Record and Anecdotal Recording assignments in Observation and Assessment from **Appendix A**. **Appendix D** shows Journaling Prompts and **Appendix E** shows an example of a Newsletter assignment requiring students to communicate with families. Typical class participation assignments may be to work with a group to outline a section from the text or to summarize main points from a video in written or oral presentations.

- B. The ECE instructors use publisher test banks and teacher-made tests to determine the students' acquisitions of the course SLO's which support the student learning outcomes listed in Question #1.
1. Instructors analyze/evaluate test questions during test review with the students. Questions consistently missed by the majority of the class are analyzed and evaluated in detail to determine their accuracy and use. If a question is determined to be accurate, the instructor reiterates the concept surrounding the question thus repeating the concept/skill. Inaccurate or ambiguous questions are thrown out, but the class review of these questions also reinforces concepts/skills.
  2. The Arkansas Early Childhood Cohort is researching standardized tests for program completers at the Associate Degree level. Beginning next fall instructors on this campus will pretest the new students with the first exam sample test. At the end of the spring semester, students who are completing at least 10 of the ECE courses will post test using the same sample test. If a second exam sample test has been found then a similar procedure will be implemented with the pretest administered to new students in January and the post test administered in December to students completing at least 10 ECE courses. This will allow 2 sample tests to be piloted for end of program evaluation. This data will be used state wide to determine which piloted test will be implemented for two year program completers across the state. The pre and post test data will also be used to determine curriculum needs/changes in two year programs across the state.
- C. The UAM CTM Retention Rates are collected by the Student Services Department and analyzed by administration, advisory board members, faculty and staff. The ECE program retention rates show a 5-year cumulative rate of 75%.

**ECE Retention Rate**



**UAM CTM Retention Rates**



1. After collecting the retention rate data, the Student Services Department analyzed the data and shared the results with the UAMCTM Advisory Board. During the analyses of the data, it was determined that a downward trend was occurring. Based on this trend, the board recommended developing a plan of action to address retention. (**Appendix H** UAM CTM Advisory Board Minutes).
2. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009 utilizing Carl Perkins Funds. (**Appendix I** – UAMCTM Special Projects Advisory Board Report)
3. The retention specialist immediately began implementing retention strategies including activities and workshops. (**Appendix I**)
4. At the end of the 2011 school year, data will be collected and analyzed to determine successful strategies and to determine if similar retention efforts would be afforded to the Crossett and Monticello campuses in the future.
5. Carl Perkins funds have been utilized to increase retention efforts which have been depicted in the quarterly reports made to UAM CTM Advisory Board Minutes. (**Appendix H**)
6. In the 2010-2011 Strategic Plan, Goal #3: Enhancement of Quality of Life, Objective #3.2 states the following “Increase student retention rate by 3%.” The 2010-2011 Strategic Plan will be available on the UAM CTM website in the fall of 2010. <http://www.uamont.edu/mcgehee/strategicplans.htm>

**6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Attach documentation that supports your determination.**

- A. During the ECE Advisory Committee Meeting held November 16, 2009, (**Appendix J** ECE Advisory Meeting Minutes and **Appendix K** Arkansas Early Childhood Education Cohort’s Core Courses list) a discussion was held regarding recruiting. It was suggested that seeking National Association for the Education of Young Children (NAEYC) accreditation for the AAS degree as well as a proposed list of courses to align UAM CTM’s curriculum with other 2-year institutions around the state would aid in recruiting. We feel that a national accreditation will increase interest in the program thus resulting in increased enrollment. i.e. higher standards, professional perception. In our now more mobile society, a student will be able to transfer the credits/courses to and from the institutions within the cohort. It is our goal to articulate this two year degree into a birth to five years old 4-year degree at some of the 4-year institutions.

- B. Informal and formal discussions between faculty on this campus as well as involvement in the Arkansas Early Childhood Education Cohort (instructors from other ECE programs at 2-year institutions from around the state) regarding course modifications and on-going improvement of various concepts presently taught. (**Appendix O**; Minutes)
- 7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

The ECE department plans the following future courses of action regarding analysis of information obtained from Questions 5 and 6:

5. A. Assignments in each course will compel students to develop and practice oral and written communication skills as well as enhance vocabulary. The University has a license to use **sentenceworks** for another year and students will be encouraged to use this resource to review and edit written assignments. ECE instructors will continue to use publisher test banks and teacher-made tests (and analysis of test questions) to determine the students' acquisitions of the course/program SLO's. Advisors will vigilantly register students in the appropriate English courses from their first semester through the completion of all required English courses for their major.
5. B. The ECE instructors will use and analyze publisher tests banks and teacher made tests to determine acquisition of course SLO's which support the Program SLO's.
5. C. The ECE instructors will coordinate retention strategies with the retention specialist to increase retention. i.e. study groups, test taking skills workshops, note taking skills seminars.
6. A/B. The Arkansas Cohort is advocating for NAEYC accreditation for the AAS degree programs. They further suggest that 2-year institutes should align their curriculums to a great extent by offering a proposed ECE Core. (**Appendix K** – ECE Core Courses list) This would facilitate the transfer of credits from one 2-year institution to another as well as create a common core of ECE courses deemed fundamental to ECE professionals at the 2-year level. The Arkansas Cohort is collaborating to align course work to NAEYC accreditation standards as well as devising many, varied assessment pieces for these courses. ECE plans are to present Curriculum and Standards proposals to integrate the Core over the next year and a half, and align this program with the other institutions in this Cohort. After our curriculum has been aligned with the cohort, faculty on this campus will initiate the national accreditation process (NAEYC) for UAMCTM. This will allow our ECE faculty to participate in a broader look at programming and assessment of ECE professionals' training around the state and improve our program accordingly.

A Curriculum and Standards proposal will be submitted in fall 2011 to align ECE curriculum with the Arkansas Cohort's Core. (**Appendix K** Cohort Core Courses list) ECE faculty will collaborate on the reevaluation of ECE program SLO's. SLO's will be: kept, modified, added or deleted based on alignment with NAEYC's new standards for 2-year associate degree programs and the Arkansas ECE Cohort goals. The College of Technology – Crossett began the ECE Technical Certificate fall 2010 and the CTC faculty will be included in the ongoing development, implementation, assessment and then necessary modifications of

programming.

- 8. Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). A table of course schedules over time showing efforts to offer courses via alternative formats, different timeframes, etc. will be beneficial.**

Currently, because there is only one full-time instructor in the department, students may enroll in the practicum course available when they begin the program because of the importance of a hands-on initiation to working with young children to see if this type of work is truly what the student thinks it will be like. With the addition of a second full-time faculty member, the plan for spring 2011 is to offer all three courses each semester and requiring Introduction to Practicum and Practicum I as prerequisites to Practicum II. This will allow the department to evaluate the Practicum II completers as “senior” ECE students with higher expectations on implementation of program goals. With the hiring of a new full-time faculty the ECE program plans to expand its course offering to the SEACBEC campus in Warren. Starting fall 2010 with the Certificate of Proficiency courses beginning offered late afternoon and evening – targeting people currently employed in area child care centers who wish to test for the national Child Development Associate credential (CDA). (**Appendix L** Fall 2010 excerpt from class schedule) After the integration of a new full-time faculty on this campus, and full implementation of the new curriculum plans for program accreditation will begin with application for the NAEYC’s Associate degree program self-study beginning in the spring 2012 semester.

The ECE department has offered courses for the Certificate of Proficiency during the day, as an integrated part of the Technical Certificate offerings. Since fall 2005 the CP courses have been offered as night classes on a rotating basis of one per semester, in order to meet the needs of working students, and to recruit nontraditional students. In the fall 2008 a cohort of ECE students began work on the AAS GT with an emphasis in ECE. The remaining courses required for the TC have been offered as a single night course each semester on Tuesday nights. The courses for the CP continue to be offered on Monday nights. The ECE program offers courses at various times, as well as offers courses more than one time a year; sometimes in an alternating semester other times with a day and night section in the same semester.

#### **Fall 2005**

Introduction to Early Childhood Education was offered T H 9:30 – 11:00am *and* T 5:00-7:45pm

#### **Spring 2006**

Curriculum Development for Preschool was offered T H 12:00-1:30 *and* T 5-7:45

#### **Fall 2006**

Health, Safety and Nutrition was offered T H 8:00 – 9:30am *and* T 5:00-7:45pm

#### **Spring 2007**

Introduction to ECE was offered as a spring course T 5-7:45pm

#### **Fall 2007**

Curriculum Development for Preschool was offered as a fall course T 5-7:45pm

#### **Spring 2008**

Health, Safety and Nutrition was offered T H 8:00-9:30am *and* T 5-7:45pm

## Fall 2008

Introduction to ECE was offered T H 9:30-11 am and T 5-7:45pm

Curriculum Development for Infants and Toddlers was offered T H 12:00-1:30pm and T 5-7:45pm

## Spring 2009

Curriculum Development for Preschool was offered T H 12-1:30pm and M 4:30-7:15pm

Inclusion of Young Children w/ Special Needs was offered as a spring course T 5-7:45pm

## Fall 2009

Health, Safety and Nutrition was offered M 4:30-7:15pm

Child Development was offered T H 1:30-3pm and T 5-7:45pm

## Spring 2010

Health Safety and Nutrition was offered M 4:30-7:15pm

Child Guidance was offered T H 1:30-3pm and T 5-7:45pm

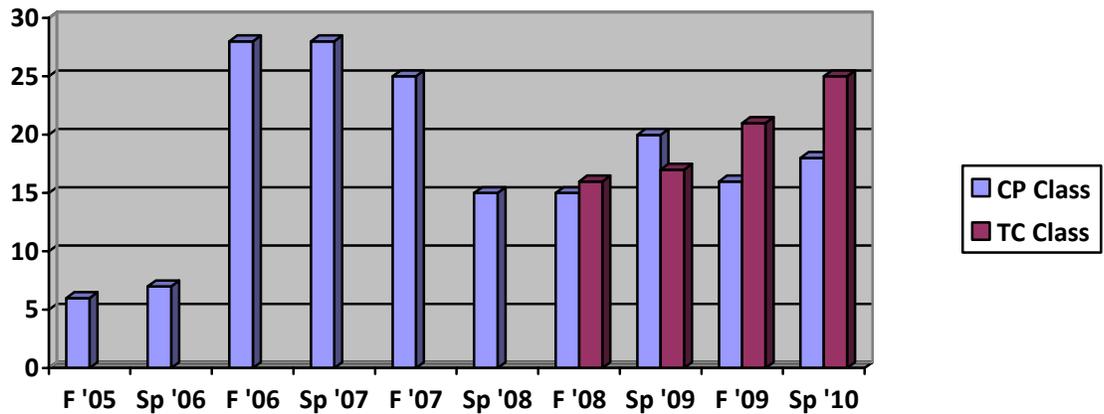


Figure 1: ECE Program Night course offerings

In the 3 ½ school years depicted above, the historical trend indicates the following:

- A. There is a demand for both the Certificate of Proficiency and Technical Certificate options for child care workers in area businesses as well as people working other “day” jobs wishing to go to college at night to prepare for a job in early childhood education.
- B. Other courses required for the Associate of Applied Science degree have had ECE majors included in their numbers as many of these students wish to complete the two year degree with emphasis in Early Childhood Education. This is due to many factors including National Head Start initiatives for lead teachers with 2-year degrees, Arkansas’s initiatives for highly qualified teaching assistants (a 2-year degree or 60 college credit hours) in public schools, as well as an Arkansas’ new “Better Beginnings” quality approval system for child care centers requiring increasing levels of staff qualifications in order for child care centers to achieve higher levels of quality rating. To date, UAM CTM has 11 graduates with AASGT with an emphasis in Early Childhood Education.

9. **Specifically describe how your unit involves students directly in the assessment process.**

- A. Students enrolled in the UAM CTM ECE program complete end of semester evaluations of the courses, instructors and facilities. (**Appendix M Student Evaluation of Teaching Survey**) These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with each instructor during the instructor's performance evaluation conference to determine actions to be taken by the instructor and/or curriculum changes. Due to a transition in administration during the last school year, the evaluations were not reviewed with the instructors by administration to determine any changes necessary. However, in the future, this process will be implemented.
- B. Based on informal discussion with students in different courses new texts have been researched and adopted based on student input. Assignments have been revised or deleted based on student feedback. ( i.e. the students are required to complete a child study in one theory class. After the assignment was complete, the students determined that more time was needed for observation to adequately assess the child's skills. Therefore, the next time the assignment was made, more time was allotted for observation and assessment.)

10. **Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University.**

UAM CTM ECE retention efforts include the following approaches:

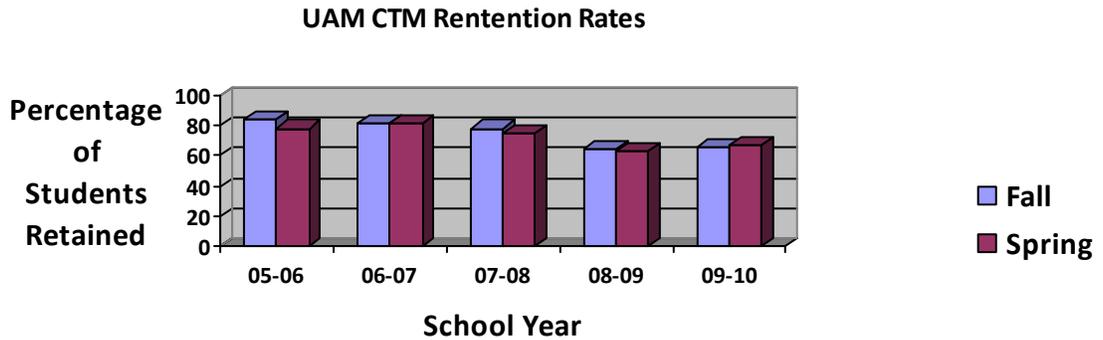
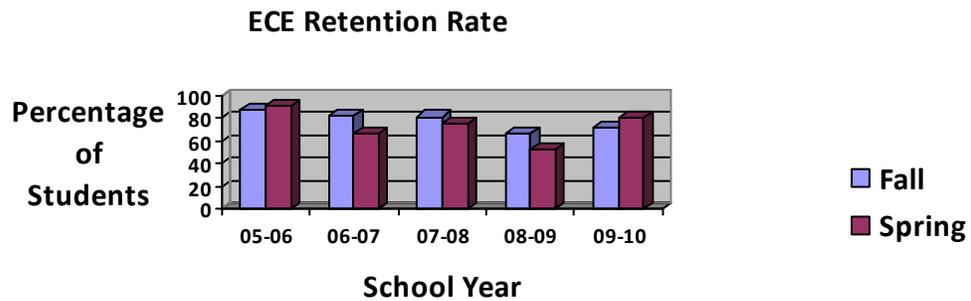
- A. Scheduling - Maintaining a varied schedule including course offerings including both day and evening classes as evidenced in the course schedule located at <http://www.uamont.edu/Schedules>
- B. Advising - Faculty is required to maintain a minimum of 2 office hours per 3 hour credit course scheduled in order to encourage student interaction. Faculty advise each student using the program of study which depicts the certificate of proficiency requirements, technical certificate requirements as well as referring to pages 113-114 in the 2009-2011 UAM catalog depicting the AASGT requirements. This is evidenced by the signatures of the advisor and the advisee on the program of study for each student. All faculty members have their office hours and class location on their webpage and office door to facilitate contact with students.
- C. At-Risk students – faculty make referrals to the Office of Student Services and the Career Pathways program based on students' poor attendance or low grades.
- D. Special Student Services - Faculty work with the Office of Student Services/Special Student Services to provide extra time on tests for all identified students who request and are entitled to this and other accommodations as outlined by the OSSS (See **Appendix N**—Special Student Services Card)..
- E. Recruiting/Retention strategy – Faculty have sent letters to prospective students whose contact information was the result of College Fairs, high school visits and entrance exam surveys collected by the OSS. Beginning with the fall '11 semester ECE advisors will write an individual personal welcome letter to each new student.
- F. The orientation session for each course includes an overview of all three options in the

Early Childhood Education Program and students are encouraged to develop both short-term and long-term goals as Early Childhood Education professionals. The concept of being “life-long learners” is integrated throughout all courses.

- G. This instructor has sought out former Great Rivers students and other former Technical Certificate students to encourage their pursuit of the AAS degree. A way of quantifying these students will have to be researched.

UAM CTM retention efforts include the following approaches:

- A. The UAM CTM Student Services department employs a licensed counselor who is available for students. As evidenced by her counseling log, she guides students and encourages them to remain in school, as well as personal and academic issues.
- B. The UAM CTM Retention Rates are collected by the Student Services Department and analyzed by administration, advisory board members, faculty and staff. The ECE program retention rates show a cumulative rate of 75%.



After collecting the retention rate data, the Student Services Department analyzed the data and shared the results with the UAMCTM Advisory Board. During the analyses of the data, it was determined that a downward trend was occurring. Based on this trend, the board recommended developing a plan of action to address retention.

(**Appendix H** - UAM CTM Advisory Board Minutes)

1. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009 utilizing Carl Perkins Funds. (**Appendix I** – UAMCTM Special Projects Advisory Board Report)
2. The retention specialist immediately began implementing retention strategies including activities and workshops. (**Appendix I**)
3. At the end of the 2011 school year, data will be collected and analyzed to

determine successful strategies and to determine if similar retention efforts would be afforded to the Crossett and Monticello campuses in the future.

4. Carl Perkins funds have been utilized to increase retention efforts which have been depicted in the quarterly reports made to UAM CTM Advisory Board Minutes. (**Appendix H**)
5. In the 2010-2011 Strategic Plan, Goal #3: Enhancement of Quality of Life, Objective #3.2 states the following “Increase student retention rate by 3%.” The 2010-2011 Strategic Plan will be available on the UAM CTM website in the fall of 2010. <http://www.uamont.edu/mcgehee/strategicplans.htm>
6. In an effort to improve retention at UAM CTM, the Student Services Director has emphasized that federal aid disbursement is correlated with student retention. He estimates an average of 30% of our total student population withdraws or stops attending class after federal aid disbursement. He has suggested that the disbursement process be revamped for multiple disbursements throughout the semester to increase student retention.

**APPENDIX A**  
**ECE COURSE SYLLABI**  
*Early Childhood Education (ECE) Program Syllabus*

**Course Number & Name:** HOEC 2033

**PRACTICUM II**

**Prerequisite(s):** none

**Instructor:** Lora Medina, M.Ed.

**phone:** 222-5360 ext. 5233

**email:**

[medina@uamont.edu](mailto:medina@uamont.edu)

**Classroom / Office (rm 103) hours:** M W 8:00 am – 11:00 am and T H 3:00 - 5:00 pm / call to make an appointment

**Text:** n/a

**Requirements:**

- TB screening
- Criminal Records Check
- Documentation of **135 hours** of supervised work experience working with different age groups (birth to 5 years) including children with special needs.
- Child Maltreatment Check

**Course Description:**

Provides information on development, selection, use, care, storage, and inventory guidelines of media, materials, and equipment in early childhood settings, as well as methods to address different learning styles, ages and abilities, Provides students with hands-on experiences in developing, implementing and evaluating the effectiveness of different methods and materials in a variety of settings, Assignments include an activities notebook and the development of a methods and materials file for inclusion in a professional portfolio.

**Policies:**

Absences – Sign-in sheets are due every Tuesday and subject to verification with mentor teacher. If you are unable to do your practicum hours on a particular day you must call your mentor teacher as well as the ECE Instructor. Students are responsible for maintaining an accurate account of their Practicum hours. If 2 weeks pass without practicum hours being reported a penalty of 10% will be assessed resulting in the reduction of the final grade by one letter (ie. B to C).

Cheating and Plagiarism - Cheating and plagiarism are not tolerated and will result in one of the following courses of action by the instructor:

- Grade of zero on the assignment
- Grade of "F" for the course
- Dismissal from the program

**Dates to Remember:**

Monday, January 11<sup>th</sup>, 1:00 pm **Freshmen Orientation**

Wednesday, January 13<sup>th</sup>, 8:00 am – 11 am Practicum *Orientation / Minimum Licensing Regulations / Journaling*

Friday, January 15<sup>th</sup>, 8:00 am – 11 am *Criminal / Child Maltreatment Checks and Mandated Reporter Information*

Monday, January 18<sup>th</sup>, *Dr. Martin Luther King Jr. Day – no classes*

Wednesday, January 20<sup>th</sup>, 12:00 pm – 3 pm (OR Friday, Jan. 22<sup>nd</sup> am) *Minimum Licensing Regulations continued*

Monday, February 22<sup>nd</sup>, 8:00 am – 11 am *Follow-up*

Monday, March 15<sup>th</sup>, 8:00 am – 11 am *Follow-up*

March 22<sup>nd</sup> – 26<sup>th</sup>, SPRING BREAK (Only, for those that are current on their hours!!! This may be the opportunity for some to catch up with a possibility of going everyday if needed!)

Monday, April 19<sup>th</sup>, 8:00 am – 11 am *Follow-up – Journals due*

Friday, April 30<sup>th</sup>, *Mentor Evaluations due / Instructor Evaluations – last day*

Monday, May 3<sup>rd</sup>, *Last day for Practicum Hours*

**Supplies:**

Folder (3 brad)      notebook paper      clipboard      postage stamp      3 ring binder

**Grade Reports:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**Students with Disabilities:**

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the College's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Room 300, phone 870-222-5360, exts. 219, 220, 221; or Fax: 870-222-1105.

**Disruptive Behavior:**

Students will adhere to all Conduct and Disciplinary Standards and Dress Codes as outlined in the UAM College of Technology – McGehee's Student Handbook, Affiliate Center's Employee Policies, and the ECE Department handbook. Disorderly conduct: any behavior, which disrupts the regular or normal functions of the University community, including behavior, which breaches the peace or violates the rights of others, is prohibited. Infractions may result in disciplinary actions such as verbal warning, written warning, suspension and/or dismissal from the course or program.

**Student Learning Outcomes:**

1. To observe best practice as exhibited by highly qualified experienced early childhood practitioners in inclusive programs for all three age settings (infants, toddlers and preschool).
2. To demonstrate an increasing personal responsibility and application of developmentally appropriate practices and ethics in these settings with formal and informal observations and assessment.

**Outline:**

1. Training guidelines
2. Minimum Licensing Regulations
3. Mandatory Reporting Laws
4. Center Policies Orientation
5. Discovering your competencies
6. Working with Mentor Teachers
7. Working with Infants and Toddlers
8. Working with Preschool Children
9. Working with Children with Special Needs
10. Formal/Informal Observation expectations and requirements

**Assignments: The following is a tentative schedule of assignments which can/may be changed at the discretion of the instructor. Assignments not turned in when due will be penalized 10% unless otherwise noted.**

- Journal...minimum of 15 entries ...(FINAL PROJECT).....25 % of grade due: April 23<sup>rd</sup>
- Documentation of 135 hours of work with Mentor Teacher(s) and children ages birth to 5 years of age (including children with Special Needs) in **infant, toddler and preschool classrooms**.  
*due: no later than the Tuesday after the week worked*.....50 % of grade  
15 hours in an infant room / 15 hours in a toddler room - Balance in a preschool room  
NOTE: If no hours are reported for 3 weeks (nonconsecutive or consecutive) the final grade will be reduced by 5% (each time).
- Mentor/Evaluation: (Director or Lead Teacher – due April 30<sup>th</sup>) .....10% of grade
- Instructor/Observation: .....15% of grade

**Grading Scale:**

A = 90 -100      B = 80 - 89      C = 70 – 79



## *Early Childhood Education Program Syllabus*

**Course Number & Name:** ECED 1043

**DEVELOPMENT AND CURRICULUM IN EARLY CHILDHOOD**

**Prerequisite(s):** none

**Instructor:** Lora Medina

**phone:** 222-5360 ext. 5233

**email:** [medina@uamont.edu](mailto:medina@uamont.edu)

**Classroom /Office (rm 103) hours:** M - W 8:00 am – 11:00 am and T H 3:00 pm - 5:00 pm / call for an appointment

**Text:** Herr, J. (2004). *Working with Young Children*, third edition. Tinley Park, IL. Goodheart-Willcox.

ISBN: 1-59070-128-3

Harms, T., Cryer, D., Clifford, R. M., (2003). *Early Childhood Environmental Rating Scale – Revised edition*. New York, Teachers College Press. ISBN 0-8077-3751-8

Herr, J. (2009). *Creative resources for the early childhood classroom*, fifth edition. Clifton Park, NY.

Thompson-Delmar. ISBN 1-4283-1832-1

### **Student Learning Outcomes (SLO's) for the course:**

1. Plan curriculum that develops children's physical, social, emotional and intellectual growth.
2. Research and develop ways to communicate with families.

### **Course Description:**

This course is based on current research in child development focusing on planning and implementing curriculum with appropriate interactions and activities for young children including those with special needs.

### **Policies:**

Absences – Regular and prompt attendance is expected of all students and is necessary to maintain acceptable grades. Excessive tardiness or leaving early will be noted by the instructor and will accrue toward absences. Daily attendance will be taken and absences will be reported to the Office of the Registrar.

Cheating and Plagiarism - Cheating and plagiarism are not tolerated and will result in one of the following courses of action by the instructor:

- Grade of zero on the assignment
- Grade of "F" for the course
- Dismissal from the program

### **Dates to Remember:**

See CALENDAR OF EVENTS below.

### **Supplies:**

Memory stick	Scantrons	1" - 3 ring binder	3" – 3 ring binder	Notebook paper	Copy paper
Highlighters	3 folders (3 brad)	#2 pencils	erasers		

### **Grade Reports:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

### **Students with Disabilities:**

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the College's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Room 300, phone 870-222-5360, exts. 219, 220, 221; or Fax: 870-222-1105.

### **Disruptive Behavior:**

Students will adhere to all Conduct and Disciplinary Standards and Dress Codes as outlined in the UAM College of Technology – McGehee's handbook, Early Childhood Development Center's rules and regulations, and the ECE Department policies. Disorderly conduct: any behavior, which disrupts the regular or normal functions of the University community, including behavior, which breaches the peace or violates the rights of others, is prohibited.

Infractions may result in disciplinary actions such as verbal warning, written warning, suspension and/or dismissal from the course or program.

**Goals and Objectives:**

This course is based on the foundation of research in child development and focuses on planning and implementing a enriching environments with appropriate interactions and activities for young children including those with special needs, to maximize physical, cognitive, communication, creative, language/ literacy, and social/emotional growth and development. Competencies are based on goals developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered:

- Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas;
- Arkansas Frameworks for Infants and Toddlers as well as Preschool;
- CDA competences for the National Council on Professional Development’s Preschool CDA credential.

**Outline:**

1. Child Growth and Development
2. Working with young children
3. Types of early childhood programs
4. Observing children
5. Creating an appropriate learning environment
6. Planning the Curriculum
7. Integrated Learning experiences
8. Learning Centers
9. Inclusion
10. Other professionals on the early childhood team

**Assignments: The following is a tentative schedule of assignments which can/may be changed at the discretion of the instructor. Assignments not turned in on when due will be penalized 10%. If a student misses an assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes. After one week a grade of “0” will be assigned. Class participation exercises are possible during any class meeting and may not be made up if you are not here.**

- 1) Create an integrated thematic weekly lesson plan with resource collection (Include how you would make accommodations for children w/ Special Needs). . . . .200 points
- 2) Create a newsletter for the Friday at the end of your lesson plan.....100 points
- 3) Multicultural Awareness Collection (information on a variety of cultural groups with curriculum ideas for preschool lesson plans) .....100 points
- 4) Learning Centers Notebook.....100 points
- 5) Article Review on trends, issues, or problems in Preschool (#2) .....100 points each
  - a. Hard copy of first article due for approval: Tuesday, January 26<sup>th</sup> from Early Childhood News
  - b. Email message due: Tuesday, February 9<sup>th</sup> with 2 attachments:
    - ❖ one – Final draft of first Article Review,
    - ❖ two – Saved copy of first internet article
  - c. Hard copy of second article due for approval: Tuesday, March 16<sup>th</sup>
  - d. Email message due: Tuesday, March 30<sup>th</sup> with 2 attachments:
    - ❖ one – Final draft of second Article Review,
    - ❖ two – Saved copy of second internet article

**\*Suggested topics for research. (There are many other topics appropriate for this assignment, this is just a partial list to get you thinking – browse through your text for others):**

Constructivist approach to Cognitive Development  
Quality in Early Childhood care and education  
“Pushed Down” Curriculum  
Age Appropriate Art Experiences  
Age Appropriate Math Experiences  
Age Appropriate Science Experiences  
Developmentally Appropriate Practices  
Block Play  
Creative Arts  
Direct Instruction TM  
Effective praise  
Emergent Curriculum

Free Play  
Gardner’s multiple intelligences  
Head Start  
High Scope TM  
Language experience activities  
Open-ended questions  
Outdoor experiences  
Parent involvement  
Pets in the classroom  
Portfolios

Projects  
Quality Preschool  
Room arrangement  
Stages of art  
Stages of play

Stages of writing  
Standardized Testing  
The importance of play  
Transitions

**See guidelines for all ECE papers below.**

**Tests: Any missed test must be made up within one week and there will be a 10% penalty on all tests not taken on time. The student is responsible for contacting the instructor to make arrangements to make up test during the instructor's offices hours. If the student fails to make up the test in the allotted time, he/she will receive a grade of "0" on the test.**

Quizzes and other projects as assigned . . . . . 50 / 100 points each  
Unit exams . . . . . 100 points each  
Final . . . . . 200 points

**Other Resources:**

Arkansas Frameworks for Early Childhood – DHS Division of Child Care and Early Childhood Education

Douville-Watson, L., Watson, M., Wilson, L., (2003). *Infants & toddlers curriculum and teaching*. Fifth edition. Delmar.

Harms, T., Cryer, D., Clifford, R. M., (2003). *Infant/toddler environment rating scale – revised edition*. New York, Teachers College Press.

Arkansas Frameworks for Infants and Toddlers – DHS Division of Child Care and Early Childhood Education

Herr, J., Swim, T., (2002). *Creative resources for infant and toddlers*. Second edition. Delmar.

**Grading Scale:**

A.....100% - 90%	D.....69% - 60%
B.....89% - 80%	F.....59% and below
C.....79% - 70%	

**Requirements for Word Processed ECE Assignments**

**ARTICLE REVIEWS**

1. Articles must be 2 – 5 pages long when printed in **printer friendly format** with few or no pictures.
2. **The report must be word processed by the student.**
3. Use 1" margins all around.
4. Top left hand corner should begin with the course name, student's name, and date, all listed vertically and single spaced.
5. Double space after previous information then center the article title, use font size 12 (nothing fancy), and double-space the body of the report.
6. Two paragraphs **COMPOSED BY STUDENT.**
  - Paragraph 1: summary of the article (**in your own words**)
  - Paragraph 2: your reflections on what the article said (include thoughts, feelings, personal experiences, and any thoughts on how the information in the article will help you in the field of early childhood education.)
7. Use correct sentence structure, grammar, punctuation, spelling and formatting.
8. Save Article Review and **printer friendly version** of internet article to a memory stick.
9. Final draft of Article review and **printer friendly version** of article must be emailed to instructor as attachments.

**SPRING 2010 - CALENDAR OF EVENTS**

January 4 (Monday): Admission deadline for new students, transfer students, and former UAM students. Only students completing the admission process by this date will be assured the opportunity to participate in registration on Tuesday, January 12.

January 11 (Monday): Students who pay their tuition and fees by Monday, January 4, will be allowed to make schedule changes between 8:30 a.m. and 11:00 a.m. at the Monticello location and between 8:30 a.m. and 3:30 p.m. at the Crossett and McGehee locations.

January 11 (Monday): Orientation for new freshmen and transfer students: Crossett and McGehee campuses - Orientation will begin at 1 p.m. in the Student Services Center at the respective location.

January 11 (Monday): Registration for night-only students and graduate students from 5 to 7 p.m. at Monticello (Harris Hall), Crossett, and McGehee.

January 12 (Tuesday): Open registration from 8:30 a.m. until 3:30 p.m. at each campus location.

January 13 (Wednesday): First day of classes (regular and first 8-week fast-track classes\*).

January 13-20 (Wednesday through Wednesday): Late registration. A \$25 late registration fee will be assessed.

January 13-20 (Wednesday through Wednesday): Students may make schedule changes.

January 18 (Monday): Martin Luther King Holiday. Offices and classes closed.

January 20 (Wednesday): Last day to register or add spring classes.

March 3 (Wednesday): Deadline to apply for August and December graduation.

March 9 (Tuesday): First day of second 8-week fast-track\* classes.

March 22-26 (Monday-Friday): Spring break.

April 5 (Monday): Preregistration for summer and fall begins.

April 7 (Wednesday): Last day to drop with W in regular classes.

April 16 (Friday): Preregistration for summer and fall ends.

April 29 (Thursday): Last day to withdraw from class (regular and second 8-week fast-track\* classes).

May 4 (Tuesday): Last day of classes

May 5-11 (Wednesday-Tuesday): Final exams.

May 14 (Friday): Commencement.

#### SPRING 2010 FINAL EXAMINATION SCHEDULE – Monticello - McGehee

**Late afternoon and evening classes which meet once per week will have their final examination during their normal class time during the period of May 5-11.** Other finals are scheduled as follows:

##### Class meets: Final Exam:

###### Wednesday, May 5

TH 8:10 a.m. .... 10:30-12:30 → Observation and Assessment FINAL

All sections Chem 1023, 1103, & 1113 ..... 1:00 – 3:00

MWF 11:10 a.m. .... 3:15 – 5:15

###### Thursday, May 6

MWF 1:10 p.m. .... 8:00 - 10:00

MWF 2:10 p.m. .... 10:30 - 12:30

TH 9:40 a.m. .... 1:30 - 3:30 → Methods and Materials FINAL

TH 5:00 p.m. .... 5:00 - 7:00

###### Friday, May 7

All sections Math 0183 and 1043 ..... 8:00 - 10:00

TH 1:40 p.m., TH 2:10 p.m. .... 10:30 - 12:30 → Child Guidance (day section) FINAL

MWF 8:10 a.m. .... 1:30 - 3:30

MWF 3:10 p.m. .... 4:00 - 6:00

###### Monday, May 10

All sections Math 0143, 1003, & 1033 ..... 8:00 - 10:00

MWF 12:10 p.m. .... 10:30 - 12:30

MWF 10:10 a.m. .... 1:30 - 3:30

M 4:30 p.m. .... 4:30 - 6:30 Foundations (McGehee night section) FINAL

###### Tuesday, May 11

MWF 9:10 a.m. .... 8:00 - 10:00

TH 11:10 a.m. .... 10:30 - 12:30 → Dev/Curriculum in Early Childhood (TH 12:00 class) FINAL

TH 3:10 p.m. .... 1:30 - 3:30

MW 5:00 p.m. .... 5:00 - 7:00

T 5:00 p.m. .... 5:00 - 7:00 → Child Guidance (night sect.) FINAL **AND** Foundations (SEACBEC) FINAL

MW 6:00 p.m. .... 6:00 - 8:00

*Early Childhood Education Program Syllabus Agreement*

I, \_\_\_\_\_ do enter into an agreement with the Instructor of the  
PLEASE PRINT YOUR NAME  
course listed below.

- I have read the syllabus for the course:  
\_\_\_\_\_.
- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a 10% penalty will be applied to any assignment or test taken or turned in late and whether or not the late assignment is accepted or the test is given, is up to the Instructor.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
  - a grade of "0" on the assignment
  - a grade of "F" for the course
  - dismissal from the Early Childhood Education Program
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
- I understand that there will be no make-up work/tests accepted after the last day of regular classes.
- I understand that the final for this class will be held on \_\_\_\_\_, May \_\_\_\_\_, 2010  
from \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm.  
circle one circle one
- I understand that I must check the times for all of my finals to ensure that there is no conflict in scheduling.
- I do NOT have a scheduling conflict with this final.

---

Student's signature

Date

## Early Childhood Education (ECE) Program Syllabus

**Course Number & Name:** HOEC 2073

**CHILD GUIDANCE**

**Prerequisite(s):** none

**Instructor:** Lora Medina

**phone:** 222-5360 ext. 5233

**email:** [medina@uamont.edu](mailto:medina@uamont.edu)

**Classroom/Office (rm 103) hours:** M W 8:00 am – 11:00 am and T H 3:00 - 5:00 pm

Text: Kostelnik, M. J., Whiren, A. P., Soderman, A. K., Stein, L. C., Gregory, K. (2009) *Guiding Children's Social Development: Theory to Practice, 6<sup>th</sup> edition*. Albany, NY. Delmar.

ISBN – 1-4283-3694-X

### **Course Description:**

Course presents a study of goals of guidance, direct/indirect guidance observation guidelines/interpretation, conflict between children, reasons for problem behavior, times of behavioral stress, techniques for dealing with misbehavior, and discipline alternatives. Guidelines for establishing and enforcing rules in the child care setting. Also covered are techniques to promote self-direction/control by the child.

### **Policies:**

Absences – Regular and prompt attendance is expected of all students and is necessary to maintain acceptable grades. Excessive tardiness or leaving early will be noted by the instructor and will accrue toward absences. Daily attendance will be taken and absences will be reported to the Office of the Registrar.

Cheating and Plagiarism - Cheating and plagiarism are not tolerated and will result in one of the following courses of action by the instructor:

- Grade of zero on the assignment
- Grade of "F" for the course
- Dismissal from the program

### **Dates to Remember:**

See attachment: CALENDAR OF EVENTS

### **Supplies:**

3 ring binder

Memory stick

Copy paper

Scantrons

### **Grade Reports:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

### **Students with Disabilities:**

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the College's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Room 300, phone 870-222-5360, exts. 219, 220, 221; or Fax: 870-222-1105.

### **Disruptive Behavior:**

Students will adhere to all Conduct and Disciplinary Standards and Dress Codes as outlined in the UAM College of Technology – McGehee's handbook, Early Childhood Development Center's rules and regulations, and the ECE Department policies. Disorderly conduct: any behavior, which disrupts the regular or normal functions of the University community, including behavior, which breaches the peace or violates the rights of others, is prohibited. Infractions may result in disciplinary actions such as verbal warning, written warning, suspension and/or dismissal from the course or program.

### **Student Learning Outcomes:**

1. Guidance and discipline concepts within a framework of child development, developmentally appropriate practices, and Constructivist education.
2. Explore theorist having major influences on child guidance concepts in this century.

- The proper adult role as facilitating rather than controlling the child's gradual development as a constructive member of society.

**Outline:**

- Making a difference in children's lives
- Initiating social relationships in infancy
- Building positive relationships through nonverbal communication
- Promotion children's self-awareness and self-esteem through verbal communication
- Supporting children's emotional development
- Supporting children in stressful situations
- Enhancing children's play
- Supporting children's peer relationships and friendships
- Influencing children's social development by structuring the physical environment
- Fostering self-discipline in children: communicating expectations and rules
- Fostering self-discipline in children: implementing solutions and consequences
- Handling children's aggressive behavior
- Promoting pro-social behavior
- Supporting children's development: sexuality, ethnicity, and special needs
- The National Association for the Education of Young Children's Code of Ethical Conduct
- Making ethical judgments and decisions

**Assignments: The following is a tentative schedule of assignments and tests which may be changed at the discretion of the instructor. Assignments not turned in when due will be penalized 10%. If a student misses an assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes. After one week a grade of "0" will be assigned. Class participation exercises are possible during any class meeting and may not be made up if you are not here.**

- Article Review (#2).....100 points each
  - Hard copy of first article due for approval: Tuesday, February 16<sup>th</sup>
  - Email message due: Tuesday, March 2<sup>nd</sup> with 2 attachments:
    - one – Final draft of first Article Review,
    - two – Saved copy of first internet article
  - Hard copy of second article due for approval: Tuesday, March 30<sup>th</sup>
  - Email message due: Tuesday, April 13<sup>th</sup> with 2 attachments:
    - one – Final draft of second Article Review,
    - two – Saved copy of second internet article

*\*Suggested topics for research. (There are many other topics appropriate for this assignment, this is just a partial list to get you thinking – browse through your text for others):*

Act 504	Age Appropriate Expectations	Direct vs. Indirect Guidance
Stress in children	Anger Management	Violent Behavior in EC
Moral Development	Vygotski's Theory and Child Guidance	Combative Behaviors
Spanking	Rogerian Theory and Child Guidance	Intrinsic vs Extrinsic Rewards
Cultural Expectations	Adlerian Theory and Child Guidance	Discipline vs Punishment
Bullying	Constructivist approach to Guidance	Conflict Resolution
Motivation	Non-Compliant Behaviors	Verbal Climate
Biting	Teaching Prosocial behaviors	Lying
Whining	Destructive behaviors	Temper Tantrums
Verbal aggression	Delayed gratification	Assertive vs Aggressive
Clinging	Negative Reinforcement	Appropriate Routines
Discipline Styles or	Authoritarian / Authoritative / Permissive	Effects of Uniforms on Behavior
Attachment	Erickson's stages of development	Teaching Tolerance
Miseducation	David Elkind's theory of the Hurried Child	Time Out
Cruelty to animals	The 4 R's: Reflect, React, Reason, Rule	Aggression in girls vs boys

- Written responses on classroom management / guidance vignettes as assigned . . . . . 50 points each
- Documented observation of social skills.....100 points

**Tests: Any missed test must be made up within one week and there will be a 10% penalty on all tests not taken with the group. If the student fails to make up the test in the allotted time, he/she will receive a grade of "0" on the test.**

Quizzes and other projects as assigned . . . . .	50 / 100 points each
Chapter or Unit exams . . . . .	100 points each

**Grading Scale:**

A.....100%	- 90%	D.....69%	- 60%
B.....89%	- 80%	F.....59%	and below
C.....79%	- 70%		

**Requirements for Word Processed ECE Assignments**

**ARTICLE REVIEWS**

1. Articles must be 3 – 5 pages long when printed in **printer friendly format** with few or no pictures.
2. **The report must be word processed by the student.**
3. Use 1" margins all around.
4. Top left hand corner should begin with the course name, student's name, and date, all listed vertically and single spaced.
5. Double space after previous information then center the article title, use font size 12 (nothing fancy), and double-space the body of the report.
6. Two paragraphs **COMPOSED BY STUDENT.**
  - a. Paragraph 1: summary of the article (**in your own words**)
  - b. Paragraph 2: your reflections on what the article said (include thoughts, feelings, personal experiences, and any thoughts on how the information in the article will help you in the field of early childhood education.)
7. Use correct sentence structure, grammar, punctuation, spelling and formatting.
8. Save Article Review and **printer friendly version** of internet article to a memory stick.
9. Final draft of Article review and **printer friendly version** of article must be emailed to instructor as attachments.

**SPRING 2010 - CALENDAR OF EVENTS**

January 4 (Monday): Admission deadline for new students, transfer students, and former UAM students. Only students completing the admission process by this date will be assured the opportunity to participate in registration on Tuesday, January 12.

January 11 (Monday): Students who pay their tuition and fees by Monday, January 4, will be allowed to make schedule changes between 8:30 a.m. and 11:00 a.m. at the Monticello location and between 8:30 a.m. and 3:30 p.m. at the Crossett and McGehee locations.

January 11 (Monday): Orientation for new freshmen and transfer students: Crossett and McGehee campuses - Orientation will begin at 1 p.m. in the Student Services Center at the respective location.

January 11 (Monday): Registration for night-only students and graduate students from 5 to 7 p.m. at Monticello (Harris Hall), Crossett, and McGehee.

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January 13-20 (Wednesday through Wednesday): Late registration. A \$25 late registration fee will be assessed.

January 13-20 (Wednesday through Wednesday): Students may make schedule changes.

January 18 (Monday): **Martin Luther King Holiday. Offices and classes closed.**

January 20 (Wednesday): Last day to register or add spring classes.

March 3 (Wednesday): Deadline to apply for August and December graduation.

March 9 (Tuesday): First day of second 8-week fast-track\* classes.

**March 22-26 (Monday-Friday): Spring break.**

April 5 (Monday): Preregistration for summer and fall begins.

April 7 (Wednesday): Last day to drop with W in regular classes.

April 16 (Friday): Preregistration for summer and fall ends.

April 29 (Thursday): Last day to withdraw from class (regular and second 8-week fast-track\* classes).

May 4 (Tuesday): Last day of classes.

**May 5-11 (Wednesday-Tuesday): Final exams.**

May 14 (Friday): Commencement.

**SPRING 2010 FINAL EXAMINATION SCHEDULE – Monticello - McGehee**

**Late afternoon and evening classes which meet once per week will have their final examination during their normal class time during the period of May 5-11.** Other finals are scheduled as follows:

**Class meets: Final Exam:**

Wednesday, May 5

TH 8:10 a.m. .... 10:30-12:30 → Observation and Assessment FINAL  
All sections Chem 1023, 1103, & 1113 ..... 1:00 – 3:00  
MWF 11:10 a.m. .... 3:15 – 5:15

Thursday, May 6

MWF 1:10 p.m. .... 8:00 - 10:00  
MWF 2:10 p.m. .... 10:30 - 12:30  
TH 9:40 a.m. .... 1:30 - 3:30 → Methods and Materials FINAL  
TH 5:00 p.m. .... 5:00 - 7:00

Friday, May 7

All sections Math 0183 and 1043 ..... 8:00 - 10:00  
TH 1:40 p.m., TH 2:10 p.m. .... 10:30 - 12:30 → Child Guidance (day section) FINAL  
MWF 8:10 a.m. .... 1:30 - 3:30  
MWF 3:10 p.m. .... 4:00 - 6:00

Monday, May 10

All sections Math 0143, 1003, & 1033 ..... 8:00 - 10:00  
MWF 12:10 p.m. .... 10:30 - 12:30  
MWF 10:10 a.m. .... 1:30 - 3:30  
M 4:30 p.m. .... 4:30 - 6:30 Foundations (McGehee night section) FINAL

Tuesday, May 11

MWF 9:10 a.m. .... 8:00 - 10:00  
TH 11:10 a.m. .... 10:30 - 12:30 → Dev/Curriculum in Early Childhood (TH 12:00 class) FINAL  
TH 3:10 p.m. .... 1:30 - 3:30  
MW 5:00 p.m. .... 5:00 - 7:00  
T 5:00 p.m. .... 5:00 - 7:00 → Child Guidance (night sect.) FINAL **AND** Foundations (SEACBEC) FINAL  
MW 6:00 p.m. .... 6:00 - 8:00

## *Early Childhood Education Program Syllabus Agreement*

I, \_\_\_\_\_ do enter into an agreement with the Instructor of the course listed below.  
PLEASE PRINT YOUR NAME

- I have read the syllabus for the course:  
\_\_\_\_\_
- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a 10% penalty will be applied to any assignment or test taken or turned in late and whether or not the late assignment is accepted or the test is given, is up to the Instructor.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
  - a grade of "0" on the assignment
  - a grade of "F" for the course
  - dismissal from the Early Childhood Education Program
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
- I understand that there will be no make-up work/tests accepted after the last day of regular classes.
- I understand that the final for this class will be held on \_\_\_\_\_, May \_\_\_\_\_, 2010  
from \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm.  
circle one circle one
- I understand that I must check the times for all of my finals to ensure that there is no conflict in scheduling.
- I do NOT have a scheduling conflict with this final.

---

Student's signature

Date

## *Early Childhood Education Program Syllabus*

**Course Number & Name:** HOEC 2083

**OBSERVATION AND ASSESSMENT IN ECE**

**Prerequisite(s):** none

**Instructor:** Lora Medina

**phone:** 222-5360 ext. 5233

**email:** [medina@uamont.edu](mailto:medina@uamont.edu)

**Office (rm 103) hours:** M W 8:00 am – 11:00 am and T H 3:00 pm – 5:00 pm / call for an appointment

**Text:** Nilson, B., (2008). *Week by week: Plans for documenting children's development*, 4<sup>th</sup> edition. Clifton Park, NY. Delmar. ISBN: 1-4390-4376-0

### **Course Description:**

Addresses systematic observations, includes documentation and other effective assessment strategies in a developmentally appropriate way as well as the goals, benefits, and uses of assessment. Also included: rationale for, and ways to, develop partnerships with families and other professionals to positively influence children's development.

### **Policies:**

Absences – Regular and prompt attendance is expected of all students and is necessary to maintain acceptable grades. Excessive tardiness or leaving early will be noted by the instructor and will accrue toward absences. Daily attendance will be taken and absences will be reported to the Office of the Registrar.

Cheating and Plagiarism - Cheating and plagiarism are not tolerated and will result in one of the following courses of action by the instructor:

- Grade of zero on the assignment
- Grade of "F" for the course
- Dismissal from the program

### **Dates to Remember:**

See CALENDAR OF EVENTS below.

### **Supplies:**

Scantrons      3 ring binder      clipboard      copy paper      memory stick

### **Grade Reports:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

### **Students with Disabilities:**

It is the policy of the UAM College of Technology – McGehee to accommodate individuals with disabilities pursuant to federal law and the College's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Room 300, phone 870-222-5360, exts. 219, 220, 221; or Fax: 870-222-1105.

**Disruptive Behavior:**

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**Student Learning Outcomes:**

This course is designed to address the quality early childhood education training program Core Standard 3 from NAEYC: Observing, Documenting and Assessing to support Young Children and Families. The student will demonstrate an understanding of:

1. Systematic observations and documentation of effective assessment strategies in developmental appropriate programs.
2. The goals, benefits, and uses of assessment.
3. Rational for and ways to partnerships with families and other professionals to positively influence children’s development.

**Outline:**

- |                               |                              |
|-------------------------------|------------------------------|
| 1. Using Class List Logs      | 9. Using Rating Scales       |
| 2. Using Anecdotal Recordings | 10. Using Work Samples       |
| 3. Using Checklist            | 11. Using Technology         |
| 4. Using Running Records      | 12. Using Documentation      |
| 5. Using Frequency Counts     | 13. Using Program Assessment |
| 6. Using Conversations        | 14. Using Portfolios         |
| 7. Using Time Samples         | 15. Using the Yearly Plan    |
| 8. Using Standardized Tests   |                              |

**Assignments: The following is a tentative schedule of assignments which may be changed at the discretion of the instructor. Assignments not turned in when due will be penalized 10%. If a student misses an assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes. After one week a grade of “0” will be assigned. Class participation exercises are possible during any class meeting and may not be made up if you are not here.**

50 – 100 points each

- |                             |                        |
|-----------------------------|------------------------|
| 1. Class List Log to record | 7. Time Sample         |
| 2. Anecdotal Recording      | 8. Standardized Test   |
| 3. Checklist                | 9. Rating Scale        |
| 4. Running Record           | 10. Work Sample        |
| 5. Frequency Count          | 11. Documentation      |
| 6. Interview                | 12. Program Assessment |

**Tests: Any missed test must be made up within one week and there will be a 10% penalty on all tests not taken at the assigned time. The student is responsible for contacting the instructor to make arrangements to make up test during the instructor’s offices hours. If the student fails to make up the test in the allotted time, he/she will receive a grade of “0” on the test.**

Quizzes and other projects as assigned . . . . .50 / 100 points each  
 Unit exams . . . . . 100 points each  
 Final . . . . .200 points

**Observation Instruments:**

Arkansas Early Childhood Education Framework from the Department of Human Services, Division of Child Care and Early Childhood Education

Arkansas Framework for Infant and Toddler Care from the Department of Human Services, Division of Child Care and Early Childhood Education

**Grading Scale:**

- |                 |                     |
|-----------------|---------------------|
| A.....100%- 90% | D.....69%- 60%      |
| B.....89%- 80%  | F.....59% and below |
| C.....79%- 70%  |                     |

## **SPRING 2010 - CALENDAR OF EVENTS**

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April 29 (Thursday): Last day to withdraw from class (regular and second 8-week fast-track\* classes).

May 4 (Tuesday): Last day of classes

**May 5-11 (Wednesday-Tuesday): Final exams.**

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All sections Chem 1023, 1103, & 1113 ..... 1:00 – 3:00

MWF 11:10 a.m. .... 3:15 – 5:15

Thursday, May 6

MWF 1:10 p.m. .... 8:00 - 10:00

MWF 2:10 p.m. .... 10:30 - 12:30

TH 9:40 a.m. .... 1:30 - 3:30 → Methods and Materials FINAL

TH 5:00 p.m. .... 5:00 - 7:00

Friday, May 7

All sections Math 0183 and 1043 ..... 8:00 - 10:00

TH 1:40 p.m., TH 2:10 p.m. .... 10:30 - 12:30 → Child Guidance (day section) FINAL

MWF 8:10 a.m. .... 1:30 - 3:30

MWF 3:10 p.m. .... 4:00 - 6:00

Monday, May 10

All sections Math 0143, 1003, & 1033 ..... 8:00 - 10:00

MWF 12:10 p.m. .... 10:30 - 12:30

MWF 10:10 a.m. .... 1:30 - 3:30

M 4:30 p.m. .... 4:30 - 6:30 → Foundations (McGehee night section) FINAL

Tuesday, May 11

MWF 9:10 a.m. .... 8:00 - 10:00

TH 11:10 a.m. .... 10:30 - 12:30 → Dev/Curriculum in Early Childhood (TH 12:00 class) FINAL

TH 3:10 p.m. .... 1:30 - 3:30

MW 5:00 p.m. .... 5:00 - 7:00

T 5:00 p.m. .... 5:00 - 7:00 → Child Guidance (night sect.) FINAL **AND** Foundations (SEACBEC) FINAL

MW 6:00 p.m. .... 6:00 - 8:00

## *Early Childhood Education Program Syllabus Agreement*

I, \_\_\_\_\_ do enter into an agreement with the Instructor of the  
course listed below.  
PLEASE PRINT YOUR NAME

- I have read the syllabus for the course:  
\_\_\_\_\_.
- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a 10% penalty will be applied to any assignment or test taken or turned in late and whether or not the late assignment is accepted or the test is given, is up to the Instructor.
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  - dismissal from the Early Childhood Education Program
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
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from \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm.  
circle one circle one
- I understand that I must check the times for all of my finals to ensure that there is no conflict in scheduling.
- I do NOT have a scheduling conflict with this final.

---

Student's signature

Date

**APPENDIX B**  
**COURSE BROCHURE**

**Early Childhood Education**

UAM College of Technology-McGehee  
**Early Childhood  
Education Technology  
Program**



To learn more about the UAM  
CTM Early Childhood  
Technology program contact a  
member of the staff:

Lora Medina  
medina@uamont.edu  
Phone: 870-222-5360

Or visit our website at  
<http://www.uamont.edu/McGehee/>



UAM College of Technology-McGehee does  
not discriminate on the basis of race, color,  
national origin, sex, age or disability.

## Financial Assistance

If you wish to pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department  
P.O. Box 747  
McGehee, AR 71654  
Telephone: (870) 222-5360, 5220  
Fax: (870) 222-1105



University of Arkansas at Monticello  
College of Technology-McGehee  
1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

<http://www.uamont.edu/mcgehee/>

# UAM CTM Early Childhood Education Technology

UAM College of Technology-McGehee (UAM CTM) would like to welcome you to an exciting career in the field of early childhood care and education. The need for trained early childhood caregivers will continue to increase as statewide Child Care and Early Childhood Education programs expand.

The Early Childhood Education Technology program combines classroom study and practicum experience with infants, toddlers and preschoolers. This helps the student gain an understanding of the social, emotional, intellectual and physical growth and development of young children.

A student who successfully completes the Early Childhood Technology program should be able to obtain a position as:

- Teaching Assistant
- Paraprofessional
- Caregiver/Teacher
- Teacher
- Specialist
- Home Visitor
- Family Child Care Provider
- Child Care Center Director



The Child Development Associate (CDA) program provides students with the opportunity to develop knowledge and skills to successfully complete the Assessment and Competency Standards for the Child Development Associate credential awarded through the Council for Early Childhood Professional Recognition, a national credentialing agency. For further information on credentialing procedures and requirements, contact the Council for Early Childhood Professional Recognition.

The UAM CTM Early Childhood Education Technical Certificate program is designed to prepare students for occupations in early care and education, often under the supervision of professional personnel. A criminal background check, child maltreatment check and negative TB screening are required.

## Student Learning Outcomes

Students who complete one of the options in Early Childhood Education will:

- Plan a safe, healthy learning environment.
- Advance children's physical and intellectual development.
- Implement positive strategies to support children's social and emotional development.
- Establish productive relationships with families.
- Implement strategies to manage an effective program operation.
- Maintaining a commitment to professionalism.
- Be familiar with a variety of observing and recording techniques to document children's development.
- Understand and apply principles of child growth and development.

## UAM CTM Early Childhood Education Technology Program

### Child Development Associate Program

ECED 1043 Development and Curriculum in Early Childhood  
ECED 1053 Environments in Early Childhood  
ECED 1063 Foundations of Early Childhood Education  
ECED 1071 Introduction to Practicum  
ECED 1082 Practicum I

### Early Childhood Education Program

CIS 2223 Microcomputer Applications  
COMM 1203 Tech Communication or higher-level composition course  
MAT 1203 Tech Mathematics or higher-level mathematics course  
ECED 1043 Development and Curriculum in Early Childhood\*  
ECED 1053 Environments in Early Childhood\*  
ECED 1063 Foundations of Early Childhood Education\*  
ECED 1071 Introduction to Practicum\*  
ECED 1082 Practicum I  
HOEC 1113 Tech Curriculum Development for Infants/Toddlers  
HOEC 2033 Tech Child Care Practicum II  
HOEC 2073 Tech Child Guidance  
HOEC 2083 Tech Observation and Assessment in Early Childhood Education  
HOEC 2103 Tech Methods and Materials  
HOEC 2143 Tech Child Care Program Planning  
HOEC 2153 Tech Child Development  
HOEC 2173 Tech Children with Special Needs

NOTE: CPR/First Aid training is required to complete the program.

## APPENDIX C

### *University of Arkansas at Monticello College of Technology - McGehee Technical Certificate Program of Study - Early Childhood Education*



To be eligible for a Technical Certificate from the University of Arkansas at Monticello College of Technology-McGehee, a student should complete a Program of Study approved by his/her advisor upon entering the University. The Program of Study indicates the minimum semester hours of unduplicated credit at the technical certificate level. Specific certificate requirements are listed on this Program of Study.

The Program of Study is for informational purposes only; it is the responsibility of the student to meet all requirements to be eligible for a technical certificate at UAM College of Technology – McGehee. The University reserves the right to substitute courses.

NOTE: Some courses require pre-requisite and/or co-requisite classes. Some courses may be offered only during specific semesters. This Program of Study requires General Education courses to be completed during any semester/term of enrollment. Contact your advisor or Director of Instruction for specific information.

Students who score below the required minimal level on the entrance exam may be required to take additional credit hours as part of this University's developmental education program. See current academic catalog for more information.

The technical certificate may serve as a terminal credential or as an intermediate credential for students who wish to pursue an associate or baccalaureate degree program.

For more information about this certificate, contact the UAM College of Technology – McGehee's Office of Student Services or call 870-222-5360 ext. 5220. Students may also visit [www.uamont.edu](http://www.uamont.edu).

<b>First Year, Fall Semester</b>				<b>First Year, Spring Semester</b>					
	ECED	1082	Practicum I	2 credit hours		HOEC	2073	Tech Child Guidance	3 credit hours
	ECED	1071	Introduction to Practicum	1 credit hour		HOEC	2033	Tech Child Care Practicum II	3 credit hours
	ECEC	1053	Environments in Early Childhood	3 credit hours		ECED	1043	Development and Curriculum in Early Childhood	3 credit hours
	ECED	1063	Foundations of Early Childhood Education	3 credit hours		HOEC	2083	Observation & Assessment in Early Childhood Education	3 credit hours
	HOEC	2153	Tech Child Development	3 credit hours		HOEC	2103	Tech Methods & Materials	3 credit hours
	HOEC	1113	Tech Curriculum Development for Infants & Toddlers	3 credit hours					
			<b>TOTAL</b>	<b>15 credit hours</b>				<b>TOTAL</b>	<b>15 credit hours</b>
<b>First Year, Summer Term</b>				<b>Required General Education *</b>					
	HOEC	2143	Tech Childcare Program Planning	3 credit hours		COMM	1203	Technical Communication or higher-level composition course*	3 credit hours
	HOEC	2173	Tech Children with Special Needs	3 credit hours		CIS	2223	Microcomputer Applications*	3 credit hours
						MAT	1203	Technical Mathematics or higher-level mathematics course*	3 credit hours
			<b>TOTAL</b>	<b>6 credit hours</b>				<b>TOTAL</b>	<b>9 credit hours</b>

\* This course may be scheduled during any semester or summer term and must be completed before a technical certificate can be awarded.

**Student Learning Outcomes (SLO's) for the ECE Program**

Students successfully completing the UAM CTM Early Childhood Education program will be able to:

1. Plan a safe, healthy learning environment for children in early childhood.
2. Advance children's physical and intellectual development.
3. Implement positive strategies to support children's social and emotional development.
4. Establish productive relationships with families.
5. Implement strategies to manage an effective program operation.
6. Maintain a commitment to professionalism.
7. Be familiar with a variety of appropriate observation and assessment tools to document children's development.
8. Understand and apply principles of child growth and development.

**Specific Graduation Requirements**

In addition to completing all coursework, the University of Arkansas at Monticello College of Technology – McGehee, requires all students who are eligible for this technical certificate to meet the following criteria:

•Degree Audit

•At least 2.00 cumulative GPA

My signature below indicates that I (student) agree that it is my responsibility to meet all UAM requirements to be eligible for a technical certificate. This document serves only as a guide to help me fulfill specific program requirements. This University reserves the right to substitute other courses.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student's Date of Birth

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Vice Chancellor for Technical Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice Chancellor Signature

\_\_\_\_\_  
Date

## Appendix D

### Suggested questions for reflection in your journal entries:

---

1. My orientation with the new center was . . . / My last day in this classroom was . . .
  2. This day would have been better if . . .
  3. I think I need to know more about . . .
  4. One new thing I tried this week . . .
  5. One of the ways we make sure the environment is safe is by . . .
  6. I think my favorite creative activity was . . .
  7. One of the things this director does to manage the program operation effectively is . . .
  8. One thing I can try to make better next week is . . .
  9. The funniest thing I heard a child say this week was . . .
  10. I met \_\_\_\_\_ parent / guardian this week and . . .
  11. I'm working on a bad habit of . . .
  12. One way I plan to maintain good communication with my families is to . . .
  13. What have I done lately to spark the children's imagination and creativity?
  14. In the Dramatic play center this week . . .
  15. In the Science center this week . . .
  16. In the Block center this week . . .
  17. The children responded to the story \_\_\_\_\_ by . . . / responded to the activity by -
  18. I've been trying to help (child) \_\_\_\_\_ by . . .
  19. I've been trying to help this teacher by . . .
  20. During Outdoor play this week . . .
  21. The best thing I've learned by observing is . . . / by listening is -
  22. A teacher who has taught me a lot is \_\_\_\_\_ Like . . .
  23. The procedure for health checks at this center are . . . In my own classroom I plan to handle health checks as follows . . .
  24. I would recommend this center to a parent because . . .
  25. Dealing with \_\_\_\_\_ is the most difficult thing I had to face recently because . . . / Dealing with \_\_\_\_\_ is the most rewarding thing I had to face recently because -
  26. One mistake I use to make that I don't any longer is . . .
  27. One of my goals for my future as a professional is . . .
  28. When I have my own classroom I will . . .
  29. One of the organizational strategies I want to remember is . . .
  30. One of the outdoor activities I want to remember is . . .
  31. One of the classroom management strategies I like is . . .
  32. A transitional activity that works well has been . . .
  33. I used to \_\_\_\_\_ but now I . . .
  34. A communication problem occurred this week when . . . This is what I will do in the future . . .
  35. One of the things I have learned about children with special needs is . . .
  36. One of the things I have learned about curriculum planning is . . .
  37. My favorite book for story time is \_\_\_\_\_ because . . .
  38. One of the ways I plan to involve my children's families is . . .
  39. The most successful teeth brushing procedure I have seen is . . .
  40. The age group I enjoy the most is \_\_\_\_\_ because . . .
  41. I have concerns about this child because . . .
  42. I have concerns about this practice because . . .
  43. When the weather prevents the planned outdoor activities, this class does . . .
  44. When a child is sick this program . . .
  45. How does this program decide when children are transitioned up to the next group?
  46. I will never forget this teacher because . . .
  47. I will never forget this child because . . .
  48. I am looking forward to . . .
  49. I am dreading . . .
  50. One of the things I have learned about myself is . . .
  51. An ethical dilemma I had to deal with was \_\_\_\_\_ I decided to . . .
-

# Appendix E

Model newsletter for family communication

## UAM - ECDC Newsletter



**Date: April 18, 2003**

**Preschool Teacher: Mrs. Medina**

**This week we have been studying:**  
**"Eggs"**

**Next week we will study:**  
**"Insects and Spiders"**

**Ask your child about:**

What animals hatch from eggs?  
What are eggs used for?  
Use the cards for the life cycle of the duck and have your child place them in the correct order (sequence).  
How many eggs are in a dozen?  
What happened when the baby chicks started hatching? Some of the things were:

- We could hear them cheeping in their eggs before they got out and it took a long time for some of them to get out.
- They were wet when they came out but dried off quickly.
- They were different colors and the eggs were different colors.

**What we need:**

Empty egg cartons  
Bugs (alive or dead) in clear plastic containers or mounted on styrofoam, for our BUG "Zoo" / Science collection.  
Pipe cleaners  
Clear empty containers

**Special / Up-coming Events:**

Bug collecting field trip to the City Park: Friday, April 25<sup>th</sup>.

We will also be looking at the duck nest!



**Special Thanks/Recognition to:**

Thanks to the parents who helped with the Easter Egg dying and Egg Hunt.

**Happy Birthday to:**

Ms. Jackie - April 14, Jake - April 15  
and Lakesha - April 18

## Appendix F

### Supervisory Evaluation for ECE Practicum

**UAM College of Technology - McGehee**  
**Early Childhood Education**  
**Practicum Student Observation**

Student: [Redacted] Center: ECDC

DATE(s): 4-21-10 N-no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	score	Comments
Assist in planning and implementing a safe, healthy learning environment	5	Does daily health checks & sanitizing toys before children arrive
Follows appropriate health and safety procedures (hand washing, diapering, sanitizing of toys, etc.)	5	Uses appr. handwashing procedures & monitors children for appr. procedures
Is vigilant in supervising children indoors and outdoors	5	Monitors children throughout classroom - N - did not observe outdoor acts.
Assist teachers and children with transitions	3	Lead teacher does not model - <sup>Student did</sup> not initiate
Uses positive strategies to support children's social and emotional development,	5	Patent used calm/quiet voice and gets on children's eye level to listen
Assist in planning and implementing appropriate physical and intellectual learning activities for indoors and outdoors.	3	Participated in activities throughout program day. No activities from D/C lesson plan. N-outdoor act.
Has appropriate expectations for age and maturity of children	5	Very good interactions - a lot of listening and reflecting
Objectively observes and documents children's growth and development	5	Documented prosocial/antisocial behaviors during Learning Center time
Follows minimum licensing regulations	3	no lapses observed
<b>Professionalism</b>		
Good work ethic: fair, honest, timely, dependable, appropriate attire, positive attitude, keeps personal items put away (phone, purse, keys, etc.)	5	Mentor teacher very complimentary Well dressed - no evidence of personal items - always on task
Works in a comfortable manner with staff and other adults and defers to lead teacher appropriately	5	Mentor teacher was very complimentary in student's presence throughout obs
Maintains the confidentiality of the children and families	5	uses phrases like "a boy who" in classroom discussions
Other Strengths (specify)		
Divides time well between all children - no favorites		
Very observant of children's likes/dislikes.		
Skills that need improvement or other concerns (specify)		
Needs to increase repetition of transition act. only used clean up song at the end of center time		

Instructor's Signature: Abra Medina date: 4-21-10  
 Score: 56/60 Student's signature: [Redacted] date: 4-23-10

## Appendix G

### ECE Program Mentor Evaluation of Practicum Student



**UAM College of Technology – McGehee**  
**Early Childhood Education Department**  
**P. O. Box 747**  
**McGehee, AR 71654**  
**Phone (870) 222-5360**  
**Fax (870) 222-4709**  
**Toll 800-747-5360**

Practicum student should provide this evaluation form to the Mentor Teacher along with a stamped UAM envelop addressed to: Lora Medina c/o address above. If Mentor has worked with this student for at least 25 hours this semester please fill out the evaluation form and seal in attached envelop. Envelop may be given to the student to return or if you prefer mailed, but must be back to the instructor on or before April 20, 2009. Your feedback is essential to this program and factors into the student's grade for this class. *Thank you for your support and input.*

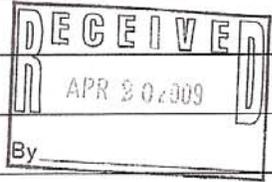
#### ECE PRACTICUM STUDENT EVALUATION

Student: [Redacted]

Date: March 30, 2009

N=no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	score	Comments
Appears to enjoy working with children	4	<i>has a wonderful love for the children</i>
Motivated	5	
Works well with other staff	4	
Follows instructions	4	
Attitude	4	
Appropriate Attire	4	
Dependable	4	
Finds things to do to be helpful without having to be asked	5	<i>has the right spirit and initiative of duty.</i>
Uses appropriate guidance with children	4	
Has appropriate expectations for age and maturity of children	4	
Participates in classroom activities appropriately	4	
Defers to Mentor teachers appropriately	4	
Maintains the confidentiality of the children and families	4	
Other Strengths (please specify)		<i>Very Good Worker. She will be a good teacher.</i>
Skills that need improvement (please specify)		



Please indicate the level of supervision this student requires 5.

- 1 - Irresponsible and undependable.
- 2 - Takes no initiative.
- 3 - Does what is required and not a thing more.
- 4 - Observes and catches on to routines and follows right along in a cooperative and helpful manner.
- 5 - Takes the initiative, does what needs doing before being asked, comes up with constructive and helpful ideas, anticipates needs of children and teachers.

Signature: [Redacted]

SEACA: McGehee Headstent  
Program

Date: 3/31/09

**Appendix H**  
**UAM COLLEGE OF TECHNOLOGY-MCGEHEE**  
**ADVISORY BOARD**  
**MEETING MINUTES**  
**FEBRUARY 16, 2009**

**ATTENDANCE:**

Cynthia Montgomery  
Linda Armour, Secretary  
Franklin Healey  
Jeff Owyong

Bob Ware, Ex-Officio Member  
Vickey Haycox, Coordinator of Special Projects  
and Instruction  
Charles Rocconi, Director of Student Services  
Dr. Jack Lassiter, Chancellor  
Sharon Cantrell, Adult Education Coordinator  
LaWarn Rodgers, Career Pathways Coordinator

Mrs. Cynthia Montgomery opened the meeting at 12:05 p.m.

Each member was given a folder containing the agenda, minutes and other items to be discussed. Linda Armour made a motion to accept the minutes as presented. Franklin Healey seconded the motion. Motion carried.

**CHANCELLOR'S REPORT**

Dr. Lassiter gave a report of the development of the new budgets. He also reported that there would probably be an increase in tuition for the upcoming fiscal year. Dr. Lassiter reported that UAM still has one of the lowest tuition rates in the state and that we need to be closer to other institutions. Dr. Lassiter reported that legislation is being discussed that a group would make all decisions for all higher education institutions. We have a very strong delegation in Southeast Arkansas and we are very fortunate. Dr. Lassiter reported that with the stimulus package, pell grant and student work study is predicted to increase.

**SMALL BUSINESS DEVELOPMENT**

Kathryn Peacock stated that the first quarter report and the January-April newsletter were included in each folder. She then gave an update on the training and on the progress of grants. Mrs. Peacock reported that the small business is doing more updates by email to save money.

**CAREER PATHWAYS INITIATIVE**

LaWarn Rodgers stated that included in their folder was a handout of the quarterly report (October – December). Ms. Rodgers gave an update on the progress of the program and where it stood financially. Ms. Rodgers reported that 65 students from last year have been existed and 35 students have been employed.

**STUDENT SERVICES REPORT**

Mr. Rocconi went over the handouts in the package regarding the unofficial enrollment of Spring 09. Mr. Rocconi reported that we were down about 1% from spring 08 in all areas. Mr. Rocconi reported that the AASGT graduates were going to be up this year. **Based on retention data that was detailed by Mr. Rocconi, the board recommended developing a plan of action to address retention.**

**COORDINATOR OF SPECIAL PROJECT AND INSTRUCTION'S REPORT**

Mrs. Vickey Haycox reported the outcome of the Perkins site visit held January 12, 2009. The institution did not have any deficits. Mrs. Haycox reported that for the first time in the school history that UAM is a standalone institution for Perkins, receiving \$90,477 for FY 08-09 (most we have ever received).

Mrs. Haycox reported that the new HIT program which Crossett had approved would begin to be offered in the Fall 09. She also reported that the first draft of summer and fall scheduled was being developed.

Mrs. Haycox reported that our commencement would be integrated with the Monticello commencement; thereby UAMCTM would no longer have separate commencement ceremonies. Commencement will be Friday, May 15. UAMCTM students with a technical certificate and/or associate of applied science in general technology would participate. Certificate of Proficiency and Adult Education completers would no longer participate, CP recipients will however, receive an award from the registrar's office.

**BUSINESS AND INDUSTRY/ADULT EDUCATION REPORT**

Mrs. Sharon Cantrell reported that she had two handouts in their folder. The first was regarding Non Credit classes offer and the second was an Adult Education Report along with an Adult Education schedule. Mrs. Cantrell reported on HB 1408 regard GED and 17 year olds.

**VICE-CHANCELLOR'S REPORT**

Mr. Bob Ware reported on the budget process and how the budget was being prepared for the new fiscal year.

Mr. Ware reported that negotiations were still underway for the transfer of the Daycare center to CB King. He said it looked like it would happen prior to May, 2009.

There being no further business, Jeff Owyong made a motion to adjourn the meeting. Motion was seconded by Linda Armour. The meeting was adjourned at 1:10 p.m.

\_\_\_\_\_  
Sue Spainhouer, Chairperson

\_\_\_\_\_  
Franklin Healey

\_\_\_\_\_  
Linda Armour, Secretary

\_\_\_\_\_  
Jeff Owyong

\_\_\_\_\_  
Cynthia Montgomery

\_\_\_\_\_  
Bob G. Ware, Ex-Officio Member

## Appendix I

# UAMCTM Advisory Board Reports

Special Projects

UAMCTM Advisory Board Report

Nov 16, 2009

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### Carl Perkins

Total budget \$96,667.00

#### Updates:

1. Carl Perkins eligible students 2009-2010
  - Total of 635 students on all campuses
    - 43 students (6.77 %) Monticello campus
    - 342 students (53.86%) McGehee campus
    - 250 students (39.37%) Crossett campus
2. **Hired Retention Coordinator – Heather Groleske**
  - “Early Alert” implemented; When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Coordinator. The Retention Coordinator contacts the student for further assistance.
  - Activities incorporated thus far
    - Tutoring
    - Meet and greet with students
    - Time management, note-taking skills, study skills, test taking skills, stress management
  - December 2, & 3, 2009, Workshop: What Employers Want? Employers from the community will be conducting mock interviews following the detailed workshop including topics of letters of application, resume writing, thank you letters, how to dress, work ethics, etc.
  - January 2010, Workshop: Money Management. How to spend your money wisely. This workshop will held in conjunction with Pell disbursement
3. Purchased simulated Manikin with Simulated Software (Sim Man) for Crossett campus

**Carl Perkins**

Total budget	\$96,667.00
Total spent:	<u>\$68,827.51</u>
Total remaining	\$27,839.49

Carl Perkins eligible students

✚ **Fall 2009** Total of 635 students on all campuses

- 43 students (6.77 %) Monticello campus
- 342 students (53.86%) McGehee campus
- 250 students (39.37%) Crossett campus

✚ **Spring 2010** Total of 668 students on all campuses

- 54 students (8.1 %) Monticello campus
- 362 students (54.2 %) McGehee campus
- 252 students (37.7 %) Crossett campus

## 2. Retention Strategies implemented by Retention Specialist, Heather Groleske

- *“Early Alert”* Students served: 58  
When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Specialist. The Retention Specialist contacts the student for further assistance.
- *Activities* incorporated thus far Students served: 64
  - Meet and greet with students
  - Tutoring, time management, note-taking skills, study skills, test taking skills, stress management, resume writing
- *Workshop: What Employers Want* Students served on McGehee campus: 41  
Students served on Warren campus: 14  
Employers from the community will conducted mock interviews following the detailed workshop including topics of letters of application, resume writing, thank you letters, how to dress, work ethics, etc.
- *Workshop: Money Management.* Students served: 19  
The president of the local bank presented information on “How to spend your money wisely.” This workshop was held Feb 1st in conjunction with Pell disbursement
- *At-risk* student strategy: Associate Vice Chancellor of CT campuses receives an alert from Boll Registrar when students have been enrolled in Math or English four or more times. Heather sends a personal letter to each student requesting a one-on-one meeting to provide assistance through tutoring, counseling, study skills activities, etc.
- *New Students:* All new students receive a “welcome” letter that introduces the retention specialist and includes a detailed list of services provided.

## 3. Purchased simulated Manikin with Simulated Software (Sim Man) for Crossett campus

4. Faculty and staff professional development activities

- ✚ UCA Student Success Symposium
- ✚ SOPHE (Society for Public Health Education) Conference
- ✚ Community College Student Success and Retention
- ✚ Understanding and Engaging Under Resourced College Students
- ✚ Sim Man Made Incredibly Easy
- ✚ Recruiting and Retaining Non-Traditional Students

5. *Student Satisfaction Survey* conducted. Number of Students responding 233

- Copy of survey attached including results



# Student Satisfaction Survey

## SPRING 2010

### Instructions

**STUDENTS – We want to hear what you have to say!!!**

Please take a moment to fill out the survey below.

Let us know your likes and dislikes about UAM College of Technology – McGehee.

### A. General Information

1. Are you a:

**72** - First time Student      **161** - Returning Student

2. Are you enrolled in school:

**166** - Full time (12 or more hours)      **67** - Part time (Less than 12 hours)

### B. Your Experiences (Please circle the appropriate response, and add comments/explanations where appropriate)

1. Were you greeted when you entered the building?    **200** - YES      **33** - NO

If no, please explain - **many students expressed they entered the building through a door other than the front.**

\_\_\_\_\_

2. Were you satisfied with our Student Services Department?    **225** - YES      **8** - NO

If no, please explain \_\_\_\_\_

\_\_\_\_\_

3. Were you satisfied with your admissions process?    **218** - YES      **15** - NO

If no, please explain \_\_\_\_\_

\_\_\_\_\_

4. Who assisted you in filling out your financial aid? **Mr. Rocconi, Mrs. Branch, Mrs. Paschall, Friends, Family, Self**

5. Were you satisfied with the assistance you received while filling out your financial aid?    **228** -Yes    **4** - NO

If no, please explain    **no explanations were given**

6. Have you received assistance from the Retention Specialist?    **79** - YES      **155** - NO

If yes, were you pleased with the assistance you received?    **79** - YES      **0** - NO

If no, please explain \_\_\_\_\_

7. Would you recommend anyone else to attend UAMCT McGehee?    **227** - YES      **6** - NO

If no, please explain    **no explanations were given**

\_\_\_\_\_

8. If you could change anything about your experience at UAMCT McGehee, what would it be?

**See List of Comments Below**

\_\_\_\_\_

\_\_\_\_\_

### Comments from question 8:

1. More Parking – 21 students
2. More classes offered on the McGehee campus – 8 students
3. More night classes on McGehee campus – 4 students
4. Better instructor attitudes – 4 students
5. Different Algebra instructor – 4 students
6. To allow the teachers to control the temperature in the nursing building; students say it is too cold. – 4 students
7. Wireless Internet – 3 students
8. For Mr. Rocconi not to address a student in a rude manner – 3 students

### The following comments were also made:

1. Employees be available during their office hours
2. Books be available in bookstore prior to first day of class
3. A way to inform students that classes are cancelled prior to them arriving for class
4. Larger computer lab with more modern equipment
5. More summer Math classes on McGehee campus
6. Lower bookstore prices
7. Better furniture in the lounge area of student center
8. Additional microwave in student center
9. More food options
10. Larger refund check
11. Start Admissions and Financial Aid process sooner
12. Clarify courses required for declared program of study
13. More tutors available in the evenings
14. All fees need to be included in tuition (ex. Physicals, background checks, etc.)
15. Need more than one printer in the computer lab



- Assessment/Graduation/Retention -  
Unofficial completion numbers (based on the list of students participating in Commencement and a list from Dr. Bryant) are:  

	for June 2008	and for June 2009
Certificate of Proficiency –	14	no longer on graduation programs 6 +/-

Most students completing these courses are listed as TC or AAS GT majors

Technical Certificate –	11	13*
AAS in General Technology –	1	6*

Note: Candidates listed for TC and AAS may be up to 6 credit hours from completion. \* Retention – The ECE Program has been retaining approximately 89% of enrollment past the “Eleven Day Count” and numbers for the current semester will be available in December after grades come out.

**A. Follow-up report on graduates is as follows:**

AAS GT Degree (of the 6 from '09)

- 2 – Pursuing other degrees
- 3 – Working for Public School
- 1 – Working in unrelated field and

Technical Certificate (of the 13 from '09)

- 1 – Working for Head Start
- 2 – Working for Public School
- 4 – Working for Private Day Care Centers
- 9 - Pursuing other degrees (may be duplicated, some are also working, some are not)
- 2 – Working in unrelated field
- 1 – could not contact

Recommendations made:

1. Equipment needs: A digital camera for instructors and students. A new laminator should be purchased for the Early Childhood Program. The old one is no longer dependable.
2. Program should purchase 3” lowercase alphabet set to match the current 3” capital letters alphabet set.
3. Due to growing number of students enrolled in one or more of the options available, the increase in time and paperwork required for teaching, monitoring and advising of students, and the goal of applying for accreditation, a part-time employee is urgently needed to assist with paperwork, grading and filing for both full time and adjunct faculty.
4. Seek to increase program retention by 3 %.

Ms. Medina thanked the members for their attendance, input and recommendations.

Meeting adjourned at approximately 8:00.

## Appendix K

### Arkansas Early Childhood Education Cohort's Core Course listing:

1. Foundations of Early Childhood Education – 3 college credit hours
2. Child Growth and Development – 3 college credit hours
3. Preschool Curriculum (B-Pre-K) – 3 college credit hour course
4. Infant Toddler Curriculum– 3 college credit hours
5. Child Guidance – 3 college credit hour course
6. Literacy and Language Arts for Early Childhood – 3 college credit hour course
7. Math and Science for Early Childhood - 3 college credit hour course
8. Practicum - 3 college credit hour course
9. Future Perspectives in Early Childhood – capstone course for the Associate degree - 3 college credit hours

Other suggested courses to enhance the core from various stakeholders include:

1. Field Experience I
2. Field Experience II
3. Environments – used by many programs as a part of their CDA training
4. Program Administration
5. Special Needs- strongly suggested from the Department of Ed.'s Division of Special Education as well as the DCCECE
6. Creative Arts in Early Childhood
7. Music and Movement in Early Childhood
8. Methods and Materials
9. Instructional Technology

Including some of these other courses will allow individual institutions to integrate this core with current program offerings while addressing the needs of the individual communities they serve.

## Appendix L

13-Jul-2010 02:01 PM

Fall 2010 - Education

Campus	Seq	SC	Pref	No	Course Title	Cr	Lmt	Enr	Days	Time	End	
Monticello	2905	73	ECED	1053	ENVIRONS ERLY CHLD	3	20	0	T	05:00PM	07:45PM	SEACBEC
** NOTE FOR ABOVE CLASS ** Class meets at SEACBEC in Warren AR.												
Monticello	2906	73	ECED	1063	FOUNDATIONS ECE	3	20	0	T H	01:30PM	03:00PM	SEACBEC
** NOTE FOR ABOVE CLASS ** class meets at SEACBEC in Warren AR.												

103

**Appendix M**  
Student Evaluation of Teaching

## Student Evaluation of Teaching

Please give honest and thoughtful answers to the following questions. Use your scanton to record your answers. If a question does not apply to this course, leave it blank. Your individual responses will be anonymous. A summary of the responses from the class will be provided to the course instructor after all semester grades have been submitted. Student ratings can help the instructor improve teaching and the course. Your responses can also help the department make valid judgments about teaching effectiveness. The course instructor will not be present during the administration of this evaluation.

### Student Self-Evaluation

1. This course is -----	A=Required,	B=Elective,	C=Audit		
2. My current UAM grade point average (GPA) -----	A	B	C	D	E
	3.6-	3.1-	2.6-	2.0-	0.5-
	4.0	3.5	3.0	2.5	1.9
3. I am presently a -----	Fr	So	Jr	Sr	Other
4. Number of times I was absent from this class -----	0	1	2	3	4+
5. Estimated weekly hours I spent studying for this course -----	0-2	3-5	6-8	9-11	12+
6. My final grade in this course will probably be -----	A	B	C	D	F
	Excel-	Very			
	lent	good	Good	Fair	Poor
7. My class participation was -----	A	B	C	D	E
8. My interest in taking this course before I enrolled was-----	A	B	C	D	E
9. My current interest in this course is-----	A	B	C	D	E
10. Amount I have learned-----	A	B	C	D	E

### Instructor Evaluation

11. Explains subject matter so that I understand-----	A	B	C	D	E
12. Speaks clearly-----	A	B	C	D	E
13. Demonstrates knowledge of subject-----	A	B	C	D	E
14. Uses appropriate teaching aids effectively-----	A	B	C	D	E
15. Promotes independent thought while offering proper guidance-----	A	B	C	D	E
16. Encourages effective communication skills-----	A	B	C	D	E
17. Is well prepared for class-----	A	B	C	D	E
18. Is available for help during posted office hours-----	A	B	C	D	E
19. Shows concern for students-----	A	B	C	D	E
20. Increases my desire to learn more about the subject-----	A	B	C	D	E
21. Comments on my work (tests/assignments) in ways that help me to learn	A	B	C	D	E
22. Shows interest in subject matter-----	A	B	C	D	E
23. Establishes relevance of subject matter-----	A	B	C	D	E
24. Overall effectiveness as a teacher-----	A	B	C	D	E

### Course Evaluation

25. Goals and objectives clearly stated and are being accomplished-----	A	B	C	D	E
26. Course content organized-----	A	B	C	D	E
27. Exams based on lectures and assigned materials-----	A	B	C	D	E
28. Exam questions clearly written-----	A	B	C	D	E
29. Grading procedures based on criteria in syllabus-----	A	B	C	D	E
30. Course experiences relevant to subject matter-----	A	B	C	D	E
31. Usefulness of textbook-----	A	B	C	D	E
32. Usefulness of outside assignments-----	A	B	C	D	E
33. Pace of presentation-----	A=too slow,	B=OK	C=too fast		

	Excel-	Very			
	lent	good	Good	Fair	Poor
34. Overall rating of this course	A	B	C	D	E
35. Additional written comments: this is your opportunity to offer additional comments. Please use the attached page.					

## Appendix N

### Special Student Services Card for accommodations

**UAM**  Special Student Services Card

 has registered with the Office of Special Student Services. Currently known accommodations for this student are found on the back of this card.

Student ID# 3200-06384 Date Issued: 8-21-08  
~~8-21-08~~

SSS Director: C. Racoin Date Expired: 8-1-09  
~~8-1-09~~

If there are questions or concerns, please contact Mary Whiting or ~~Holly Johnson~~ at 460-1026.  
Katie Williams

Accommodations this student is eligible to receive:

1. EXTRA TIME ON TESTS
2. IN-CLASS ASSIGNMENTS
3. PREFERENTIAL SEATING
4. MAY AUDIO TAPE CLASSES
5. NOTE TAKER RECOMMENDED

Other \_\_\_\_\_

If additional accommodations are needed due to disability reasons, please contact our office at 460-1026.

# Appendix O

April 16, 2010 EC Cohort Meeting  
Pulaski Technical College – Campus Center – Private Dining Room

DEADLINE APPROACHING QUICKLY. – April 30<sup>th</sup> – This will give Beth and me the time needed to format for the website to send to Michael by May 10<sup>th</sup>. I know we are all extremely pushed for time with the end of the semester, grades due, and graduation. But Cengage has deadlines they must also meet in order to have textbooks and the website ready for us for the fall of 2010. Thanks for getting to this immediately.

Each person was given a copy of the Revised NAEYC Associate Degree Standards which can be found on [www.naeyc.org](http://www.naeyc.org). Go to accreditation, the drop down box, Associate Degree Standards (ECADA), then to standards. At the bottom of the page is the document which contains a PDF of the 2009 standards in full. Attached is a summary which is being sent to Michael Stranz to replace the NAEYC Standards in Appendix C in the textbook for ECTC 2803. (The Swim text).

The attendees were asked to give the name of the colleges their students most often transfer to from their programs. (If you haven't done so please send that list immediately to Trude. The name of the contact person at that college is requested if known.)

Beth Sullivan is going to work with Cengage to develop the web page (colors, photos, arrangement of text) so the following information needs to be provided quickly:

- The URL for your college that includes the link to the Early Childhood home page if there is one. (Donna Broyles also wants this information so it can be placed on their web site ([www.Arkansaspartnersineducation.org](http://www.Arkansaspartnersineducation.org)). Donna, thank you so much for your active participation with the cohort. We will miss your bright smile and input.)
- Beth will take our documents and format them the way they will appear on the website so the web designers at Cengage can just drop it in to the appropriate location.

As we embark on the changes in degree plans because of the Birth through Prekindergarten teaching credential Traci and Beth gave a few suggestions:

- Make a new degree plan that has the previous course listed with the new course immediately under it to alleviate confusion.
- As you advise, write a comment that the new degree plan has been introduced, include the date and have the student sign off saying they have been advised about the new degree plan.

Margie Fillinger also brought a copy of the NOCTI exam that is used at the post-secondary level and is designed for students who have completed community college work. This will be shown to Jamie Morrison and Tonya Russell for their consideration. (If you have not given the PRAXIS 0023 to your 'seniors', please do so as soon as possible, and send the analysis of the test to Trude so she can compile the scores from around the state.)

We had a conference call and WebEx with Michael Stranz. He stated the goals that Cengage has for working with this partnership are:

1. Provide quality educational materials to faculty members and students
2. Deliver this content in a flexible format that promotes lifelong learning
3. Help promote the goals of the cohort with the development of a web presence, provide an environment on the web that can grow with our programs.

Additional features will be added to the website as our programs grow. We are just beginning.

He understands one of the goals of this cohort is for each individual program to obtain NAEYC Accreditation and in turn assist other schools in doing so.

You have the document with the course description and course competencies that will be used on the website. Some colleges are unable to use the course numbering system but as many of us as are able will use it. If you are unable to use the ECTC prefix, please try to use ECT if at all possible. We want to make it easy for Henderson State University

(HSU) and U of A –Fayetteville to be able to identify these courses. Remember HSU is taking the entire core into the BAS in EC they are creating. The course number will not be used on the website because of this. The name of the course and its description will be listed with a drop down link for the course competencies. (Each of you has received an assignment to realign the competencies with the key elements of the new standards 4, 5, and 6. The other key elements and standards have not changed. This alignment needs to be done on two documents – the Learning Opportunities chart for the assigned course(s) and the document that includes the course description and competencies. Also make suggestions for the 2 videos that you would like to see on the website for the course that you are working on. Kara has sent us a list previously to make your suggestions from. These videos can be used as homework assignments for that course. Please do that this week as I need to send this information to Beth so she can work on the web page formatting and Michael also needs this document as soon as possible. The assignments are as follows:

ECD 1003 Foundations of Early Childhood – Margie  
ECD 1103 Child Growth and Development – Mary Pat and Beth  
ECTC 2303 Literacy and Language Arts – Shelli and Janean  
ECTC 2403 Math and Science for Young children – Shelli and Janean  
ECTC 2503 Child Guidance – Rebecca, Vernoice, and Mardi  
ECTC 2603 Practicum – Lora and Jennie  
ECTC 2703 Preschool Curriculum – Lora and Jennie  
ECTC 2803 Infant Toddler Curriculum – Rebecca, Vernoice, and Mardi  
ECTC 2903 Future Perspectives in Early Childhood – Traci and Trude)

You have received a list during this past month which contained the new ISBN number for the AR EC Cohort text for the above core courses. Please read that description and if there are any changes that need to be made, we need to know them NOW.

There will be text in the center section on the home page which will be designed to inform others of what ECE is, who is involved, the job opportunities that will result, etc. This will promote the cohort, the schools and our departments. (Jeanne is writing that document. It will be sent to you for review this week.)

Each member school will be hypertext linked and one can go to the individual schools website and their ECE page. (That is the purpose of the URL which Michael needs) Each of us should have a single sign on with Cengage. If not, contact your representative to obtain one.

Pam is writing the mission statement with the help of Donna Broyles and will get that to me soon so everyone can review it.

All of the textbooks will say Arkansas Edition. There will be a pass code for each student that is good for six months. If a student is taking 3 courses at a time they will have all the course textbooks registered on their bookshelf.

There will be tutorial at the front of each binder which will be instructions for logging on. There will be a link for signing in to their courses. This binder is designed for the students to add materials that instructors have added. This is just a different format of textbook delivery. The bookstores can rebuy them if the student so desires.

It was decided by the group that information for “Writing a personal philosophy” will be added by each instructor and not included in the textbook for ECD 1003.

Trude will send the NAEYC Associate Degree revised standards to Cengage to replace those in Appendix C of the textbook for ECTC 2803.

If you want to see a link for other websites please send those suggestions to me this week. Some suggestions are NAEYC, Arkansas.gov/childcare, AECA /SECA. A suggestion was also made for a link with definitions and acronyms. Please send your suggestions for this as well.

If you want to be listed as a member of this EC cohort, please send that information to me as soon as possible.

Mark your calendars for future meetings:

**June 11**

**July 9**

**September 10**

**October 16 (possibly at AECA conference)**

**November 12**

**The meeting place will be named later.**

**Thanks for your hard work and continued support. Together with Cengage, we can provide a rich learning environment for our students.**

## Section Three: Practical Nursing

**1. List the SLOs student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

- A. Students successfully completing the UAM CTM Practical Nursing program should have the ability to:
- 1) Pass the NCLEX-PN on the first writing.
  - 2) Obtain a practical nurse license in the state in which they reside.
  - 3) Enter the workforce with the competencies of an entry level practical nurse.
  - 4) Provide safe, appropriate, holistic nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.
  - 5) Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, and communities) in the prevention of disease, and maintenance and promotion of health.
  - 6) Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.
  - 7) Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.
- B. These outcomes and additional program information can be found at the following website: <http://www.uamont.edu/mcgehee/PracticalNursing.htm>

**Indicate the accrediting agencies for the Practical Nursing Program and the term of accreditation:**

The PN program is approved by the Arkansas State Board of Nursing. The program was granted continued full approval on January 14, 2010 which extends until January 2014. (Please see **Appendix A.1**) Arkansas State Board of Nursing regulations for approval of a practical nurse program can be found at: <http://www.arsbn.arkansas.gov/lawsRules/Pages/nursePracticeAct.aspx>

**2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.**

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
1 2 3	The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.	PN SLO 4
4 5 6	The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.	PN SLO 1, 4
7 8 9 10 11	The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.	PN SLO 4, 5 PN SLO 6, 7 PN SLO 1, 3, 5 PN SLO 5, 6 PN SLO 4
12 13 14 15 16 17 18 19 20 21 22 23	The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.	PN SLO 1  PN SLO 2 PN SLO 3, 4  PN SLO 3  PN SLO 1, 6, 7

**3. Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students.**

UAM CTM Practical Nursing program student learning outcomes are provided to the students in a variety of ways:

- A. Each student is provided a course syllabus. The course outcomes are identified in each syllabus and are aligned to the student learning outcomes for the program. Prospective and current students can also download a copy of the syllabi from each faculty member's homepage on the UAM CTM Website under the Faculty link at <http://www.uamont.edu/mcgehee/facstaff.htm> Faculty web pages are updated each semester and as needed. Current course syllabi will be found on each faculty's web page.

The five **course syllabi** included in **Appendix A.2** are as follows:

1. Vocational/Legal/Ethical Concepts NURS1101
2. Intravenous Therapy NURS1203
3. Mental Health & Illness NURS2151
4. Nursing of Geriatrics NURS1162
5. Clinical I

- B. **Promotional brochures** are used for recruiting purposes and the student learning outcomes are listed. See **Appendix B**
- C. Each advisor utilizes the **Program of Study** as a basis for advising students. The student learning outcomes are listed and each student must sign the program of study. The PN Program of Study is included in **Appendix C**.
- D. During initial advising, each student is given a document entitled, **“UAM College of Technology-McGehee Practical Nursing Program”**. This document offers the students information regarding the program which includes: Student Learning Outcomes, expected grade average to successfully pass the nursing courses, degree choices, length of the program, how classes are scheduled throughout the program per semester, steps to begin the program, academic and other requirements for application to the program, application information, required courses/hours for completion of the program (both degree choices) and faculty/staff contact information. See **Appendix D**.
- E. Student Learning Outcomes will also be included in the 2011-2013 Catalog for all UAMCTM programs of study.

**4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit's student learning outcomes.**

A. Required Coursework

- 1) Course grades are evidence of student performance. Each course has SLOs which are tied directly to the program's SLOs. For a student to successfully complete each course, they must achieve the SLOs.
- 2) At the discretion of the instructor, pre and post tests are given during various courses. For example, during dimensional analysis (Pharmacology course) the instructor assesses the ability of each student utilizing a pretest. The data guides the instructor where to begin when reviewing basic math. It also identifies students who may need individual remediation to be successful with the math component of the course. A dimensional analysis comprehensive final is required to successfully complete this course. Each student must score a 90% to be eligible to experience clinical. If a student does not pass, they are offered daily afternoon tutoring and given the opportunity to take the test again two times before clinical begins. Pharmacology SLOs must be achieved for the student to successfully complete the course.
- 3) Exams are given in each course. Data from exams allow the program to analyze faculty instruction and student learning. Analysis directs both the faculty and student during the continuous learning process. Each exam is analyzed utilizing the **scantron analysis** form. See **Appendix E** The analysis reviews each individual response to a question. If a question is answered incorrectly by at least 50% of the class, the question is reviewed and analyzed by the instructor. During post-test review, the class as a whole also analyzes the question and it is determined why the question was answered incorrectly. If it is decided that the question was a bad one, the question is discarded. This is a decision made in cooperation with the students, instructor and director of nursing and allied health. Comprehensive exams are given at the end of each course to determine if knowledge has been retained and outcomes have been met. All exams are written based on the **NCLEX-PN test plan**. The test plan is created by the nursing profession and is a "map" of the national test that all nurses must successfully complete in order to earn their license. See **Appendix F**
- 4) At the completion of most of our courses, we evaluate student learning utilizing a testing center, **Assessment Technologies, Inc. (formerly ERI)** whose exams are valid and reliable. Each student and the class as a whole are nationally ranked. If a student falls within an "at risk" or "below risk" category, a focused, individual remediation plan is created to assist the student in remediation. See **Appendix G** These exams are also created utilizing the most recent NCLEX-PN test plan. (2008 NCLEX-PN Test Plan, see **Appendix F**)
- 5) The sequence of courses in this program is designed to achieve the PN's student learning outcomes. The number of hours dedicated to each of these learning outcomes is balanced against the relative importance of these objectives within the curriculums. During the fall and spring semesters, students must be successful in all coursework before being eligible to attend scheduled clinical for those semesters.
- 6) Skills check-offs are an evaluation tool to assess the students psychomotor and cognitive performance of nursing skills. In the nursing lab, each student is individually evaluated performing essential nursing tasks. These evaluations assess a student's ability to perform essential nursing skills needed to perform in a clinical

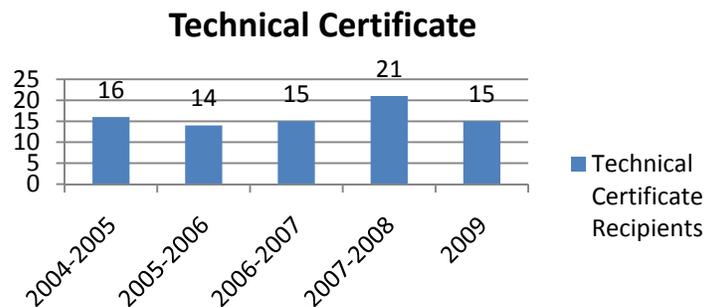
setting. If a student is not prepared, they are required to study the skill and repeat the evaluation until they have performed the skill successfully. For the visual learner, we also have skills on multimedia available to review before their next lab evaluation. See **Appendix H** for lab skills check-off evaluation.

- 7) Faculty advisors routinely check transcripts and run degree audits on their advisees to keep them on track for completion of their certificate.

#### B. Clinical/Preceptor Experiences

- 1) Course grades are evidence of student performance. Each course has SLOs which are tied directly to the program's SLOs. For a student to successfully complete each course, they must achieve the SLOs.
- 2) Clinical experiences allow faculty, staff nurses and preceptors to assess the student's ability to integrate information from various theory content areas to practice effectively and safely in a clinical setting. Students are evaluated on their ability to critically think utilizing the nursing process, to behave in a professional manner, and to perform essential nursing skills safely and in a timely fashion while communicating effectively with individuals including the patient, family members and the health care team. Please see "Skills Competency List" **Appendix I**, "Clinical Evaluation", **Appendix J** and "Preceptor Evaluation" **Appendix K**.
- 3) **Clinical exams** are given at the end of each clinical week. These exams evaluate the student's knowledge of military time, abbreviations, medical terminology, medications and their ability to calculate medication dosages. See **Appendix L**

#### C. Graduation Rates - UAM CTM has awarded a total of 81 Technical Certificates in the past five years.



#### D. NCLEX-PN Passing Rates –

- 1) Following completion of the program, each student is required to sit for an NCLEX-PN review and exam. This exam is computerized and is considered a "mock NCLEX". When a student performs above the cut score on these exams, they are considered ready to successfully complete the NCLEX-PN. This exam also offers a remediation plan for students who fall below the cut score. This exam is basically the same format as the one in **Appendix G**.
- 2) Upon completion of the practical nursing program, each student must pass a national test (NCLEX-PN) to apply for their license in the state of Arkansas. See **NCLEX-**

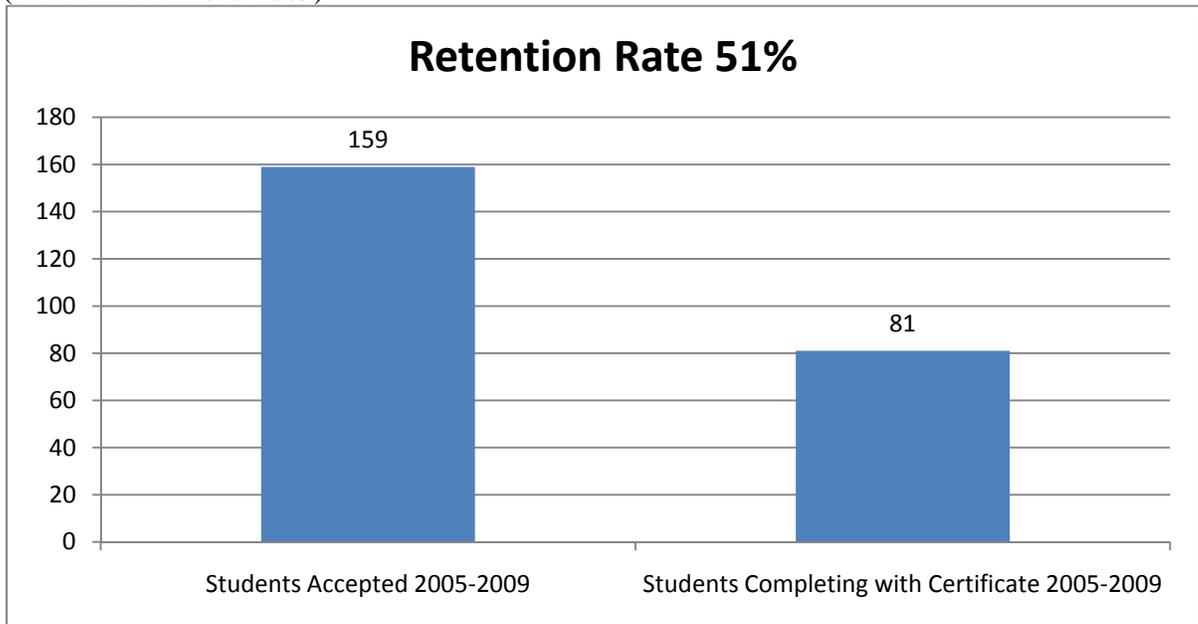
**PN Individual passing report Appendix M.** This is a terminal measure of a nursing program's true effectiveness.

- 3) NCLEX-PN passing rates are evidence of students meeting the Practical Nursing Program's SLOs

E. Employer Surveys

- 1) Annually in July, the nursing department mails out graduate employer surveys to previous graduating student's employers. These surveys are analyzed to determine the need for changes in the practical nursing curriculum. See **Appendix N and X**

F. Retention Rate - is based on 159 students entering the PN program and 81 students graduating. (Data collected 2005-2009)



\*Note: In 2008 the PN program changed the entry date to January instead of August, which is indicated in the table. This change explains the table's inconsistency in dates.

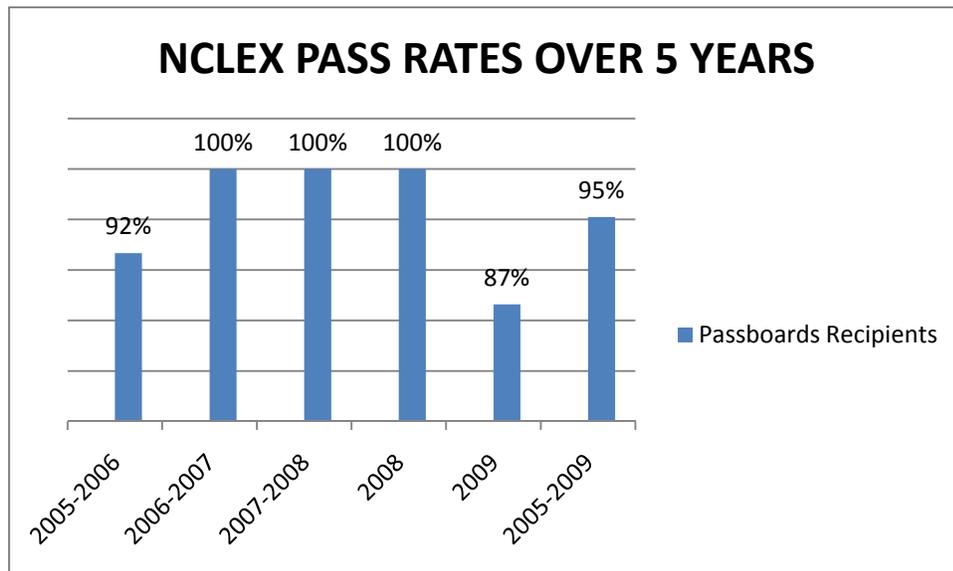
**5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions.**

A. Measures of Student’s Performance:

1) The nursing program is annually evaluated by the Arkansas State Board of Nursing when our students sit for the NCLEX-PN. Our program must keep a 75% and above (first time takers) in order to remain a program in good standing with the Arkansas State Board of Nursing, who governs all nursing programs in the state of Arkansas. This is a critical measure of student performance for our program. We are held accountable every year for our “first time takers”. We receive individual reports and quarterly reports from the State Board of Nursing detailing individual results and our results as a program. Over the past 5 years we have had the following pass rates with first time exam takers. These results are reported by the Arkansas State Board of Nursing, some of the numbers are not congruent with class numbers that we have reported in this document related to the date that the students take their exam.

Exam Year	Number Taking	Number Passing	Percent Passing
2005	14	13	92.9
2006	17	15	88.2
2007	14	13	92.2
2008	15	13	86.7
2009	20	17	85.0

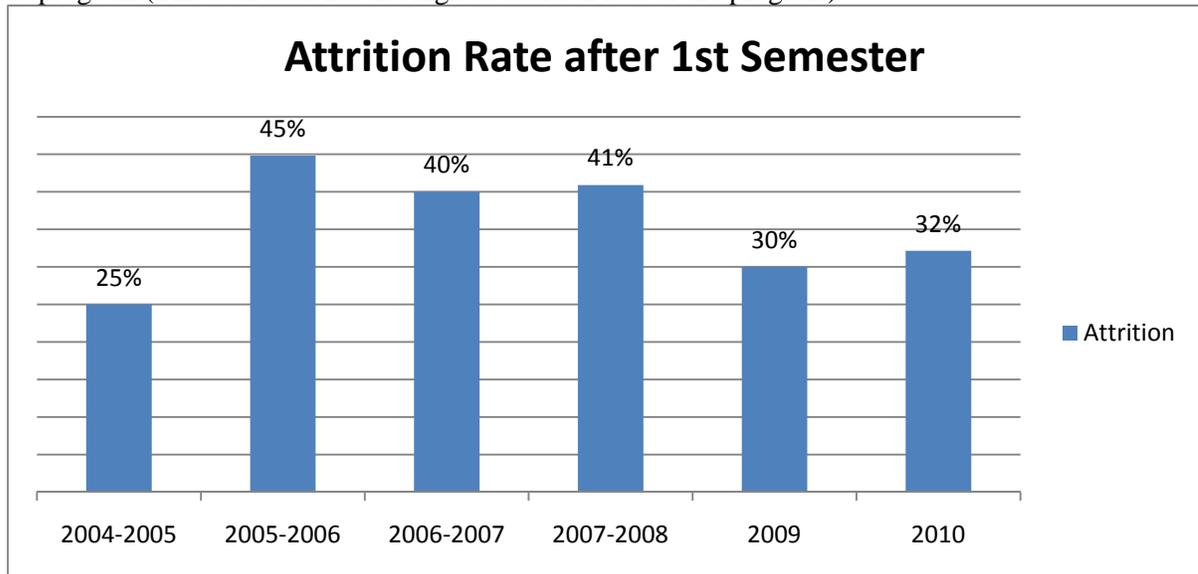
The table below reveals the rate of all students passing and receiving a license and (not just first-time takers). 2009’s rate reflects two students who have not taken the exam at this reporting.



2) Attrition rate

After analysis of data from 5 years, the attrition rate following the first semester courses is high. Most students who fail to complete the program, do so in the first semester.

Attrition rate: Based on number of students who were unsuccessful during the first semester of the PN program (This semester has the highest attrition rate of the program)



- 3) ATI Testing, as aforementioned (See **Appendix G**)
- 4) Exams (see **Appendix L**)
- 5) Lab skills check-offs (see **Appendix H**)
- 6) Clinical skills competency (see **Appendix I**)
- 7) Clinical Evaluations
  - a. Faculty (**Appendix J**)
  - b. Facility staff (**Appendix J**)
  - c. Preceptors (**Appendix K**)
  - d. Counseling Statements (**Appendix O**)
- 8) Course assignments
  - e. Maternal Notebook
  - f. Weekly bibliography cards
  - g. PowerPoint presentations
  - h. Resumes
  - i. Poster presentations
  - j. Debates
  - k. Classroom participation/discussion
  - l. Group presentations

**Note\*:** As a faculty, we are constantly analyzing student performance data to give us the knowledge to make informed decisions regarding program development. In the above mentioned areas, analyzing student performance is critical to our student's and program's success.

B. Improving Unit Decisions:

- 1) **POLICY CHANGE:** An example of improving unit decisions based on data collection was related to clinical evaluations and counseling statements. During clinical experience, students must become proficient at giving medications. In the past, students made medication errors back-to-back, on the same day. This placed them at risk of not completing the program. Four medication errors and they are ineligible to attend clinical and will fail the course. After the faculty had several discussions related to students having several medication errors in one day, it was offered that after making the first couple of errors a student gets so upset that they ultimately make another one and then another one, and so on...The problem was then discussed with students (2006) and they felt because they were required to give medications following an error, they would be more likely to make another error and maybe a third error, all in one day. As a result of this feedback, the faculty decided to rewrite the medication error policy. See **Appendix P** for **old/new medication administration policy** in handbook and actual **counseling statements** regarding a student's medication errors. This new policy has helped many students and has probably kept them in the program, although we cannot provide evidence of that. We feel that there was a definite improvement in decision making due to student involvement.
- 2) **RETENTION/ATTRITION RATE:** The PN program having observed data analysis in question #5 chart entitled, "Attrition Rate at End of First Semester" met several times over the course of several years discussing and researching what could be done about the high attrition rate during the first semester of nursing school. After several discussions with faculty, administration, the advisory board, the practical nursing director at Crossett, other nursing directors over the state and Dr. Calvina Thomas, Assistant Educational Director for the Arkansas State Board of Nursing, it was agreed by all involved to add a Nursing Assistant course to the curriculum, as a prerequisite. This course will allow students a "baby step" into the world of health care and nursing and will provide them the opportunity to see if nursing is for them.
  - a. The retention rate and attrition rate during the first semester of the nursing program, was shared with the faculty, UAMCTM PN Advisory Board, administration, UAMCTC PN program director and Dr. Calvina Thomas, PhD, RN, ASBN Program Coordinator. It was determined that a undesirable trend was occurring. Based on this trend, a plan of action to address retention and attrition was needed (**Appendix Q - UAM CTM Advisory Board Minutes**).
  - b. The UAM CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October, 2009 utilizing Carl Perkins Funds. (**Appendix R – UAMCTM Special Projects Advisory Board Report**)
  - c. The retention specialist immediately began implementing retention strategies including activities and workshops. (**Appendix R – UAMCTM Special Projects Advisory Board Report**)

- d. At the end of the 2011 school year, data will be collected and analyzed to determine successful strategies and to determine if similar retention efforts would be afforded to the Crossett and Monticello campuses in the future.
- e. Carl Perkins funds have been utilized to increase retention efforts which have been depicted in the quarterly reports made to UAM CTM Advisory Board Minutes. (**Appendix Q**)
- f. In the 2010-2011 Strategic Plan, Goal #3: Enhancement of Quality of Life, Objective #3.2 states the following “Increase student retention rate by 3%.” The 2010-2011 Strategic Plan will be available on the UAM CTM website in the fall of 2010. [www.uamont.edu/mcgehee/strategicplans.htm](http://www.uamont.edu/mcgehee/strategicplans.htm)
- g. A nursing assistant course was added as a prerequisite to the nursing program. This course will be required of all students entering in January 2011. Please see **Appendix S – Practical Nursing Advisory Board Minutes, Appendix T – email regarding NA course development**
- h. A nursing assistant course was created and scheduled

**6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Attach documentation that supports your determination.**

**A. MEDICAL INFORMATION:**

- 1) Because nursing and health care are dynamic occupations, the content of our curriculum changes almost daily. To stay on top of these changes the nursing program purchases several periodicals and receives newsletters monthly as well as utilizing all of the up-to-date information channels the library at UAM Monticello has to offer. We attend webinars, conferences, and in-services offered by our clinical facilities. PN Educator meetings are attended semi-annually by the director. All licensed nurses are required to complete 15 of continuing education units bi-annually. All copies of certificates are kept on file in the nursing office.
- 2) As faculty, we all share in the responsibility of keeping current. During our faculty meetings and during the workday, we share changes in nursing care. These changes are discussed by all and we decide who needs to make the change in their courses to teach the current information. This is just regular discussing in the staff meetings and has not been documented. In the future, we will plan to include this in our minutes.

**B. NCLEX-PN TEST PLAN:**

- 1) We also utilize the NCLEX-PN test plan for program development. Officials at the National Council of State Boards of Nursing review the national test plan every three years and recommend changes based upon empirical data collected from newly licensed nurses, which can be found in the study published by NCSBN entitled *Report of Findings from the 2006 LPN/VN Practice Analysis: Linking the NCLEX-PN Examination to Practice*. The practice analysis provides validity evidence to support the activities that entry-

level nurses are performing and the importance of those activities. The test plan is reviewed and changes are made based on the practice analysis. The test plan serves as a guide for our program development because it reflects the current heartbeat of nursing. To improve NCLEX-PN pass rates, as faculty we must stay informed of current issues and changes in the nursing profession and the license exam.

- 2) The director of nursing and allied health receives the new test plan from the Arkansas State Board of Nursing usually before it is public knowledge. She then shares it with the faculty. Each faculty member reviews the test plan then adjusts her courses accordingly. Changes are normally not so drastic as to require a big change in the current curriculum.

#### C. NCLEX-PN PRACTICE ANALYSIS:

- 1) Because of the changes noted in the practice analysis, it was determined by Arkansas State Board of Nursing that all PN programs in the state would need to add Geriatric Leadership to their curriculum.
- 2) The faculty discussed the most effective means to include this identified needed change in the curriculum. It was determined that the students would be required to attend a precepted geriatric leadership clinical experience totaling 24 hours with specific student learning outcomes. These outcomes would be addressed by the faculty member who teaches “Nursing of Geriatrics” Please see **Appendix A.2**, syllabus #4 Geriatric Management and leadership Clinical Student Learning Objectives.

#### D. ACCREDITATION PROCESS:

- 1) Following the accreditation process a letter is received from Arkansas State Board of Nursing with recommendations to improve the program. See **Appendix U, ASBN Program Survey Summary. Recommendation 1b. Admission criteria shall reflect consideration of potential to complete the program and meet the standards to apply for licensure.** This recommendation was made by the State Board of Nursing because we were using an entrance test only to select students for entrance into the PN program. It was decided that the criteria for selection was not taking into account those students who wanted to earn a RN following completion of the PN program.
- 2) The process of changing policy regarding this issue has been started and is continuing and will be complete before October 2010.

#### E. ADVISORY BOARD

- 1) PN Advisory Board meetings are held bi-annually. Members include nurses of various levels, working in various fields from giving direct patient care to administration and a hospital administrator. The members of the advisory board are the pulse of nursing in this area and are current on the needs of the workforce.

- 2) Information brought to the table by these individuals guide unit decisions.  
See **Appendix S, Practical Nursing Advisory Board Minutes**

**7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

The PN program plans the following future courses of action regarding analyses of information obtained from Questions 5 and 6:

- A. 5.A1) Faculty meetings will be held to discuss NCLEX-PN pass rates, monthly in January, February, March, April...until all students have taken the exam. Reports from ASBN will be shared with faculty and administration. Annual pass rate will be shared when all students have taken boards.
- B. 5.A2) Monthly faculty meetings will be held to discuss attrition rates. Faculty will be responsible for counseling students whose grade drops below 78% in their courses. Counseling statements will be reviewed and signed by the instructor, the director, the vice chancellor, the assistant vice chancellor, and the counselor. Students will be placed on probation and will be directed to the retention specialist for counseling. The retention specialist will communicate with faculty regarding student progress and faculty will communicate regarding student improvement. The program will analyze data regarding the nursing assistant course and improvement in attrition during the first semester of the nursing program.
- C. 5.A3) Monthly faculty meetings will be held and evaluation of ATI testing will be discussed. Faculty will be responsible for collection of data and remediation will be encouraged on all scores below the national level. Faculty will analyze data to identify trends in student performance.
- D. 5.A4) Monthly faculty meetings will be held and evaluation of student performance on exams will be discussed. Faculty will be responsible for test analysis utilizing scantron analysis and post-test review with students.
- E. 5.A5) Lab skills check-offs will be scheduled per PN Principles and Skills instructor. Student performance will be discussed in monthly meetings to determine if SLOs are being met.
- F. 5.A6) Clinical skills competency forms will continue to be utilized in clinical, daily. Clinical instructors are responsible for analysis of student performance in the clinical setting. They will determine when remediation is needed for individual students.
- G. 5.A7) Clinical evaluations will continue to be completed on all students to determine if students are meeting the clinical SLOs. Clinical instructors are responsible for all clinical evaluations and analysis of student performance. These will be discussed in Monthly meetings when clinical is in session.

- H. 5.A8) Course assignments will continue and be evaluated by each course instructor. Analysis of assignments will be the responsibility of the course instructor to determine if the assignment continues to assist the student to meet all SLOs. Assignments will be discussed in the monthly faculty meetings following analysis.
- I. 5.B 1) The medication administration policy will continue and will be assessed/evaluated by all clinical instructors during all clinical rotations in which medications are to be given. Medication errors will be discussed as soon as possible with the director and at monthly faculty meetings. Reasons for the errors will be evaluated by student and faculty. All policy will be followed. Counseling statements will be reviewed and signed by the instructor, the director, the vice chancellor, the assistant vice chancellor and the counselor.
- J. 5.B2) Retention/attrition rates will be discussed during all monthly faculty meetings. Identifying at risk students will be the responsibility of all faculty and staff. Those students who are identified will be directed to the retention specialist for counseling. Strategies will be discussed with the student by faculty. Students are to be given specific strategies for improvement in the courses where they are not meeting the SLOs by the instructor of that course. Written documentation of student strategies will be listed on or attached to the counseling statement. At the end of the 2011 school year, data will be collected and analyzed to determine successful strategies and to determine if similar retention efforts would be afforded to the Crossett and Monticello campuses in the future.
- K. 6.A) All faculty will be responsible for sharing information as it evolves related to new medical advances and nursing practices. As needed new information will be added to the appropriate course by the course faculty.
- L. 6.B) All faculty will be responsible for keeping courses up to date with the NCLEX-PN test plan and to revise their exams as needed. 2008 test plan is now being used. A new test plan is scheduled for 2011. The director will share the plan with the faculty as soon as it is made available from the Arkansas State Board of Nursing.
- M. 6.C) NCLEX-PN practice analysis is published approximately 2 years before a new test plan. The director and faculty will review and discuss the plan to evaluate if there are any changes that may be necessary due to a change in the PN nursing practice analysis. It is the faculty's responsibility to maintain their courses at an up-to-date status regarding the practice analysis. Nursing practice will be discussed monthly.
- N. 6.D) Following the accreditation process, recommendations from the Arkansas State Board of Nursing are as follows. Following the accreditation process, it was recommended by the Arkansas State Board of Nursing, that our admission criteria be changed to reflect our students' potential to complete the program. At this time, we utilize the ATI nurse entrance exam for selection. We will be changing our criteria to include prerequisite grades. The faculty and director will collect data beginning in January 2011, when the change will take place.

8. Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). A table of course schedules over time showing efforts to offer courses via alternative formats, different timeframes, etc. will be beneficial.

The following course offerings were available during FALL 2006 - SPRING 2010, however this list is not inclusive.

**Course offerings FALL 2006:**

NUR1002	PN PHARMACOLOGY	MTWHF	8:00AM – 4:30PM
NUR1117	PN NURS PRIN/SKILLS	MTWHF	8:00AM – 4:30PM
NUR1162	PN NURS GERIATRIC	MTWHF	8:00AM – 4:30PM
NUR1231	PN NURS MOTHER/INFANT	MTWHF	8:00AM – 4:30PM
NUR1242	PN NURSING CHILDREN	MTWHF	8:00AM – 4:30PM
NUR2262	PN CLINICAL I	MTWHF	8:00AM – 4:30PM

**Course Offerings FALL 2007:**

NUR1002	PN PHARMACOLOGY	MTWHF	8:00AM – 4:30PM
NUR1117	PN NURS PRIN/SKILLS	MTWHF	8:00AM – 4:30PM
NUR1162	PN NURS GERIATRIC	MTWHF	8:00AM – 4:30PM
NUR1231	PN NURS MOTHER/INFANT	MTWHF	8:00AM – 4:30PM
NUR1242	PN NURSING CHILDREN	MTWHF	8:00AM – 4:30PM
NUR2262	PN CLINICAL I	MTWHF	8:00AM – 4:30PM

**Course Offerings SPRING 2008:**

NUR1002	PN PHARMACOLOGY	MTWHF	8:00AM – 4:30PM
NUR1117	PN NURS PRIN/SKILLS	MTWHF	8:00AM – 4:30PM
NUR1162	PN NURS GERIATRIC	MTWHF	8:00AM – 4:30PM
NUR1231	PN NURS MOTHER/INFANT	MTWHF	8:00AM – 4:30PM
NUR1242	PN NURSING CHILDREN	MTWHF	8:00AM – 4:30PM
NUR2262	PN CLINICAL I	MTWHF	8:00AM – 4:30PM
NUR1101	PN VOC/LEGAL/ETHICS	MTWHF	8:00AM – 4:30PM
NUR1317	ADULT NURS I	MTWHF	8:00AM – 4:30PM
NUR2151	MENTAL HLTH/ILL	MTWHF	8:00AM – 4:30PM
NUR2326	PN CLINICAL II	MTWHF	8:00AM – 4:30PM

**Course Offerings SPRING 2009:**

NUR1002	PN PHARMACOLOGY	MTWHF	3:10PM – 4:00PM
NUR1117	PN NURS PRIN/SKILLS	MTWHF	8:00AM – 11:00AM
NUR1162	PN NURS GERIATRIC	MWF	1:10PM – 2:00PM
NUR1231	PN NURS MOTHER/INFANT	TH	12:10 PM – 2:30PM
NUR1242	PN NURSING CHILDREN	MWF	2:10PM – 3:00PM
NUR2262	PN CLINICAL I	MTWHF	6:30AM – 3:00PM

**Course Offerings INTERSESSION 2009**

NUR1203	PN IV THERAPY	MTWHF	8:00AM – 4:30PM
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**Course Offerings SUMMER I 2009**

NUR1101	PN VOC/LEGAL/ETHICS	MTWHF	8:00AM – 4:30PM
NUR1317	ADULT NURS I	MTWHF	8:00AM – 4:30PM

**Course Offerings SUMMER II 2009**

NUR2151	MENTAL HLTH/ILL	MTWHF	8:00AM – 4:30PM
NUR1317	ADULT NURS I	MTWHF	8:00AM – 4:30PM

**Course Offerings FALL 2009:**

NUR2326	PN CLINICAL II	MTWH	6:30AM – 4:30PM
NUR2414	PN CLINICAL III	MTWH	6:30AM – 4:30PM
NUR2422	PN ADULT NURS II	M	8:00AM – 10:30AM

**Course Offerings SPRING 2010:**

NUR1002	PN PHARMACOLOGY	MTWHF	8:10AM – 9:00AM
NUR1117	PN NURS PRIN/SKILLS	MTWHF	12:00PM – 3:00AM
NUR1162	PN NURS GERIATRIC	MWF	9:10AM – 10:00AM
NUR1231	PN NURS MOTHER/INFANT	TH	9:10AM – 10:30PM
NUR1242	PN NURSING CHILDREN	MWF	10:10AM – 11:00AM
NUR2262	PN CLINICAL I	MTWHF	6:30AM – 3:00PM

- A. Previously, nursing courses were scheduled to run consecutively for a total of that particular courses clock hours. One course would begin and complete before another course was started. Students took one course at a time and could progress to the next course only if they were successful (78% average or above) with the previous course. Currently, all the courses run the full semester. This change in scheduling has decreased the number of students who leave the program during the first few weeks of classes.
- B. We offer IV Therapy as an intersession class between the spring and fall semesters. This allows us to create a much more rewarding summer schedule for the students.
- C. During the fall semester, the students attend 30 Theory hours and 608 clinical hours. We changed the schedule to save student cost and to decrease stress from 5 days a week, 8 hours a day to 4 days a week, 10 hours a day. This was due to the rising gasoline costs. The change has been accepted very well by the students and we have been scheduling in this manner for 2 years. This gives the students a day in their week when they can take care of personal business.
- D. Prerequisites offered on-line
  - A. PE 2113 Nutrition
  - B. ENGL 1013 Comp I
  - C. CIS 2223 Microcomputer Applications
- E. In Spring 2010, Nursing Assistant NA1017 (a 7 credit hour course) was taught on Saturday. This course was also offered in a more traditional time frame; during the week on Tuesday, Thursday and Monday, Wednesday, Friday. This Saturday class gave students another time option to attend the course.

**9. Specifically describe how your unit involves students directly in the assessment process.**

- A. Students are given post-test reviews and are allowed to discuss questions on the exam. They analyze the questions to help decide if changes need to occur to the test question.
- B. Students are required to complete a preceptor evaluation form following their preceptorship. The form allows the student to evaluate the preceptor's performance and if the student gives a less than acceptable evaluation, the preceptor may not be asked to precept again. See **Appendix V, Preceptor Evaluation.**
- C. During faculty meetings, the class president is asked to join the meeting for a while, if the class has something to bring before the faculty. This could be about anything the students are having a problem with.
- D. Student's evaluation of the instructors, courses and resources. See **Appendix W, Instructor, Course, Resource Survey.**
- E. Graduate follow up. Graduates are asked to comment on any improvements that may help the program. See **Appendix X, Graduate survey letter and survey, employer letter and survey.**

**10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University.**

UAM CTM PN retention efforts include the following approaches:

- A. Maintaining a varied schedule in prerequisites including multiple course offerings and both day and evening classes as evidenced in the course schedule located at <http://www.uamont.edu/Schedules>
- B. Advising - Faculty is required to maintain a minimum of 2 office hours per 3 hour credit course scheduled in order to encourage student interaction. The director and each faculty member advise students using the program of study which depicts the certificate of proficiency requirements, technical certificate requirements. (See Appendix C) We also utilize our own advising guide (See Appendix Y, Advising Form). All faculty members have their office hours posted on their door to facilitate contact with students.
- C. Making referrals to the Office of Student Services and the Career Pathways program as deemed necessary.
- D. Appointments are made with each student who requests information and is interested in the practical nursing program. The student is given as much time as it requires to fully and completely advise them on their options. A PN information document is given to them and they are advised on the courses they will need to take before they can be accepted into the program. Every effort is made to register them into the courses that they need. If necessary and if the student is willing, students are sent to every campus in the UAM system to get the courses that they need.
- E. A retention plan for those students who are having difficulty being successful in the program has been implemented and will continue to be analyzed.
- F. In clinical, students who are not progressing with their peers are identified and counseled. Strategies are discussed. The student is given exact examples of why they are not progressing and what they can do to improve their performance. This identification aids in retaining the student. Following identification, clinical instructors will be diligent with evaluation and assessment of the identified student. Once a weakness has been identified, the clinical instructor will make sure the student has the opportunity to practice and perform the skill or concept. See Appendix Z, Counseling Statement.
- G. Students who are in prerequisite courses are counseled and directed to the retention specialist. Strategies are given on studying and test taking skills are discussed.
- H. Counseling sessions occur when a nursing student's grade falls below 78%. The student is counseled on strategies for test taking and studying. See Appendix Z, Counseling Statement. Possible reasons for the decline in their grade are discussed. The student is allowed to talk about stressors in their life which may be causing the problem. They are directed to the retention specialist and the licensed counselor.

- I. In clinical, failure to progress is identified and the student is given a counseling statement for failure to progress. This allows the instructor to speak to the student regarding possible causes for the failure. Strategies are discussed and documented. (See **Appendix Z, Counseling Statement**)
  
- J. A letter is sent to new students thanking them for their interest in the nursing program. **See Appendix AA, Letter to Prospective Students.** The letter presented is one that we send to students who have met the required scores on achievement tests to apply for the program.
  
- K. UAM CTM retention efforts include the following approaches:
  - 1) The UAM CTM Student Services department employs a licensed counselor who is available for students. As evidenced by her counseling log, she guides students and encourages them to remain in school, as well as personal and academic issues.
  - 2) The UAM CTM Retention Rates are collected and then analyzed by administration, advisory board members, faculty and staff.

## APPENDIX A.1



### *Arkansas State Board of Nursing*

UNIVERSITY TOWER BUILDING, SUITE 800  
1123 SOUTH UNIVERSITY AVENUE  
LITTLE ROCK, ARKANSAS 72204-1619

PHONE (501) 686-2700  
FAX (501) 686-2714  
<http://www.arsbn.org>

January 28, 2010

Ms. Peggie Orrell, RN, Chair  
University of Arkansas – Monticello  
College of Technology at McGehee  
Practical Nurse Program  
P. O. Box 747  
McGehee, AR 72913

Dear Ms. Orrell:-

The Arkansas State Board of Nursing, in regular session January 14, 2010, voted to grant Continued Full Approval to the University of Arkansas – Monticello College of Technology at McGehee Practical Nurse Program until the year 2014. A copy of the motion passed by the Board is enclosed along with your certificate of Continued Full Approval. Your next survey will be placed on the calendar for the year 2014.

If you have questions, please do not hesitate to contact me. It has been a pleasure working with you and your staff.

Sincerely,

A handwritten signature in cursive script that reads "Calvina Thomas".

Calvina Thomas, RN, PhD  
Assistant Director of Nursing Education

CT:ms  
Enclosures

## APPENDIX A.2

### NUR 1101 Vocational, Legal and Ethical Concepts

- Course Prerequisites:** The Practical Nursing Program is progressive. Students must have successfully completed NUR1002, NUR117, NUR1162, NUR1231, NUR1242, NUR1264, with a minimum of 78% C.
- Course Description:** This course is designed to assist the Practical Nursing student in personal development through an understanding of ethical, legal and social responsibilities to patients, family, and co-workers. A brief history of nursing is taught during this course. Delegation responsibilities of the Practical Nurse, as defined by the Arkansas State Board of Nursing, is also discussed. Emergency preparedness of natural and manmade disasters will be taught. The impact of genetic research and cloning as well as current issues and future concerns of nursing will be discussed. Introduction to current federal and state patient care guidelines will be taught. The student will be introduced to leadership and management skills. The student will also learn about the health care system and the health care team. The compact licensure states will be identified. The Arkansas State Board of Nursing competency model, mission statement, position statement, continuing education requirements and grounds for discipline will be introduced. The NCLEX-PN examination test plan will be reviewed. The nurse with chemical dependence will also be taught. The students will learn about the health insurance portability and accountability act throughout this course.
- Text:** Kurzen, Corrine R. Contemporary Practical/Vocational Nursing. 5th ed. Philadelphia: Lippincott Williams&Wilkins, 2005. ISBN0-7817-5042-3
- References:** [www.cdc.gov](http://www.cdc.gov)
- Instructor:** Kim Ray, RN
- Office Hours:** See the posted office hours on my office door or the schedule on my webpage.
- Homework:** Homework will be assigned throughout the course. Write a letter of resignation, letter of application and complete resume.
- Class Activity:** Visit Arkansas State Board of Nursing Disciplinary Hearings. Please refer the Practical Nursing Handbook for policies on mandatory trips. Participate in an Ethical debate.
- Exams:** There will be three (3) exams given during the course and a comprehensive final exam. The comprehensive final will count as an exam grade.
- Grading Policy:** Exam scores will account for 90% of the final grade. Homework, class participation and pop test will account for 10% of the final grade. Class participation grades will come from class/lab evaluations. For grading scale see PN handbook. To progress through the program, students must successfully complete this class with a 78% -C or above. 100-93% = A, 92-85% = B, 84-78% = C.
- Other:** Please refer to the Practical Nursing Handbook for policies on absenteeism, cheating plagiarism, homework, exams, conduct and grading scale. The Practical Nursing Handbook will be strictly followed in its entirety. The student will be expected to sign the scantron upon each exam/homework review. The signature will verify the student acknowledges the grade that will be recorded and agrees to the score. This score will stand. If you feel that your answer to an item on the exam/homework has been marked incorrect inappropriately, you must submit a request for item review to the instructor who gave the exam/homework in

writing. This request must be turned in to the instructor on the day of the exam/homework review. You must have the item number and a reference page number on your request, for review to occur. This will be the only time a review of the question will take place. Syllabus is subject to change at the discretion of the instructor.

**Disorderly Conduct:** The following action is prohibited under the Student Conduct Code:  
Disorderly conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.  
It is the policy of the University of AR-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student services and speak to a representative on campus: Phone (870) 222-5360; fax (870) 222-4709. UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect [www.uamont.edu](http://www.uamont.edu). To have your grades mailed to you, complete the grade request form available at the Student Services office on the McGehee campus.

**Course Learning Outcomes:**

Upon Completion of this course the Practical Nursing student will be able to:

1. Identify legal and ethical responsibilities to patients, families and co-workers and their community. (SLO#)
2. Discuss the history of nursing. (SLO#)
3. Demonstrate proper resume writing skills. (SLO#)
4. Identify the characteristics of an effective leader. (SLO#)
5. Describe the legal role of the licensed practical nurse. (SLO#)
6. Discuss the legalities of delegating tasks. (SLO#)
7. Identify current rules and regulations as well as grounds for discipline set forth by the Arkansas State Board of Nursing. (SLO#)
8. Discuss several methods through which you can maintain your competence in nursing practice.
9. Apply your understanding of nursing theory, nursing process, and the concepts of transcultural nursing in you practice of nursing. (SLO#)
10. Trace the development of practical nursing from the late 1800's to the present time. (SLO#)
11. Describe the purpose of health care regulatory agencies. (SLO#)
12. Discuss the role of the U.S. government in health care. (SLO#)
13. Give examples of current events that are affecting the health care system. (SLO#)
14. Describe what is meant by individual, societal, and situational ethics. (SLO#)
15. Apply guidelines for ethical decision-making in your practice of nursing. (SLO#)
16. Discuss the relationship between the nurse practice acts and the state boards of nursing. (SLO#)
17. Define the different types of laws related to nursing. (SLO#)
18. Integrate knowledge of the state nurse practice laws, employer policies, job descriptions, and staff capabilities when making management decisions. (SLO#)
19. Describe the overall purpose and goals of the Health Insurance Portability and Accountability Act, and the specific objectives that are being implemented now. (SLO#)
20. Discuss cultural diversity in relation to legal and ethical issues. (SLO#)
21. Discuss the use of agents in the 20<sup>th</sup> century warfare. (SLO#)
22. Identify the possible biological and chemical agents that pose a risk to the United States population. (SLO#)
23. Discuss genetic research and current issues of cloning. (SLO#)

## **Vocational Legal and Ethical Schedule, Assignment & Exam Schedule 2010**

06/01/10	Chapter 6 – Overview – Nursing From Past to Present Chapter 7- The Health Care System Chapter 8- The Health Care Team Chapter 9 - Providing Patient Care
6/03/10	Chapter 10 - Ethical Issues in Health Care <u>Handouts/ Downloads</u> State Good Samaritan Act Nurses are required to report <u>Video</u> Terri Schribo
06/08/10	<b>Exam I (Chapters 6, 7, 8, 9, &amp; 10)</b>
Debates	
06/10/10	Chapter 12 - Leadership Skills Chapter 13 - Management Skills <u>Handouts</u> Leadership Assessment Tool
06/14/10	Chapter 15 - Current Issues and Future Concerns Chapter 11 - Legally Responsible Nursing Practice Lecture: Practical Nursing Delegation <u>Handouts</u> Cloning Fact Sheet
06/15/10	<b>Exam II (Chapter 11,12,13,15 and Delegation)</b> Chapter 14 - Beginning Your Nursing Career Chapter 4- Education for Nursing Chapter 5 -The NCLEX-PN <u>Handouts/Downloads</u> Nurse Licensure Compacts ASBoN Mission Statement Nurse Practice Act of the State of Arkansas ASBoN Grounds for Discipline ASBoN Position Statement Test Plan for the National Council Licensure Examination Facts About Alternate Item Formats Arkansas State Board of Nursing Competence Model/ FAQ Resume Samples
06/22/10	Lecture -Genetic Research and Cloning Getting Ready for Terrorism: Preparing the Healthcare Community for Biological, Chemical and Radiological Weapons Video – Exam <u>Handouts/Downloads</u> Agents of Bioterrorism Anthrax: What You Need to Know Anthrax Fact Sheet Smallpox Overview Smallpox Vaccine Overview Fact Sheet about Pneumonic Plague FAQ - Pneumonic Plague Radiation Facts Radioactive Contamination and Radiation Exposure SARS Fact Sheet

	FAQ SARS
	What You Should Know about Monkeypox
	Chemical Emergencies: Facts about Ricin
06/24/10	<b>Exam III (Chapter 4, 5 &amp; 14 )</b>
	Lecture/Power Point - Natural and Man Made Disasters
	<u>Handouts/Downloads</u>
	Emergency Preparedness & Response: Earthquakes, Flooding, Power Outage, Tornadoes, Winter Storms, Wildfires, Landslides and Mudslides Hurricanes and Extreme Heat/ Cold
06/29/10	<b>Comprehensive Final Exam</b>

**06/01/10**

**Chapter 7: The Health Care System**

**Learning Outcomes :** At the completion of this class the student will be able to:

1. Define the terms health care provider, health care facility, health care service, health care regulation ,health care financing, and health care system.
2. Describe the purpose of health care regulatory agencies.
3. Participate in quality assurance programs.
4. List the two major sources of health insurance.
5. Explain how diagnosis-related groups are used to try to control the cost of health care.
6. Discuss the role of the U.S. government in health care.
7. Name the major divisions of the U.S. Department of Health and Human Services.
8. Answer patient questions about how and where to get health care.
9. Participate in improving the health care system in the United States.
10. Give three examples of current events that are affecting the health care system.

**06/01/10**

**Chapter 8 - The Health Care Team**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Describe the function of several health care team members
2. Define the term health care team and describe the educational preparation of several of its members.
3. List the members of the nursing team and describe their major responsibilities related to patient care.
4. Explain and describe differences in case, functional, team , and primary nursing care delivery models.

**06/01/10**

**Chapter 9 - Providing Patient Care**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Describe nursing behaviors that demonstrate caring.
2. Outline the position of at least two nursing theories on person, environment, health and nursing.
3. Apply your understanding of nursing theory , nursing process, and the concepts of transcultural nursing in your practice of nursing.

4. Conduct research to find examples of how a specific cultural or social diversity influences a patient's response to illness.
5. Create an environment that encourages visitors to spend time with a patient.
6. Maintain an environment that eliminates or at least minimize the risk of illness or injury to patients.

**06/03/10**

### **Chapter 10 - Ethical Issues in Health Care**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Define the word ethical.
2. Describe what is meant by individual, societal, and situational ethics.
3. Explain why a study of ethics and ethical behavior is important in nursing.
4. State the purpose of a code of ethics.
5. Paraphrase the NFLPN and the NAPNES statements regarding ethical behavior of practical/vocational nurse.
6. Explain personal responsibility and accountability as they relate to ethical behavior.
7. Outline the process for making decisions related to ethical dilemmas.
8. Apply guidelines for ethical decision-making in your practice of nursing.
9. Participate in discussions regarding ethical issues in the work environment

**06/10/10**

### **Chapter 12 - Leadership Skills**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Compare and contrast three styles of leadership.
2. Describe at least one situation in which each style of leadership is appropriate.
3. List at least 10 qualities of effective leaders.
4. Describe in a paragraph the characteristics of effective followers.
5. Given a fictitious situation, discuss possible solutions to resolving conflict.
6. Assess your leadership and followership styles.

**06/10/10**

### **Chapter 13 - Management Skills**

**Learning Outcomes:** At the completion of this class the student will be able to:

Apply beginning skills associated with managing care for a group of patients.

1. Apply beginning skills associated with managing the patient unit.
2. Continue developing effective communication skills.
3. Integrate knowledge of your state nurse practice laws, employer policies, job descriptions, and staff capabilities when making management decisions.
4. Describe some of the general responsibilities of the charge nurse for maintaining a safe environment.

**06/14/10**

### **Chapter 11 - Legally Responsible Nursing Practice**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Discuss the purpose of Good Samaritan laws.
2. List the two sources of laws and give examples of each.
3. Discuss the relationship between the nurse practice acts and the state boards of nursing.
4. Explain the association among responsibility, accountability, and legal liability.
5. Define the term respondent superior.
6. Define the term breach of contract.

7. Define the term tort and give two examples of torts.
8. Illustrate the difference between a tort and a crime.
9. Differentiate negligence and gross negligence.
10. Discuss how nurse can assist in prevention malpractice claims
11. Explain the purpose of malpractice insurance.
12. Give examples of crimes that may involve nurses.

**06/14/10**

### **Chapter 15 - Current Issues and Future Concerns**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. List techniques that will help you adapt to future changes in the workplace.
2. Identify sources of information related to occupational risks.
3. Discuss several methods through which you can maintain your competence in nursing practice.
4. Critically analyze an announcement for a continuing education program.
5. Identify the advantages and disadvantages of mandatory continuing education for nurse's license renewal.
6. Analyze how changes in health care system and new categories of health care workers affect patient care.
7. Value the cultural diversity of nursing team members.

**06/14/10**

### **Practical Nursing Delegation**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Identify the practical nurses role in delegation.
2. Discuss delegation as defined by the state board of nursing.
3. Differentiate task that can be delegated.
4. Identify the five steps of delegation.

**06/15/10**

### **Chapter 4 - Education for Nursing**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Explain the difference between professional and nonprofessional in terms of education.
2. Describe the educational preparation for registered nurses.
3. Describe the educational preparation for practical/vocational nurses.
4. Describe the educational preparation for certified nursing assistants
5. List at least three types of institutions that can sponsor practical/vocational nursing programs.
6. Explain the difference between the terms program approval and program accreditation.
7. Explain the purpose of student organizations.
8. Paraphrase the major points of either the NFLPN or the NAPNES Standards for Practical/Vocational Nurses.
9. Describe the procedure for obtaining a license as a practical/vocational nurse.
10. List some of the reasons why a nursing license can be suspended or revoked.

**06/15/10**

### **Chapter 5 - The NCLEX-PN**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Explain the concept of computerized adaptive testing (CAT)
2. Describe the function of NCLEX item writers and item reviewers.
3. Outline the NCLEX-PN test plan.
4. Follow NCLEX-PN application procedures.
5. Comply with test center regulations.
6. Evaluate the quality of NCLEX-PN review materials.

**06/15/10**

**Chapter 14 - Beginning Your Nursing Center**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Compile a list of places, other than hospitals and nursing homes, where an LP/VN could be employed
2. Describe some activities that ease the transition from student to employee.
3. Explain the value of a self-assessment before deciding on what type of nursing position to apply for.
4. List several sources of information on available nursing positions.
5. Prepare a chat that compares the fringe benefits of different positions.
6. Write a letter of application
7. Prepare a personal resume.
8. Write a letter of resignation.
9. Name and give the purposes of the nursing organizations to which LP/VNs usually belong.
10. Describe the influence of the political process on health care.
11. Compare the advantage and disadvantages of union membership.
12. Explain the purpose of the grievance process.
13. Define the term burnout.

**06/22/10**

**Genetic Research and Cloning**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Identify the legal/ ethical aspect of cloning and genetic research.
2. Identify the practical nurses role in genetic research and cloning.
3. Compare the advantages and disadvantages of genetic research and cloning
4. Discuss the concepts of genetic research and cloning.
5. Define genetics.
6. Discuss how genetic research impacts health care.
7. Discuss personal feelings related to genetic research and cloning.

**06/24/10**

**Natural and Man Made Disasters**

**Learning Outcomes:** At the completion of this class the student will be able to:

1. Identify different types of natural and manmade disasters.
2. Describe steps to take to prepare for natural disaster/ man-made threats and disasters.
3. Define high-profile target areas for terrorist.
4. Identify ways the community has prepared for disasters.
5. Identify the practical nurses role in natural and manmade disasters.
6. Describe the functions of the various federal agencies involved in addressing the terrorist threat.
7. Describe the functions of the various non-governmental organizations involved in addressing the terrorist threat.
8. Identify the means of recognition, treatment and infection control for the main biological weapons.
9. Identify the means of recognition, decontamination and treatment for the main chemical weapons.
10. Identify the means of recognition, decontamination and treatment for the main radiological weapons.
11. Describe the processes a disaster Management Committee should take to include bioterrorism into a facility's all-hazards disaster plan.

**06/29/10 Comprehensive Final Exam**

## NUR 1203: IV Therapy Summer I 2010

- Description:** This course provides an introduction to intravenous infusion therapy and prepares the student in the nursing care of patients that require intravenous fluids, electrolytes, blood products, antibiotics and TPN. The student will be expected to incorporate all phases of the nursing process to insure personal responsibility for the maintenance of patient safety during intravenous therapy. This course provides the student with an opportunity to obtain simulated and actual experience in the laboratory setting and acute-care facilities. Students will satisfactorily perform return demonstrations in the lab in the presence of an instructor. The students will then perform the skills in the clinical setting under direct supervision of the clinical instructor or properly trained registered nurse. This course includes 45 hours of theory content in the classroom and 24 hours of clinical content, in which the student will be assigned as an IV nurse in the hospital setting.
- Course Prerequisites:** The LPN program is a progressive course. The following courses must be successfully completed with a minimum of a 78% prior to the start of the course. NUR 1002, NUR 1117, NUR 1162, NUR 1231, NUR 1242, NUR 2264,
- Text:** Macklin, Denise and Chernecky, Cynthia Real World Nursing Survival Guide: IV Therapy. St Louis: Saunders, 2004. ISBN # 0-7216-9778-X
- Instructor:** Kim Ray, RN
- Office Hours:** See Office Hours posted on office door.
- Homework:** Homework will be assigned throughout the course. There will be three (3) bibliography cards assigned during IV Therapy. They can pertain to any aspect of IV therapy. Bibliography cards shall be taken from nursing magazines and are short synopsis of nursing articles less than 5 years old. **There will be no plagiarism allowed.**
- Skills Checkoff:** A skills checkoff sheet will be provided prior to your IV Therapy clinical experience. It must be completed during your clinical experience. Each IV stick must be completed with a RN present. Clinical Time (24 hours) will be allotted during the fall semester.
- Exams:** There will be five (5) exams given during the course and a comprehensive exam at the completion of the course.
- Grading:** Exams scores will account for 90% of the final grade. Homework, class participation and pop test will account for 10% of the final grade. The comprehensive final will be counted as an exam grade. Class participation grades will come from class/lab evaluations. See PN handbook. To progress through the program, students must pass this course with a 78% or above. Grading scale is as follows: A = 93%-100%, B = 85%-92%, C=78%-84%

**Other:**

Please refer to the Practical Nursing Handbook for policies on absenteeism, cheating, exams, homework, plagiarism and disorderly conduct. The Practical Nursing Handbook will be strictly followed in its entirety. The student will be expected to sign the scantron upon each exam/homework review. The signature will verify the student acknowledges the grade that will be recorded and agrees to the score. This score will stand. If you feel that your answer to an item on the exam/homework has been marked incorrect inappropriately, you must submit a request for item review to the instructor who gave the exam/homework in writing. This request must be turned in to the instructor on the day of the exam/homework review. You must have the item number and a reference page number on your request, for review to occur. This will be the only time a review of the question will take place. This syllabus is subject to change at the discretion of the instructor.

**Disorderly Conduct:**

The following action is prohibited under the Student Conduct Code: disorderly conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which disputes the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others. It is the policy of the University of AR-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services and speak to a representative on campus: phone (870) 222-5360; fax (870) 222-4709.

**Student Learning Outcomes:**

At the completion of this course, the student should be able to:

1. Define nursing accountability as it applies to intravenous infusion therapy. (SLO#)
2. Identify the role of the practical nurse in intravenous infusion therapy. (SLO#)
3. Define the five steps of the nursing process as it pertains to intravenous infusion therapy. (SLO#)
4. Explain the nurse's role in understanding fluid and electrolyte balance as a prerequisite to safely initiating, maintaining, and monitoring intravenous infusion therapy. (SLO#)
5. Discuss delegation related to intravenous therapy. (SLO#)
6. Identify the nursing responsibilities of community-based infusion therapy. (SLO#)
7. Define infection control related to intravenous infusion therapy. (SLO#)
8. Define the legal implications of intravenous infusion therapy. (SLO#)
9. Differentiate between local and systemic complication associated with intravenous infusion therapy. (SLO#)
10. Describe and recognize the signs and symptoms and possible prevention of local complications of infusion therapy and the nursing interventions for each. (SLO#)
11. Define vesicant drugs. (SLO#)
12. Explain the physiologic process that occurs with cellular and tissue damage. (SLO#)
13. Explain the sequence of events that reflects the progression of phlebitis to thrombophlebitis. (SLO#)
1. Define the major advantages and disadvantages of intravenous infusion therapy. (SLO#)
2. Review the anatomy of the integumentary and circulatory system. (SLO#)
3. Describe the importance of psychological preparation of the client who is about to undergo infusion therapy and for the nurse who administers it. (SLO#)
4. List and describe each of the sites that may be accessed by the nurse and used for peripheral intravenous infusion therapy for the adult and pediatric client. (SLO#)

5. Assess the factors that determine the choice and selection of sites for peripheral venipuncture and infusion pump. (SLO#)
6. Identify the nurse's role and responsibility regarding the use of equipment and supplies used for infusion therapy. (SLO#)
7. Identify the types of infusate containers available and indications of their use.
8. Examine how continuing education for the nurse relates to personal, professional and public accountability. (SLO#)
9. Discuss the importance of assessing the physical and developmental level of a pediatric client before initiating IV therapy. (SLO#)
10. Describe a clinical pathway and the expected outcomes for an pediatric/elderly patient receiving intravenous therapy. (SLO#)
11. Describe procedures necessary to monitor an IV catheter and IV site in a pediatric client. (SLO#)
12. Describe steps to take that help prevent fluid volume overload in a pediatric client. (SLO#)
13. Describe/ demonstrate the procedure for proper discontinuing of intravenous therapy. (SLO#)
14. Calculate infusion dosages for the adult and pediatric client. (SLO#)
15. Discuss the major nursing assessment data and interventions related to monitoring the patient receiving parenteral nutrition. (SLO#)
16. Describe the nursing protocols involved in the administration, maintenance , and monitoring of blood transfusions. (SLO#)
17. Describe precautions for intravenous administration of fluids, blood, medications , and nutrition to the elderly. (SLO#)
18. List the major indications and contraindications of the placement of a central venous catheter along with potential complications. (SLO#)
19. Identify the nursing interventions and precautions associated with the use of isotonic, hypotonic and hypertonic infusions. (SLO#)
20. Explain how needleless systems and needle stick protection devices operate. (SLO#)
21. Analyze the components of labeling, reporting, and documentation, and their importance in the practice of peripheral infusion therapy. (SLO#)
22. Demonstrate the proper assembly of items required to initiate a primary peripheral IV infusion. (SLO#)
23. Demonstrate the proper technique of accessing a peripheral vein using an over-the - needle catheter and winged infusion set with proper dressing application. (SLO#)
24. Demonstrate the correct method to piggyback a secondary infusion to a primary IV line. (SLO#)

**Clinical Learning Outcomes:** At the completion of this course, the student should be able to:

1. Assess and identify possible intravenous access sites. (SLO#)
2. Identify and access prescribed intravenous fluids and demonstrate knowledge of fluid type. (SLO#)
3. Demonstrate the proper assembly of items required to initiate a primary peripheral intravenous infusion. (SLO#)
4. Demonstrate the proper technique of accessing a peripheral vein with proper dressing application. (SLO#)
5. Demonstrate the correct method to piggyback a secondary infusion to a primary IV line. (SLO#)
6. Properly calculate infusion dosage for the pediatric, adult and geriatric patient. (SLO#)
7. Distinguish between the commonly used peripheral venous access devices. (SLO#)
8. Assess and report signs and symptoms of infiltration. (SLO#)
9. Demonstrate the role of a practical nurse in intravenous therapy (SLO#)
10. Properly utilize intravenous regulation devices: buretrol, manual, gravity control, and electronic infusion devices. (SLO#)

11. Demonstrate proper knowledge of intravenous medications with proper administration techniques. (SLO#)
12. Demonstrate proper aseptic technique when initiating intravenous therapy. (SLO#)
13. Properly interpret and transcribe physician's orders for intravenous therapy. (SLO#)
14. Demonstrate proper knowledge and skill of initiating and maintaining a heplock. (SLO#)
15. Demonstrate the proper method of discontinuing intravenous therapy. (SLO#)
16. Demonstrate adequate documentation of all aspects of intravenous therapy: initiating, maintaining and discontinuing. (SLO#)
17. Provide adequate patient education before, during and after intravenous therapy. (SLO#)

### IV Therapy Schedule, Assignment & Exam Schedule 2010

<b>05/17</b>	Introduction to IV Therapy Fluid and Electrolyte Fundamentals Related to IV Therapy Legal Implications of Intravenous Infusion Therapy Infection control measures of Intravenous Therapy *Fluid and Electrolyte Video	Blood and Blood Product Administration *IV Therapy Video and Workbook *Administration of IV Medication Video <i>Bib card due</i>
	<b>05/21</b>	<b>EXAM 4</b> Chapter 6 Chapter 7 Chapter 8 *Safer Infusion Pediatric Video <i>Bib card due</i>
<b>05/18</b>	<b>EXAM 1</b> Chapter 1 Chapter 2 Intravenous solution preparations <i>Bib card due</i> *Venipuncture Technique	<b>05/24</b> <b>EXAM 5</b> Course Review Video Series: Safer Infusion Technique Application *The Basics *Initiating Venipuncture *Reducing Complications *Therapy Care and Maintenance
Video <b>05/19</b>	<b>EXAM 2</b> Chapter 3 Chapter 4 Chapter 5 Mathematical Calculations for the Administration, Regulation and Maintenance of IV Therapy	<b>05/25</b> <b>Final COMPREHENSIVE Exam</b>
<b>05/20</b>	<b>EXAM 3</b> Pharmacologic principles Related to the Preparation and Administration of IV Medications Intravenous Nutritional Support	<b>Bibliography Cards may pertain to any of the information that we cover in this course.</b>

\* Video Selection

**05/17/10**

**Introduction to Intravenous Infusion Therapy**

**Objectives:**

At the completion of this class the student will be able to:

1. Define nursing accountability as it applies to intravenous infusion therapy.
2. List the five steps of the nursing process.
3. Differentiate between objective data and subjective data.
4. Discuss the components of writing nursing diagnoses.
5. Outline the nursing responsibilities for each step of the nursing process.
6. Explain therapeutic communication as a mechanism of nursing accountability.
7. Identify the role of the practical nurse in intravenous infusion therapy.
8. Identify possible tasks that could be delegated to the practical nurse during IV therapy.
9. List three indications for venipuncture and intravenous infusion therapy.
10. State three advantages of intravenous infusion therapy.
11. State three disadvantages of intravenous infusion therapy.

**05/17/10**

**Fluid and Electrolyte Fundamentals Related to Intravenous Infusion Therapy**

**Video: Fluid and Electrolytes**

**Objectives:** At the completion of this class the student will be able to:

1. Discuss the nurse's role in understanding fluid and electrolyte balance as a prerequisite to safely initiating, maintaining and monitoring intravenous infusion.
2. Define homeostasis.
3. Differentiate among the structural and functional differences of the intracellular and extracellular fluid compartments.
4. Explain the function of the cell and cell membrane in fluid and electrolyte balance.
5. Relate how carbohydrates, lipids, and proteins contribute to cellular physiology.
6. Describe the different mechanisms for cellular membrane transport.
7. Illustrate the series of events that maintains the cellular membrane potential.
8. Compare the three buffer systems in the body and their role in regulating acid-base balance.
9. Interpret the physiology of the two acid-base imbalances in the body: respiratory and metabolic.
10. Outline the functions of the electrolytes described in this chapter.
11. Evaluate how imbalance in electrolyte concentrations in the body affect homeostasis.

**05/17/10**

**Legal Implications of Intravenous Infusion Therapy**

**Objectives:** At the completion of this class the student will be able to:

1. Define the terms law and liability.
2. Discuss the four main sources of law and how they differ.
3. Explain what a nurse practice act is.
4. Describe the role of a state board of nursing.
5. Define standard of care and describe how it relates to the practice of nursing.
6. Differentiate between the two classifications of law: criminal and civil, and how they relate to the practice of nursing.
7. Define malpractice.
8. List the four elements needed to establish malpractice and discuss how they apply to intravenous infusion therapy.
9. Discuss the Six Rights and the Three Checks of medication administration as tools to avoid making medication errors.
10. Explain how patient-family teaching is a duty inherent to the delivery of nursing care.

11. Examine how continuing education for the nurse relates to personal, professional, and public accountability.
12. Discuss the legal implications encountered when the nurse delegates authority.
13. Explain what the nurse can do to avoid litigation.

**05/17/10**

### **Infection Control Related to Intravenous Therapy**

**Objectives:** At the completion of this class the student will be able to:

1. Define epidemiology and its relationship to infection control.
2. Explain the components of the epidemiologic triangle.
3. Discuss the process of infection and pathogenesis.
4. Differentiate between local and systemic infections as they relate to intravenous infusion therapy.
5. Analyze the components of the chain of infection.
6. Explain why handwashing is the single most important means of preventing the spread of infection.
7. Interpret the guidelines for Universal Precautions as recommended by the Centers for Disease Control and Prevention.
8. State the CDC recommended guidelines regarding postexposure prophylaxis following occupational exposure to HIV.
9. Examine the rulings of OSHA as they pertain to health care workers.
10. Compare and contrast the advantages and disadvantages of the antiseptic agents used most often for intravenous therapy.
11. Describe the recommended dressings available for intravenous infusion sites.
12. Outline the approved protocols for intravenous tubing care.
13. Evaluate the role of the nurse in preventing nosocomial infections as they apply to intravenous infusion therapy.

**05/18/10**

### **Intravenous Solutions Preparations**

**Objectives:** At the completion of this class the student will be able to:

1. Differentiate between crystalloid, colloid, and hydrating infusions.
2. List the basic principles for determining the tonicity of an infusion.
3. Calculate the caloric value of dextrose infusions.
4. Write the mathematical formula for determining the osmolarity of dextrose infusions.
5. Discuss the purpose and use of the commonly used isotonic, hypotonic, and hypertonic infusions.
6. Identify the nursing interventions and precautions associated with the use of isotonic, hypotonic and hypertonic infusions.
7. Review the physiologic principles of osmolality as they relate to body fluids

**05/18/10**

### **Chapter 1 Equipment and Infusion Regulation Devices**

**Assignment: Read chapter 1.**

**Objectives:** At the completion of this class the student will be able to:

1. Analyze and identify the nurse's role and responsibility regarding the use of equipment and supplies used for infusion therapy.
2. Identify the types of infusate containers available and indications for their use.
3. Describe the features of the various primary and secondary infusate administration sets and the accessory devices that can be used with them.
4. Explain how needleless systems and needle stick protection devices operate.
5. Distinguish between the commonly used peripheral venous access devices.
6. List the materials used to prepare and maintain the integrity of the percutaneous infusion site.

7. Differentiate between the types of manual, gravity control, and electronic infusion devices used to regulate intravenous infusions.

**05/18/10**

**Chapter 2 Principles of Peripheral Venous Therapy**

**Assignment: Read chapter 2.**

**Video: # PH 075 Venipuncture Techniques**

**Objectives:** At the completion of this class the student will be able to:

1. List the major advantages and disadvantages of intravenous or intravascular infusion therapy.
2. Review the anatomy of the integumentary system and the circulatory system.
3. Discuss the importance of psychological preparation for the patient who is about to undergo infusion therapy and for the nurse who administers it.
4. Review the components of physical preparation for the patient about to undergo infusion therapy in terms of safety, comfort, and position.
5. List and describe each of the sites that may be accessed by the nurse and used for peripheral intravenous infusion therapy.
6. Assess the factors that determine the choice and selection of sites for peripheral venipuncture and infusion therapy.
7. Evaluate the dual importance of psychological and physical preparation for the patient in need of infusion therapy.
8. Identify the anatomical areas and vessels where vascular cannulation is contraindicated for routine IV use.
9. Explain how training devices and simulated veins help the nurse develop the experience and the dexterity needed for successful vascular access.
10. Review the components of the medical order for IV infusion therapy.
11. State the correct use of a tourniquet for peripheral venous access in terms of indications, application, and duration.
12. Compare the general procedures and sequencing used to enhance venous identification and access with those procedures needed for patients with compromised circulatory conditions.
13. Evaluate the nurse's role in identifying allergies to tape, iodine, and latex products.
14. Assemble the items required to initiate a primary peripheral IV infusion.
15. Demonstrate:
  - a. How to set up a primary IV infusion.
  - b. How to antiseptically prepare the skin prior to infusion therapy.
  - c. Two methods of accessing a peripheral vein using an over-the-needle catheter.
  - d. How to access a vein with a winged infusion set.
  - e. Two methods of dressing a peripheral IV site.
  - f. The correct method to piggyback a secondary infusion to a primary IV line.
  - g. The correct method to connect and maintain an intermittent infusion line.
  - h. The correct method to discontinue an infusion line.
  - i. The correct method to administer medications by direct intravenous delivery with a syringe connected to a straight needle and a winged infusion set.
16. Analyze the components of labeling, reporting, and documentation, and their importance in the practice of peripheral infusion therapy.

**05/19/10**

**Chapter 3 Peripheral Complications Chapter**

**Assignment: Read chapter 3.**

**Objectives:** At the completion of this class the student will be able to:

1. Differentiate between local and systemic complications associated with intravenous infusion therapy.
2. Describe the signs and symptoms of the following local complications of infusion therapy:
  - a. Pain and Irritation
  - b. Infiltration and extravasation
  - c. Occlusion and loss of patency
  - d. Phlebitis
  - e. Thrombosis and thrombophlebitis
  - f. Hematoma formation
  - g. Venous spasm
  - h. Vessel collapse
  - i. Cellulitis
3. Explain the nursing interventions for each of the local complications of infusion therapy listed above.
4. List five commonly used vesicant drugs that cause damage with extravasation.
5. Outline the physiologic processes that occur with cellular and tissue damage.
6. Interpret the sequence of events that reflects the progression of phlebitis to thrombophlebitis.
7. Examine how nerve, tendon, ligament and limb damage can occur as a result of intravenous therapy.
8. Describe the signs and symptoms of the following systemic complications associated with intravenous infusion therapy.
  - a. Contamination and infection
  - b. Drug and fluid interactions
  - c. Hypersensitivity reactions
  - d. Sepsis
  - e. Emboli
  - f. Speed shock
9. Explain the nursing interventions associated with each of the systemic complications listed above.

**05/19/10**

**Chapter 4 Principles of Central Venous Therapy**

**Assignment: Read Chapter 4**

**Objectives:** At the completion of this class the student will be able to:

1. List the major indications for placement of a central venous catheter.
2. List the major contraindications for placement of a central venous catheter.
3. Locate the insertion pathways and dwelling positions for centrally placed venous catheters, peripherally inserted central catheters, midline catheters, and centrally and peripherally implanted subcutaneous ports.
4. Identify the signs and symptoms of the immediate and delayed risks and complications associated with central line placement.
5. Analyze the nursing interventions related to the complications that may occur subsequent to central venous catheter placement and use.
6. Examine the protocols regarding the care of single and multilumen nontunneled and tunneled central catheter.
7. Explain the differences in pressure gradients associated with the use of small-barrel and large-barrel syringes in irrigating central lines.

8. Differentiate between peripherally inserted central catheters and midline catheters in terms of placement and the infusates that can be administered through them.
9. Review the protocols for the insertion, use, and maintenance of subcutaneously implanted vascular access ports.

**05/19/10**

### **Chapter 5 Central Venous Catheter Complications**

#### **Assignment: Read Chapter 5**

**Objectives:** At the completion of this class the student will be able to:

1. Review the preventative measures, signs, symptoms, and emergency nursing interventions associated with central venous catheter related :
  - a. Venous thrombosis
  - b. Infection
  - c. Phlebitis
  - d. Arrhythmias
  - e. Pneumothorax
  - f. Hemothorax
  - g. Allergic reaction
  - h. Embolism
  - i. Hemorrhage
2. Identify signs, symptoms and nursing interventions for circulatory overload and pulmonary edema
3. Identify the different types of CVC occlusions.
4. Identify factors that can help prevent the occlusion of CVCs.
5. Discuss pinch-off syndrome.
6. Identify factors that could cause catheter breakage.
7. Differentiate between external and internal damage of CVCs.
8. Discuss signs of CVC catheter fracture.
9. Define catheter malpositioning and migration.
10. Define internal and external CVC migration.,
11. Discuss symptoms of a malpositioned CVC catheter in the jugular vein.
12. Describe nursing interventions that can assist in prevention of Pinch off syndrome.
13. Define nursing responsibilities in the care of CVCs.

**05/19/10**

### **Mathematical Calculations for the Administration, Regulation and Maintenance of Intravenous Infusion Therapy**

**Objectives:** At the completion of this class the student will be able to:

1. Solve infusion dosage calculations using the multistep formulas.
2. Calculate infusion dosages using dimensional analysis or the factor labeling method.

**05/20/10**

### **Pharmacologic Principles Related to the Preparation and Administration of Intravenous Medications**

#### **Video: IV Therapy Video and Workbook**

#### **Administration of Intravenous medication**

**Objectives:** At the completion of this class the student will be able to:

1. Define pharmacokinetics and the process of drug absorption, bioavailability, distribution, and biotransformation.
2. Explain the mechanisms of drug action.

3. Review the concepts of plasma concentration times and plasma half-lives.
4. Identify how drugs are named and listed.
5. Interpret the nurse's role in handling controlled substances.
6. List each of the IV medication classifications.
7. Differentiate among the mechanisms of action of the antimicrobial agents.
8. Review how microbes develop resistance to antimicrobial preparations.
9. Examine the precautions associated with intravenous administration of anticonvulsant agents.
10. Categorize the cardiovascular agents in terms of their actions, side effects, and the nursing precautions associated with administering them IV.
11. Relate how the benzodiazepine agents are categorized within several of the medication classifications.
12. Interpret the use of compatibility charts for intravenous medication administration.
13. Analyze the nurse's roles and responsibilities regarding the intravenous delivery of the agents included in this chapter.

**05/20/10:**

### **Intravenous Nutritional Support**

**Objectives:** At the completion of this class the student will be able to:

1. Examine the indications for intravenous parental nutritional support.
2. Diagram and explain the metabolic pathways of energy use in the body.
3. Review the role of proteins, fats, and carbohydrates in the maintenance of homeostasis.
4. Identify the components of parenteral nutrition.
5. Differentiate between total parenteral nutrition and peripheral parenteral nutrition.
6. Describe the risks and complications associated with the administration of parenteral nutrition.
7. Discuss the major nursing assessment data and interventions related to monitoring the patient receiving parenteral nutrition.

**05/20/10:**

### **Blood and Blood Product Administration**

**Objectives:** At the completion of this class the student will be able to:

1. Review the basic concepts of immunology in terms of antigens, antibodies, and the immune response.
2. Explain the basic components of immunohematology as they relate to blood grouping, the Rh factor, and the histocompatibility antigens.
3. Identify the indications for and the administration protocols for the following blood and blood components:
  - a. Whole blood
  - b. RBCs
  - c. Platelets
  - d. Fresh Frozen Plasma
  - e. Albumin
4. Categorize the signs and symptoms of transfusion reactions as they relate to each body system for both the conscious and unconscious patient.
5. Outline the signs and symptoms for the acute transfusion reactions that can occur and the appropriate treatment for each.
  - a. Acute hemolytic
  - b. Anaphylactic
  - c. Circulatory overload
  - d. Febrile, non-hemolytic
  - e. Mild Allergic

- f. Sepsis
6. Outline the signs and symptoms for the delayed transfusion reactions that can occur and the treatment for each.
  - a. Delayed hemolytic
  - b. Hepatitis B
  - c. Hepatitis C
  - d. HIV-1 (AIDS virus) infection
  - e. Iron overload
  - f. Others that may occur
7. Describe the nursing protocols involved in the administration, maintenance and monitoring of transfusions.
8. Review the documentation used by the nurse when administering transfusions.

**05/21/10**

### **Chapter 6 Pediatric Patient**

**Assignment: Read chapter 6.**

**Objectives:** At the completion of this class the student will be able to:

1. Identify the developmental differences between a child and an adult as related to fluid and electrolyte balance.
2. State measures to address psychosocial issues in the nursing care of the pediatric patient.
3. Outline the assessment and evaluation process for a child who has a potential fluid and electrolyte imbalance.
4. Differentiate between isotonic, hypotonic, and hypertonic dehydration in the pediatric patient.
5. List the clinical manifestations of mild, moderate, and severe dehydration in the child.
6. Describe the principles of nursing management for the child with a fluid and electrolyte imbalance.
7. Explain the pathophysiology of acute gastroenteritis.
8. Examine the nursing interventions required for parenteral fluid therapy in the pediatric patient.
9. Identify the intravenous access routes utilized in the administration of fluid and electrolyte therapy in the pediatric patient.
10. Describe the signs and symptoms of overhydration as a complication of parenteral fluid therapy in the pediatric patient.
11. List the nursing interventions for the prevention and treatment of overhydration.

**05/21/10**

### **Chapter 7 Older Adult Patient**

**Assignment: Read chapter 7.**

**Objectives:** At the completion of this class the student will be able to:

1. Describe population trends that make the study of the elderly a vital component of nursing education.
2. Define the terms geriatric, gerontologic, and gerontic.
3. Describe physiologic changes associated with aging.
4. Identify disorders commonly found in the hospitalized elderly.
5. List indications for intravenous therapy for the elderly.
6. Compare and contrast venous access sites in the elderly.
7. Compare and contrast venous access devices in the elderly.
8. Describe procedures for insertion of peripheral intravenous catheters in the elderly.
9. Describe precautions for intravenous administration of fluids, blood, medications, and nutrition to the elderly.

10. Discuss problems associated with medicating the elderly.
11. Describe a clinical pathway and the expected outcomes for an elderly patient receiving intravenous therapy.

**05/21/10**

**Chapter 8 Community Based Infusion Therapy**

**Assignment: Read Chapter 8**

**Objectives:** At the completion of this chapter the student will be able to:

1. Define community-based infusion therapy.
2. Identify factors in evaluating the safety of the home environment.
3. Identify the nursing responsibilities of community-based infusion therapy.
4. Discuss the importance of patient and care giver education related to community - based infusion therapy.
5. Describe the importance of different teaching methods related to community - based infusion therapy.
6. Discuss patient assessment related to community -based infusion therapy.
7. Identify special nursing interventions related to community based infusion therapy.

**05/24/10**

**Technique Application**

**Course Review**

**Video Series: Safer Infusion**

#IT0001 Safer Infusion The Basics

#IT 0002 Safer Infusion Initiating Venipuncture

#IT 0003 Safer Infusion Reducing Complication

#IT 0004 Safer Infusion Therapy Care and Maintenance

IV Therapy Lab

**05/25/10 Comprehensive Final**

**Course: NURS 2151 Mental Health & Illness**

**Description:** The course is designed to assist the practical nursing student to identify and understand personality development, behavior patterns, mental disease, emotional/mental problems of the aged, rehabilitation and safety of the mental patient and society. He/she will receive information regarding the means in which to learn to reach out to those patients whose thinking is disordered, to those whose feelings overwhelm them, and to those who act in ways that are destructive to themselves and others (20 theory hours/1credit hour).

Course  
Prerequisites: The Practical Nursing Program is progressive. Students must have successfully completed the following courses with a C or better: BIOL 2233 Anatomy and Physiology I, BIOL 2291 Lab Anatomy and Physiology I, BIOL 2243 Anatomy and Physiology II, BIOL 2301 Anatomy and Physiology II Lab, PE 2113 Nutrition, ENGL1013 Composition I, MATH 1203 Technical Mathematics or higher level of Mathematics course. The following courses must be successfully completed with a 78% or better. NUR 1002, NUR 1117, NUR 1162, NUR 1231, NUR 1242, NUR 2264, NUR 1203, NUR 1101

Course  
SLOs: The student learning outcomes for this course are the student should be able to:

1. Understand and explain psychological responses to illness. (SLO#)
2. Use the nursing process in psychological illness. (SLO#)
3. Discuss psychiatric disorders and the effects on the patient and the family. (SLO#)
4. Discuss therapeutic relationships and the nurse=s role in those relationships. (SLO#)
5. Understand and perform a mental status examination. (SLO#)
6. Understand and perform a nursing assessment of the psychiatric patient. (SLO#)
7. Define substance abuse. (SLO#)
8. Discuss etiology and risk factors for substance abuse. (SLO#)
9. Locate local resources for those suffering from substance abuse. (SLO#)
10. Discuss the impact of substance abuse on the patient, their family and the community. (SLO#)
11. Define the population of substance abusers with special problems. (SLO#)
12. Discuss how mental illness affects individuals across the life span. (SLO#)
13. Understand personality development and how it affects mental status. (SLO#)
14. Discuss the nurse=s role in treating individuals with mental illness. (SLO#)

Text: Linton, Adriane Dill, Mary Ann Matteson, and Nancy K. Maebius. Introductory Nursing Care of Adults. 4th ed. Philadelphia: Saunders, 2000.

Videos: American Justice: The Andrea Yates Story 2003; DVD Documentary  
Sybil: 1977

Instructor: Nikki Calhoun R.N.

Office Hours: See posted schedule on office door.

**Class Policies:** See PN handbook for all policies

**Homework:** Multiple choice exercises in study guide.

**Exams:** There will be (3) exams given during the course and a comprehensive exam at the completion of the course. All policies of the nursing department apply, see handbook

**Grading Policy:** Exam scores will account for 90% of the grade. Homework, class participation and pop tests will account for 10% of the final grade. To progress through the program, students must pass this course with a 78% average or above.  
**100-93%=A, 92-85%=B, 84-78%=C, 77-65%=D, 64%-0=F.** See PN handbook for complete grading policy.

**Grade Reports:** UAM will no longer mail grade reports to all students. You may access your grade through Campus Connect [www.uamont.edu](http://www.uamont.edu). To have your grades mailed to you, complete the grade request form available at the Student Services offices on the McGehee campus.

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-4709.

**Disruptive Behavior: The following action is prohibited under the Student Conduct Code:**

**Disorderly Conduct:** Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

**Other:** See UAM College of Technology-McGehee Practical Nursing Handbook regarding policies not mentioned in this syllabus.

**Mental Health & Illness  
Assignments and Exams**

July 2	Ch. 54 Homework Due Ch. 54	July 21	Homework due Ch. 56 Lecture Ch.56
July 6	Lecture Ch. 54	July 23	Lecture Ch. 56
July 7	Chapter 54	July 26	<b>Chapter 56 Exam</b> Videos
July 8	<b>Chapter 54 exam</b>	July 28	Videos
July 14	Homework due Ch. 55 Lecture Ch. 55	July 30	Videos
July 15	Lecture Ch.55	Aug 2	Review/videos
July 16	Lecture Ch.55		
July 19	<b>Chapter 55 Exam</b>	<b>Aug. 4<sup>th</sup></b>	<b>Final Exam</b>

**July 2<sup>nd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> Chapter 54 Psychological Responses to Illness**

**Assignment:** Read chapter 54 and complete the multiple choice exercises in the study guide.

**Objectives:** Upon completion of the chapter, the student should be able to:

1. Define mental health.
2. Discuss the concepts of stress, anxiety, adaptation and homeostasis.
3. Discuss how age and cultural and spiritual beliefs affect an individual's ability to cope with illness.
4. Identify some basic coping strategies (defense mechanisms).
5. Discuss the concepts of anxiety, fear, stress, loss, grief, hopelessness and powerlessness in relation to illness.
6. Describe several factors that may precipitate adaptive or maladaptive coping behaviors in response to illness.
7. Discuss implementation of the nursing process to enhance a patient's mental health as the patient deals with the stresses of illness.

**July 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> Chapter 55 Psychiatric Disorders**

**Assignment:** Read chapter 55 and complete the multiple choice exercises in the study guide.

**Objectives:** Upon completion of the chapter, the student should be able to:

1. Describe the differences between social relationships and therapeutic relationships.
2. Describe key strategies in communicating therapeutically.
3. Describe the components of the mental status examination.
4. Identify target symptoms, behaviors, and potential side effects for the following types of medications: anti-anxiety, antipsychotic, and antidepressant drugs.
5. Summarize current thinking about the etiology of schizophrenia and the mood disorders.
6. For each of the following psychiatric disorders, identify key observations in relation to the categories of the mental status examination: anxiety disorders and schizophrenia.
7. For each of the following psychiatric disorders, identify primary nursing diagnoses, goals and interventions: anxiety disorders and schizophrenia.

**July 21<sup>st</sup>, 23<sup>rd</sup>**

Chapter 56 Substance Abuse

**Assignment:**

**Read chapter 56 and complete the multiple choice exercises in the study guide.**

**Objectives:**

Upon completion of the chapter, the student should be able to:

1. Discuss the biologic, sociocultural, behavioral and interpersonal theories of the etiology of substance abuse or dependency.
2. Describe the components of the nursing assessment of a patient with substance abuse or dependency.
3. Describe alcoholism, alcohol withdrawal syndrome, and medical complications of alcoholism and treatment of alcoholism.
4. Discuss the pathophysiologic effects of drugs frequently abused.
5. Describe disorders associated with substance abuse.
6. Differentiate between drug abuse treatment and alcohol abuse treatment.
7. Describe the nursing diagnoses and interventions associated with substance abuse and dependency.
8. Discuss populations who present special problems in relation to drug abuse and dependency.

**NURS 1162****Course****Nursing of Geriatrics****Prerequisites:**

The LPN program is progressive. Students must have successfully completed the following courses with a C or better: BIOL 2233 Anatomy and Physiology I, BIOL 2291 Lab Anatomy and Physiology I, BIOL 2243 Anatomy and Physiology II, BIOL 2301 Lab Anatomy and Physiology II, PE 2113 Nutrition, ENGL 1013 Composition I, MAT, 1203 Technical Mathematics or higher level of Mathematics course.

**Description:**

Knowledge and skills including the normal aging process, characteristics of aging, special problems associated with aging, the prevention of illness and the promotion and maintenance of health in the safe care of the culturally diverse aging client across the health continuum; leadership skills involving communicating and working with the health care team, delegation, management, scope of practice and utilization of the nursing process. Start date: January 13<sup>th</sup> 2010 End date: May 7<sup>th</sup> 2010

**Text:**

Wold, Gloria Hoffman. Basic Geriatric Nursing. St. Louis: Mosby, 2004. 4th Ed. ISBN #0B323-02389-4

**Instructor:**

Nikki Calhoun R.N.

**Office Hours:**

8:00 a.m. - 4:30 p.m. Hours posted on door. See list of phone numbers in handbook

**Attendance:**

See Nursing Handbook for policies regarding attendance.

**Homework:**

Handouts and assignments throughout the course.

**Exams:**

There will be eight (8) exams given during the course and a comprehensive exam at the completion of the course. Policies regarding exams are in the Nursing Handbook

**Grading Policy:**

Exam scores will account for 90% of the final grade. Homework, class participation and pop test will account for 10%. Class participation grades will come from class/ lab evaluations. See PN handbook. To progress through the program, students must pass this course with a 78% or above. 100-93%=A, 92-85%=B, 84-78%=C,

**Conduct Code:**

Disorderly conduct: Any behavior which disrupts the regular or normal functions of the university community, including behavior which breaches the peace or violates the rights of others. See Nursing Handbook.

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222 5360; fax 870-222-4709

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect [www.uamont.edu](http://www.uamont.edu). To have your grades mailed to you, complete the grade request form available at the Student Services office on the McGehee campus.

**Please refer to the Practical Nursing Handbook for other important policies and procedures.**

**Student Learning Outcomes:**

Upon completion of this course, the student should be able to:

1. Discuss the physical aspects of aging on the body, by body systems.(SLO#)
2. Recognize the basic human needs of the geriatric client..(SLO#)
3. Recognize the special psychosocial needs of the geriatric patient and provide support for the patient's needs while in the clinical area. (SLO#)
4. List and understand the disease processes associated with aging by body system. (SLO#)
5. List and understand the special aspects of nursing care associated with specific disease processes. (SLO#)
6. List and understand the special aspects of nursing care associated with rehabilitation, recuperative, intermediate, and skilled care. (SLO#)
7. Identify safety factors for the geriatric patient in the hospital as well as in the home setting. (SLO#)
8. Identify the scope of practice regarding care of the geriatric client and the tasks which may be delegated to other personnel. (SLO#)
9. Determine and list the skills and techniques used in managing a resident unit. (SLO#)

**Assignments and Exams**

		2/19/10	Exam #4 (Ch. 10, 11, 12)
1/13/10	Ch. 1, 2	2/22/10	Ch. 13
1/15/10	Ch. 3	2/24/10	Ch. 14
1/20/10	Ch. 4	2/26/10	Exam #5 (Ch. 13, 14)
1/22/10	Exam #1 (Ch. 1, 2, 3, 4)	3/1/10	Ch. 15
1/25/10	Ch. 5	3/3/10	Ch. 16
1/27/10	Ch.6	3/5/10	Exam # 6 (Ch. 15, 16)
1/29/10	Ch. 7	3/8/10	Ch. 17
2/1/10	Exam #2 (Ch. 5, 6, 7)	3/10/10	Ch.18
2/3/10	Ch. 8	3/15/09	Exam #7 (Ch. 17, 18)
2/5/10	Ch.8	3/17/10	Ch. 19, 20
2/8/10	Ch. 9	4/5/10	Exam #8 (Ch. 19, 20)
2/10/10	Exam # 3 (Ch. 8, 9)	4/12/10	Ch. 21
2/12/10	Ch. 10		
2/15/10	Ch. 11		
2/17/10	Ch. 12		

**Final Exam: May 7<sup>th</sup> (comprehensive including Chapter 21)**

**01-13-10: Chapter 1 Trends and Issues  
Chapter 2 Theories of Aging**  
**Assignment: Read chapter 1, 2.**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Describe the subjective and objective ways that aging is defined.
2. Identify personal and societal attitudes toward aging.
3. Define ageism.
4. Discuss the myths that exist with regard to aging.
5. Identify recent demographic trends and their impact on society.
6. Describe the effects of recent legislation on the economic status of the elderly.
7. Identify the political interest groups that work as advocates for older adults.
8. Identify the major economic concerns of older adults.
9. Describe the housing options in the community that are available to older adults.
10. Discuss the health care implications of an increase in the population of older adults.
11. Describe the changes in family dynamics that occur as family members become older.
12. Examine the role of nurses in dealing with an aging family.
13. Identify the different forms of elder abuse.
14. Recognize the most common signs of abuse.
15. Describe methods that are effective in preventing elder abuse.
16. Discuss how a theory is different from a fact.
17. Describe the most common biologic theories of aging.
18. Describe the most common psychosocial theories of aging.
19. Discuss the relevance of these theories to nursing practice.

**01-15-10 Chapter 3 Physiologic Changes**  
**01-20-10 Chapter 4: Health Promotion, Health Maintenance, and Home Health Considerations**  
**Assignment: Read chapter 3, 4 and complete the handout.**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Describe the most common structural changes observed in the normal aging process.
2. Discuss the impact of normal structural changes on the older adult's self-image and lifestyle.
3. Describe the most commonly observed functional changes that are part of the normal aging process.
4. Discuss the impact of normal functional changes on the older adult's self-image and lifestyle.
5. Identify the most common diseases related to aging in each of the body systems.
6. Differentiate between normal changes of aging and disease processes.
7. Discuss the impact of age-related changes on nursing care.
8. Describe recommended health maintenance practices and explain how they change with aging.
9. Discuss the relationship of culture and religion to health practices.
10. Identify how perceptions of aging will affect health practices.
11. Describe how health maintenance is affected by cognitive and sensory changes.
12. Discuss the impact of decreased accessibility on health maintenance practices
13. Describe methods of assessing health maintenance practices.
14. Identify older adults who are most at risk for experiencing health maintenance problems.
15. Identify selected nursing diagnoses related to health maintenance problems.
16. Describe nursing interventions that are appropriate for older adults experiencing alterations in health maintenance.
17. Discuss the role of home health as it relates to health promotion and health maintenance in the elderly.
18. Differentiate between unpaid and paid home health care providers.

19. Identify the factors to consider when seeking home health care assistance.

01-25-10

**Chapter 5: Communicating with the Older Adult**

01-27-10

**Chapter 6 Nutrition and Fluid Balance**

1-29-10

**Chapter 7: Medications and the Older Adult**

**Assignment:**

**Read chapter 5, 6, 7**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Identify communication techniques that are effective with elderly persons.
2. Define empathetic listening.
3. Identify the significance of nonverbal communication with the elderly.
4. Discuss the verbal communication techniques used when sending and receiving messages.
5. Differentiate between social and therapeutic communication.
6. Discuss ways communication is affected by culture.
7. Identify the various types of nutrients.
8. Identify the components of a healthy diet for the elderly.
9. Describe age-related changes in nutritional and fluid requirements.
10. Identify age-related changes that affect nutrition, digestion, and hydration.
11. Discuss how emotional, social, and cultural factors affect nutritional status.
12. Identify factors that increase the risk of medication-related problems.
13. Discuss the reasons why each of these factors increases health risks for the aging person.
14. Describe how pharmacokinetics is altered with aging.
15. Discuss the pharmacodynamic changes observed in the aging person.
16. Explain specific precautions that are necessary when administering medication to the elderly in an institutional setting.
17. Identify the risks related to aging and pertinent nursing observations for specific drug categories.
18. Discuss how medications fit into the nursing plan of care.
19. Describe specific nursing interventions and modifications in technique that are related to medication administration to the elderly.
20. Describe the elderly person's rights as they relate to medication administration.
21. Identify information that should be provided to the elderly regarding medications.
22. Discuss the impact of age-related changes on self-administration of medications.
23. Describe nursing interventions that can reduce problems related to self-administration of medication in the home.
24. Discuss delegation regarding medication administration of the elderly.

2-3-10

**Chapter 8: Health Assessment of the Elderly**

2-5-10

**Chapter 9: Meeting Safety Needs of the Elderly**

2-8-10

**Assignment:**

**Read chapter 8, 9.**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Identify different levels of assessment.
2. Describe the difference between subjective and objective data.
3. Discuss the importance of thorough assessment.
4. Describe appropriate methods for structuring and conducting an interview.
5. Identify approaches that facilitate a successful physical examination of the elderly.
6. Discuss the modifications used when preparing an elderly person for physical examination.
7. Describe the techniques used when performing a physical examination.
8. Explain the adaptations used when assessing vital signs in the elderly.
9. Discuss the significance of the Minimum Data Set as a tool for comprehensive assessment of the institutionalized elderly.
10. Discuss the LPN=s scope of practice during assessment and what may be delegated regarding assessment.
11. Discuss the types and extent of safety problems experienced by the aging population.
12. Describe internal and external factors that increase safety risks for the elderly.
13. Discuss interventions that will promote safety for the elderly.
14. Discuss factors that place the elderly at risk for altered thermoregulation.
15. Describe those older adults who are most at risk for developing problems related to altered thermoregulation.
16. Identify signs and symptoms of thermoregulatory problems.
17. Identify interventions that will assist the elderly in maintaining normal body temperature.

**2-12-10 Chapter 10: Cognition and Perception**

**2-15-10 Chapter 11: Self- Perception and Self- Concept**

**2-17-10 Chapter 12 Roles and Relationships**

**Assignment: Read chapter 10, 11, 12.**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Describe normal sensory and cognitive functions.
2. Describe how sensory perception and cognition change with aging.
3. Discuss the effects of disease processes on perception and cognition.
4. Describe methods of assessing changes in perception and cognition.
5. Identify the elderly who are most at risk for experiencing perceptual or cognitive problems.
6. Identify selected nursing diagnoses related to cognitive and perceptual problems.
7. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to perception or cognition.
8. Discuss pain assessment and management as they relate to elderly individuals.
9. Discuss the LPN's responsibility regarding pain management.
10. Discuss delegating tasks of pain management.
11. Discuss the concepts of self-perception and self- concept.
12. Describe how self-perception and self-concept change with aging.
13. Discuss the effects of disease processes on self-perception and self-concept.
14. Describe methods of assessing changes in self-perception and self-concept.
15. Identify older adults who are most at risk for experiencing problems related to self-perception and self-concept.
16. Identify selected nursing diagnosis related to self-perception and self-concept.
17. Describe nursing interventions that are appropriate for older adults experiencing problems related to self-perception and self-concept.
18. Describe normal roles and relationships.
19. Describe how patterns of roles and relationships change with aging.
20. Discuss the effects of disease processes on the ability to maintain roles and relationships.

21. Describe methods of assessing changes in roles and relationships.
22. Identify older adults who are most at risk for experiencing problems related to changes in roles and relationships.
23. Identify selected nursing diagnoses related to role or relationship problems.
24. Describe nursing interventions that are appropriate for older individuals experiencing problems related to changing roles and relationships.

**2-22-10 Chapter 13 Coping and Stress**

**2-24-10 Chapter 14 Values and Beliefs**

**Assignment: Read Chapter 13, 14**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Explain the concepts of stress and coping.
2. Identify the physical, emotional, and behavioral signs of stress.
3. Describe methods for reducing stress.
4. Discuss changes in stress and coping that occur with aging.
5. Identify older adults who are most at risk for experiencing stress-related problems.
6. Discuss methods of coping with stress and depression.
7. Identify selected nursing diagnoses related to stress-related problems.
8. Describe nursing interventions that are appropriate for older individuals who are experiencing problems related to stress and coping.
9. Discuss the impact of personal values and beliefs on everyday life.
10. Identify values and beliefs commonly found in today's older adult population.
11. Discuss how beliefs and values impact the health practices of the older adult.
12. Explain the relationship of values and beliefs to health practices.
13. Compare the spiritual practices of major religions as they relate to death.
14. Describe methods of assessing beliefs and values.
15. Identify older adults who are most at risk for experiencing problems related to values and beliefs.
16. Identify selected nursing diagnoses related to values and beliefs.
17. Describe nursing interventions appropriate for older individuals who are experiencing problems related to values and beliefs.

**3-1-10 Chapter 15: End-of Life Care**

**3-3-10 Chapter 16: Sexuality and Aging**

**Assignments: Read chapter 15, 16.**

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Discuss personal and societal attitudes related to death and end-of-life planning.
2. Identify factors that are likely to influence end-of-life decision making.
3. Explore caregiver attitudes toward end-of-life care.
4. Discuss the importance of effective communication at the end-of-life.
5. Identify cultural and spiritual considerations related to end-of-life care.
6. Describe nursing assessments and interventions appropriate to end-of-life care.
7. Discuss the role of the nurse when interacting with the bereaved.
8. Describe how sexuality changes with aging.
9. Discuss the effects of illness on sexual functioning.
10. Describe methods for assessing sexual functioning.
11. Identify the elderly persons who are most at risk for experiencing problems related to sexuality.
12. Identify selected nursing diagnoses related to sexuality.

13. Describe nursing interventions that are appropriate for elderly individuals experiencing problems with sexuality.

**3-8-10** Chapter 17 Meeting Nutritional and Fluid Needs  
**3-10-10** Chapter 18: Care of Aging Skin and Mucous Membranes  
**3-17-10** Chapter 19: Elimination

**Assignment:** Read chapter 17, 18, 19.

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Describe methods of assessing the nutritional status and practices of older adults.
2. Identify the older adults who are most at risk for problems related to nutrition and hydration.
3. Identify selected nursing diagnoses related to nutritional or metabolic problems.
4. Identify interventions that will help elderly persons meet their nutrition and hydration needs.
5. Discuss changes related to aging that have an effect on skin and mucous membranes.
6. Identify the older adults who are most at risk for problems related to the skin and mucous membranes.
7. Describe interventions that will assist older adults in maintaining intact skin and mucous membranes.
8. Describe the normal elimination processes.
9. Describe age-related changes in bladder and bowel elimination.
10. Discuss methods for assessing elimination practices.
11. Identify the older adults who are most at risk for problems with elimination.
12. Identify selected nursing diagnoses related to elimination problems.
13. Describe interventions used to prevent or reduce problems related to elimination.
14. Discuss elimination tasks which may be delegated to other health care team members.

**3-17-10** Chapter 20: Activity and Exercise  
**4-12-10** Chapter 21: Sleep and Rest

**Assignment:** Read chapter 20, 21.

**Student Learning Objectives:**

Upon completion of these chapters, the student should be able to:

1. Describe normal activity and exercise patterns.
2. Describe how activity and exercise patterns change with aging.
3. Discuss the effects of disease processes on the ability to participate in exercise and activity.
4. Describe methods of assessing changes in the ability to participate in activity or exercise.
5. Identify the older adults who are most at risk for experiencing problems related to activity and exercise.
6. Identify selected nursing diagnoses related to activity and exercise.
7. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to activity and exercise.
8. Differentiate between a custodial focus and a rehabilitative focus in nursing care.
9. Discuss the impact of the nurse's attitude on care planning.
10. Identify the benefits of a rehabilitative focus on the elderly.
11. Identify the goals of rehabilitation nursing.
12. Describe normal sleep and rest patterns.
13. Describe how sleep and rest patterns change with aging.
14. Discuss the effects of disease processes on sleep.
15. Describe methods of assessing changes in sleep and rest patterns.
16. Identify the elderly who are most at risk for experiencing sleep pattern disturbances.
17. Identify selected nursing diagnoses related to sleep or rest problems.
18. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to sleep pattern disturbance.





**University of Arkansas College of Technology, McGehee  
Practical Nursing Department**

**Geriatric Management and leadership Clinical Student Learning Objectives**

At the completion of this clinical experience, the student will be able to:

1. Describe the skills used in managing care for a group of clients.
2. Describe how physical/mental assessments are performed.
  - a) When
  - b) how often
  - c) what depth
3. Describe the process of medication administration for the facility.
4. Describe the process of documentation for the long-term care facility.
5. Describe common treatments, those responsible, and the documentation process.
6. Describe skills associated with managing the client unit.
7. Describe delegation as it pertains to the long-term care facility and the LPN manager; what tasks can be delegated and to whom; criteria for delegating a task.
8. Describe how time management is implemented by the charge nurse.
9. Describe how daily schedules and work assignments are assigned.
10. Discuss the delegation tasks you have observed during your rotation.
11. List tasks that should not be delegated to a CNA or other non-licensed personnel.
12. Describe the responsibilities of the charge nurse in maintaining a safe client environment.
13. Identify various effective communication skills needed in the management of a client unit. Describe those you have seen during your rotation.
14. Identify various ineffective communication skills and those you have seen during your rotation, if any.
15. Identify effective leadership styles exhibited by managers in the clinical rotation.
16. Describe, in your opinion, the most effective leadership style and why you think it is most effective.
17. List the qualities and characteristics of an effective leader/manager.
18. List the chain of command for the clinical facility and describe the process.
19. Describe your own leadership style and reflect on that (daily) in your clinical log, describing your personal experiences during this rotation.

**Instructions:**

After completing your Geriatric leadership and Management clinical rotation:

1. Your objectives must be completed and submitted to the office along with your clinical log.
2. Your clinical evaluation must be completed by your preceptor taped together or in a sealed envelope and returned to the office with your paperwork.
3. Your preceptor evaluation must be completed by you and submitted to the office with your paperwork.
4. Your clinical log must be submitted to the office.
5. All above required documentation must be submitted following this clinical rotation on the next scheduled day at McGehee campus.

**Geriatric Management & Leadership Skills**

**Assignments:            Read Handout Provided**

**Student Learning Outcomes:**

Upon reading the handout provided the student should be able to:

1. Determine and explain the different levels in Long-Term Care Nursing
2. Identify the different Nursing Skills Needed in Long-Term Nursing Management
3. Managing Human Resources.
4. Identify Additional Influences on Nursing Management.
5. Describe the different styles of management for a resident unit.
6. Define and use a style of management in a simulated situation.

## **NURS 2264: Clinical I**

**Course Description:** This course provides the student with an opportunity to obtain simulated and actual experience in the laboratory setting, long-term care facilities and acute-care facilities. This will provide students with an opportunity to apply principles studied in the classroom, particularly those learned in basic nursing and geriatrics. Students will perform return demonstrations of practiced lab skills in the presence of an instructor.

**Prerequisites:** The practical nursing program is progressive. Students must have successfully completed the following courses with a C or better: BIOL 2233 Anatomy & Physiology I, BIOL 2291 Lab Anatomy & Physiology I, BIOL 2243 Anatomy & Physiology II, BIOL 2301 Lab Anatomy & Physiology II, PE 2113 Nutrition, ENGL 1013 Composition I, MAT 1203 Technical Mathematics or higher level of mathematics course.

**Text:** DeWit, Susan C. Fundamental Concepts and Skills For Nursing.  
Philadelphia: Saunders, 3<sup>rd</sup> edition, 2009. ISBN # 978-1-4160-5228-9  
Pagana. Mosby's Manual of Diagnostic and Lab Tests Philadelphia:  
Saunders/Mosby, 9<sup>th</sup> edition, 2009. ISBN # 978-0-323-05345-7  
Drug Guide for Nurses. F.A. Davis, 11th ed. 2009. ISBN#978-0-8036-1911-1  
Myers, E. Rnotes. F.A. Davis, 2<sup>nd</sup> edition, 2006. ISBN#978-0-8036-1335-5  
Taber's Cyclopedic Medical Dictionary. 21<sup>th</sup> ed. F.A. Davis, 2005. ISBN#978-0-8036-2041-4

**Instructor:** Kim Ray R.N., Nikki Calhoun R.N. and Peggie Orrell, RN

**Office Hours:** See posted office hours on the appropriate instructor's office door or on websites.

**Attendance:** See Nursing Handbook for policies regarding attendance.

**Homework:** Any work/research needed to be prepared for the clinical experience. You must successfully complete two (2) satisfactory care plans to successfully complete the course by the assigned date. See schedule below. You may NOT complete care plans during makeup clinical time. There will not be makeup time scheduled for the purpose of care plan completion. If you do not successfully complete 2 care plans you will not be eligible to continue in the program. You will be required to keep a clinical journal each day of your clinical experience. It will be for a grade. Each entry will be worth one point. See handbook for details of content.

**Skills Check off:** The competency skills check off list should be brought to each clinical period and lab experience. It is your responsibility to obtain the instructor's/staff's skill in which you are evaluated.

**Exams:** There will be scheduled exams given during the course. See Schedule below.

**Evaluations:** There will be 100 point evaluations given each week during the course. See handbook for evaluation criteria.

**Grading Policy:** Each clinical week you will be clinically evaluated based on clinical performance (see practical nursing handbook for copy of evaluation), which is worth 100 points and you will also have a clinical exam. A comprehensive clinical final will also be given. Points will be totaled at the completion of the course and your grade will be the percentage of what you scored related to the points possible. To progress through the program, students must pass this course with a 78% or above. 100-93% = A, 92-85% = B, 84-78%=C. **Conduct Code:** Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the university community, including behavior which breaches the peace or violates the rights of others. See Nursing Handbook.

**Students with Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations, should contact the Office of Special Student Services representative on campus: phone (870) 222-5360; fax (870) 222-4709.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect [www.uamont.edu](http://www.uamont.edu). To have your grades mailed to you, complete the grade request form available at the Student Services office on the McGehee campus.

**Please refer to the Practical Nursing Handbook for important clinical policies.**

## **Clinical I**

### **Basic Nursing & Geriatrics Clinical**

#### **Assignment & Exam Schedule**

3/30/10	Skills Check offs	4/23/10	Evaluations and Clinical Exam
3/31/10	Clinical Orientation	4/30/10	Evaluations and Clinical Exam <b>(Care Plan #2 Due)</b>
4/1/10	1 <sup>st</sup> day of Clinical I	5/6/10	Evaluations and Clinical Exam
4/2.10	Evaluations and Clinical Exam	5/10/10	Clinical Final Exam
4/9/10	Evaluations and Clinical Exam		
4/16/10	Evaluations and Clinical Exam <b>(Care Plan #1 Due)</b>		

Student Learning Outcomes: Upon completion of the course, the student should be able to:

1. Exhibit a positive attitude. (SLO #5)Exhibit adaptability to change. (SLO#3,4,5)
2. Maintain client confidentiality. (SLO#3,4,5,6,)
3. Manage time effectively.(SLO#3,4,5,6,)
4. Be on time for clinical assignments. (SLO#3,4,5,6,)
5. Be prepared for clinical assignments. (SLO#3,4,5,6)
6. Accept constrictive criticism. (SLO#5,6)
7. Exhibit willingness to learn new techniques. (SLO#6,7)
8. Exhibit rapport with client and client family. (SLO#4,5,6)
9. Demonstrate therapeutic communication. SLO#5)
10. Communicate effectively verbally and in writing. (SLO#3,4,5,6)
11. Be willing to assist others with client care as needed. (SLO#3,4,5)
12. Apply theoretical knowledge appropriately. (SLO#3,4,5,6)
13. Demonstrate universal precautions appropriately.(SLO#3,4,5,6)
14. Demonstrate accurate physical assessment. (SLO#3,4,6)
15. Dress professionally. (SLO#3,6)
16. Exhibit professional behavior. (SLO#6,7)
17. Perform skills appropriately (SLO#3,4,5,6)
18. Demonstrate safe nursing care. (SLO#3,4,5,6)
19. Promote health maintenance through client teaching.(SLO#3,4,5,6)
20. Exhibit willingness to seek assistance as needed.(SLO#3,4,5)
21. Demonstrate effective use of the nursing process.(SLO#3,4,5,6)
22. Demonstrate appropriate delegation, leadership skills.(SLO#3,4,5,6)
23. Seek opportunities for continued education. (SLO#5,6,7)
24. Exhibits respect to health care team/fellow students/clients and their family. (SLO#6)

**Appendix B**  
**Practical Nursing Brochure**

To learn more about the UAM CTM Practical Nursing program contact a member of the staff:

Peggie Orrell, RN, BSN,  
Director of Nursing and Allied Health  
[orrellp@uamont.edu](mailto:orrellp@uamont.edu)

Kim Ray, RN, Instructor  
[rayk@uamont.edu](mailto:rayk@uamont.edu)

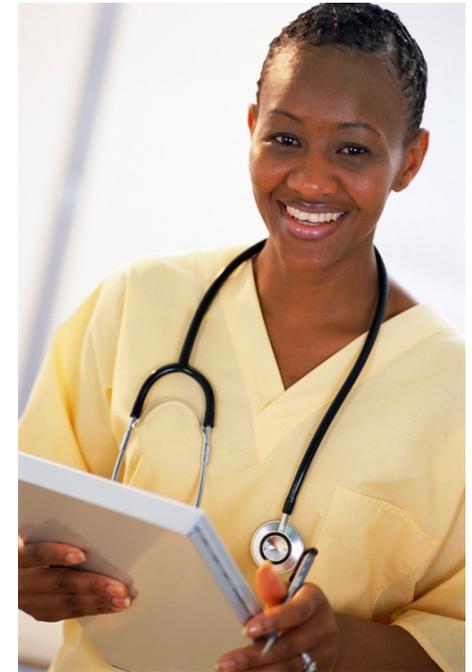
Nikki Calhoun, RN, Instructor  
[calhounn@uamont.edu](mailto:calhounn@uamont.edu)

Phone: 870-222-5360

Or visit our website at  
<http://www.uamont.edu/mcgehee/PracticalNursing.htm>



## Practical Nursing Technical Certificate



### Financial Assistance

If you wish to pursue Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department  
P.O. Box 747  
McGehee, AR 71654  
Telephone: (870) 222-5360, 5220  
Fax: (870) 222-1105



### University of Arkansas at Monticello College of Technology-McGehee

1609 East Ash  
McGehee, AR 71654

Telephone: 870-222-5360  
Fax: 870-222-9906

<http://www.uamont.edu/mcgehee/>

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability.

# UAM CTM Practical Nursing Technical Certificate

Did you know by the end of 2020 the United States could face a nationwide nursing shortage of up to 1,000,000 nurses? The Bureau of Health Professions tells us that this shortage can only be addressed by more trained nurses entering the workforce soon.

Practical nurses are needed in a variety of health care settings, ranging from home health care, private duty nursing, clinics, hospitals, long-term care facilities, schools and a many other institutions. As a nurse you have the opportunity to touch lives while providing comfort and care. If this interests you, UAM CTM can help you reach this goal!

The UAM CTM Practical Nursing program is one of the best ways to begin a fulfilling career in this field. After a year of study with us, you will be academically eligible for the NCLEX-PN Exam. Once you have passed this exam and received your license, you will be ready to enter the workforce as a Licensed Practical Nurse.



## Student Learning Outcomes:

Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:

Pass the NCLEX-PN on the first writing.

Obtain a practical nurse license in the state in which they reside.

Enter the workforce with the competencies of an entry level practical nurse.

Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.

Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.

Assume legal and ethical responsibilities and

## UAM CTM Practical Nursing Technical Certificate

Practical Nursing
Pre-requisites and Courses
Nutrition
Composition I or Tech Communications
Intermediate Algebra or Tech Math
Anatomy and Physiology I or PN A & P
Lab Anatomy and Physiology I or PN A & P Lab
Anatomy and Physiology II or PN A & P
Lab Anatomy and Physiology II or PN A & P Lab
Nursing Assistant
Microcomputer Applications or Intro to Computer Systems
PN Pharmacology
PN Nursing Principles & Skills
PN Nursing of Geriatric
PN Nursing of Mothers & Infants
PN Nursing of Children
PN Clinical I
PN Vocational/Legal/Ethics
PN Intravenous Therapy
PN Adult Nursing I
PN Mental Health & Illness
PN Clinical II
PN Clinical III
PN Adult Nursing II

*Note: Graduation from this program does not assure Arkansas State Board of Nursing's approval to take the NCLEX-PN. If you have been convicted of a crime of any type, please see a nursing faculty member for more information.*



**APPENDIX C  
PROGRAM OF STUDY**

*University of Arkansas at Monticello College of Technology –  
Program of Study  
Practical Nursing*



*McGehee Technical Certificate*

<b>Prerequisites* (AASN)</b>				<b>Prerequisites* (PN)</b>			
BIOL	2233	Anatomy & Physiology I	3 credit hours	NUR	1514	PN Anatomy & Physiology	4 credit hours
BIOL	2291	Lab Anatomy & Physiology I	1 credit hour				
BIOL	2243	Anatomy & Physiology II	3 credit hours				
BIOL	2301	Lab Anatomy & Physiology II	1 credit hour				
PE	2113	Nutrition	3 credit hours	PE	2113	Nutrition	3 credit hours
ENGL	1013	Composition I	3 credit hours	COM M	1203	Tech Communication	3 credit hours
MAT H	0183	Intermediate Algebra	3 credit hours	MAT	1203	Tech Math	3 credit hours
CIS	2223 or 1013	Microcomputer Apps or Intro to Computer Syst	3 credit hours	CIS	2223 or 1013	Microcomputer Apps or Intro to Computer Based Syst	3 credit hours
NA	C301	Nursing Assistant	7 credit hours	NA	C301	Nursing Assistant	7 credit hours
		<b>Total prerequisite hours for AASN</b>	<b>27 credit hours</b>			<b>Total prerequisite hours for PN</b>	<b>23 credit hours</b>
<b>Spring Semester (1<sup>st</sup> Semester)</b>				<b>Summer I &amp; II</b>			
NURS	1002	PN Pharmacology	2 credit hours	NURS	1101	PN Vocational/Legal/Ethics	1 credit hour
NURS	1112	PN Nursing Principles and Skills	7 credit hours	NURS	1203	PN Intravenous Therapy	3 credit hours
NURS	1162	PN Geriatric Nursing Management	2 credit hours	NURS	1317	PN Nursing of Adults I	7 credit hours
NURS	1231	PN Nursing of Mothers and Infants	1 credit hour	NURS	2151	PN Mental Health & Illness	
NURS	1242	PN Nursing of Children	2 credit hours				

NURS	2264	PN Clinical I	4 credit hours				
		Total Credit hours	18 credit hr			Total Credit hours	12
<b>Fall Semester</b>							
NURS	2326	PN Clinical II	6 credit hours				
NURS	2414	PN Clinical III	4 credit hours				
NURS	2422	Nursing of Adults II	2 credit hours				
Total Credit hours			12 credit hours				

### Student Learning Outcomes:

Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:

1. Pass the NCLEX-PN on the first writing.
2. Obtain a practical nurse license in the state in which they reside.
3. Enter the workforce with the competencies of an entry level practical nurse.
4. Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.
5. Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.
6. Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.
7. Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.

### Specific Graduation Requirements

In addition to completing all coursework, the University of Arkansas at Monticello College of Technology-McGehee, requires all students who are eligible for this technical certificate to meet the following criteria:

- Degree Audit
- At least 2.00 cumulative GPA

My signature below indicates that I (student) agree that it is my responsibility to meet all UAM requirements to be eligible for a technical certificate. This document serves only as a guide to help me fulfill specific program requirements. This University reserves the right to substitute other courses.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student's Date of Birth

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Advisor Signature                      Date

\_\_\_\_\_  
Director of Instruction Signature

\_\_\_\_\_  
Vice Chancellor Signature                      Date

**Appendix D  
(PN Program Information)**

**UAM College of Technology-McGehee  
Practical Nursing Program**

**1. ABOUT THE PROGRAM**

- a. The nursing program is progressive; you must successfully complete each component/course before you are allowed to continue to the next course.
- b. You must maintain a C (78%) in all courses, below C (78%) is failing.
- c. You can fall below a C (78%) during a course, but at completion of the course, you must have a C (78%) average.
- d. To be successful, you must not get behind. If you get behind, it will be difficult for you to successfully complete the program.
- e. You must be willing to give up social happenings and your family must be willing to share you, they may feel left out at times.
- f. If you have ever been convicted of a crime, you may not be allowed to take the National exam to get a license in the state of Arkansas. Each case is reviewed on an individual basis. The Arkansas State Board of Nursing (ASBN) will not make a decision on whether you will be allowed to test until after you have completed a nursing program and file an application with them for testing and licensure. ASBN will then review your case. If you have any questions please contact the nursing faculty.
- g. You must have a current CPR certificate and TB skin test that will not expire during the program. The most appropriate time to get your TB skin test is mid-December, immediately before starting your nursing courses in January.

**2. STUDENT LEARNING OUTCOMES**

<b>Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:</b>
<b>1. Pass the NCLEX-PN on the first writing.</b>
<b>2. Obtain a practical nurse license in the state in which they reside.</b>
<b>3. Enter the workforce with the competencies of an entry level practical nurse.</b>
<b>4. Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.</b>
<b>5. Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.</b>
<b>6. Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.</b>
<b>7. Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.</b>

### 3. TWELVE MONTH PROGRAM

- a. The nursing program begins in January.
- b. You will complete the program in December.
- c. Due to the limited number of positions for admission (30), there is a selection process to determine who will be admitted. Application submission is no guarantee of admission into the program. You should try and submit your application as early as possible. It is not required for you to have completed all your prerequisites to apply but you must have successfully completed all courses before beginning the nursing courses.
- d. All prerequisite courses must have been completed in the past five years, with the exception of English and Math.
- e. The selection is complete by the middle of November, so you need to have all your necessary paperwork submitted to the nursing department by **October 15<sup>th</sup>**.

### 4. DEGREE CHOICES

The PN program has two tracks or pathways for you to complete your PN technical certificate; you will need to decide which track is best for your future plans.

Be aware that if you choose the PN Technical track, you will not be prepared to enter a LPN to RN nursing program. Technical courses will not transfer to a RN nursing program.

#### a. PN-RN (AASN) track

- i. This track allows you to earn a PN technical certificate and prepares you to apply for PN Licensure and partially prepares you to enrollment into a “fast track” RN program (individual fast track programs may require additional/other prerequisites).
- ii. Prerequisites
  1. BIOL2233 Anatomy & Physiology I.
  2. BIOL2291 Anatomy & Physiology I Lab.
  3. BIOL2243 Anatomy & Physiology II.
  4. BIOL2301 Anatomy & Physiology II Lab.
  5. Nutrition.
  6. Composition I.
  7. Intermediate Algebra
  8. Micro Applications or Intro to Computer Systems
  9. Nursing Assistant or (please see note below\*)
  10. All prerequisites and co requisites necessary for the above classes.

#### b. PN Technical Track

- i. This track gives you a PN technical certificate and prepares you to apply for PN licensure.
- ii. Prerequisites.
  1. PN Anatomy & Physiology.
  2. Nutrition.
  3. Technical Communication
  4. Technical Math
  5. Micro Applications or Intro to Computer Systems
  6. Nursing Assistant or (please see note below)

**\*PLEASE NOTE FOR NURSING ASSISTANT COURSE:**

Applicants must meet one of the following criteria in regards to the NA 1017 Nursing Assistant course prerequisite:

- A. Successful completion of a Nursing Assistant class that has been approved by the Department of Higher Education. This class must award a minimum of 7 college-level semester hours and completion must have occurred within the previous two years;
- B. Successful completion of a High School Medical Professional Nursing Assistant program that has an approved Articulation Agreement on file with the University of Arkansas at Monticello within the previous three years;
- C. Provide proof of certification in the State of Arkansas as a Certified Nursing Assistant AND provide proof of successful employment as a nursing assistant performing nursing or nursing related services for pay for a minimum of 400 consecutive hours within the last two years.

## 5. SPRING SEMESTER

### a. January to May.

- i. Lecture classes 8:00-3:30, Monday-Friday
  - 1. PN Pharmacology (NUR1002)
  - 2. PN Basic Nursing Principles and Skills (NUR1117)
  - 3. PN Geriatric Nursing Management (NUR1162)
  - 4. PN Nursing of Mother/Infant (NUR1231)
  - 5. PN Nursing of Children (NUR1242)
  - 6. PN Clinical I (NUR2264)
- ii. Clinical.
  - 1. Clinical is 6:30 to 2:45 on scheduled days.
  - 2. During this semester, we are in the hospitals and long-term care facilities.
    - a. Monticello, Warren, Lake Village, McGehee.
  - 3. We wear white uniforms.
    - a. Our uniforms are ordered from Sanders in Greenville.
    - b. Do not order or buy other uniforms, we will order them after you have started the program.
    - c. These uniforms are unique to the program, not other white uniforms will be allowed.
- iii. Trips taken during the Spring semester.
- iv. ALPNA Spring Convention and competitions
  - 1. 2 night stay, encourage no friends or family members.
  - 2. All trips are mandatory, you must attend.
- v. Student Organization.
  - 1. ALPNA.
  - 2. You will elect officers.
  - 3. You must be serious when electing your officers; they will lead the class and become liaisons between the class and faculty.
  - 4. Fund raisers (usually two per year), you must participate.
    - a. Funds pay for trips, motel cost and pinning ceremony.
  - 5. Scholarships funds should be considered for the next year's class.

**6. INTERSESSION COURSE (begins immediately following Spring Semester)**

- a. Intravenous Therapy (NUR 1203)
  - i. Lecture and Lab
  - ii. Classes daily (6 days)
  - iii. 8:00 to 4:30

**7. SUMMER I SEMESTER**

- a. PN Adult Medical Surgical Nursing I (NUR1317)
- b. PN Vocational/Legal/Ethics (NUR1101)
- c. Lecture classes, no Lab or Clinical
- d. Taught by Kim Ray, RN
  - i. Tuesdays and Thursdays
  - ii. 8:00 to 3:30, 4:00

**8. SUMMER II SEMESTER**

- a. PN Adult Medical Surgical Nursing I (NUR1317)cont'
- b. PN Mental Health and Illness(NUR2151)
- c. Lecture classes, no Lab or Clinical
- d. Taught by Nikki Calhoun, RN
  - i. Monday, Wednesdays and Fridays
  - ii. 8:00 to 4:00

**9. FALL SEMESTER**

- a. Lecture classes
  - i. PN Adult Medical-Surgical Nursing II
  - ii. Mondays only
  - iii. 8:00 to 10:00
- b. Clinical
  - i. Mondays from 11:00-1700
  - ii. Begins at 6:30 on scheduled days (except Mondays), end times will vary. Depends if we are scheduled for an 8, 10 or 12 hour day.
  - iii. Classes will be Monday-Thursday, unless scheduled otherwise.
- c. Trips
  - i. Wound and skincare workshop, Texarkana, TX
  - ii. Susan G. Komen, Race for the Cure, Little Rock, AR

**10. Steps to begin the process:**

**a. Apply for Financial Aid:**

To do this, you will need to speak with Charles Rocconi, Director of Student Services (870)222-5360 ext.5220.

**b. Take A Placement Exam:**

We accept the following exam scores for placement into courses:

- 1. ASSET
- 2. COMPASS
- 3. ACT

The ASSET exam cost \$20.00 and is given the first Tuesday of each month, on the McGehee campus, please visit admissions website, <http://www.uamont.edu/McGehee/admissionshome.htm> to view the exam dates and times. There is also a printable study guide available. Or, go to the UAM home page [www.uamont.edu](http://www.uamont.edu) , click on Colleges of Technology McGehee, then click, Admissions link.

**ACADEMIC REQUIREMENTS FOR APPLICATION TO THE PN PROGRAM**

	<b>ENGLISH/WRITING</b>	<b>READING</b>	<b>MATH</b>
<b>Required Scores</b>	ASSET 40 COMPASS 48 ACT 15	ASSET 40 COMPASS 76 ACT 17	ASSET 40 COMPASS 43 ACT 17
<b>COMPLETED COURSEWORK WITH “C” OR BETTER</b>	<b>COMPOSITION I</b>	<b>You must meet the required scores</b>	<b>INTERMEDIATE ALGEBRA</b>

- c. **Send Your Placement exam Scores To the Mcgehee Campus.**
- d. **Visit With Your Advisor And Enroll In The Required Prerequisites:**  
See program prerequisites on page 6. You will be assigned an advisor, who you must see to register for courses. You must have completed all classes (with the exception of the English and Math courses) within the last five years with a grade of C or higher to be accepted into the nursing program. You may take the prerequisite courses at UAM College of Technology-McGehee campus, the campus in Crossett or the UAM campus in Monticello. Prerequisite courses taken at another college may transfer, please see your advisor. Nursing courses taken from any other nursing program will not transfer. There will be no advanced standing. You can preview the schedules for all prerequisite courses online at [www.uamont.edu](http://www.uamont.edu) . If you do not take the prerequisite courses within the UAM system, you must have an official, completed transcript sent to UAM College of Technology-McGehee, Nursing Department and the University of Arkansas at Monticello.
- e. **Successfully complete the academic and prerequisite requirements, complete and submit an application form (on or before October 15<sup>th</sup>)**  
Once you have met the academic requirements, you will receive an application by post or email. Please complete this application and submit it to the nursing department. Your application will be kept on file and will be scored and ranked for selection in your determined entry year. Admission is a selective process in which the applicants, who have completed all requirements (you may be

completing your final prerequisites during the application process), compete for the available openings (30). Nursing applicants, who are not currently enrolled at UAM, must also apply for admission at UAM and UAM College of Technology-McGehee. The Nursing Department will contact each qualified applicant to schedule a time for the applicant to meet with the director and their advisor to take a Nurse Entrance Exam. This exam will cost each applicant \$25.00. The exam is web-based and will take approximately one and one-half hours. Selection is based partially on your performance on this exam, please be rested and ready to do your best. We also review your course grades in all prerequisites and score those as follows: A=4 points, B=3 points, C=2 points. Any student who has not completed all courses but is currently enrolled and finishing their final courses will receive 2 points for all courses not completed.

**Applications for admission into the program must be received by October 15th.** If you are not selected for admission, your application will not be retained, you must reapply the next year. Late applicants may be considered after the deadline based on availability of space.

**Selection is complete by mid-November.** The 30 highest scoring students will be accepted (see scoring policy on page 5). Alternates will be chosen at the discretion of the Nursing Department.

Following the selection process, you will receive a letter informing you, if you were selected for the program, were selected as an alternate for the program, or if you were not selected for the program. There are a limited number of students who are selected for admission into the program (30). Those selected as alternates should continue to prepare to enter the program, we always have a few individuals who may need to drop before classes start and this allows those who have completed the requirements and were selected as an alternate to take their place. In the case of a tie, the student with the highest grade point in the required prerequisites will be selected, if a tie continues, the student who scores the highest on the percentile rank of the entrance exam will be selected.

f. **Successfully complete an “AMERICAN HEART ASSOCIATION, HEALTHCARE PROVIDER” CPR course, send copy of certificate to nursing department.**

g. **Get TB skin test and send results in to the nursing department in December, before entry into the program in January.**

Any person who has been **convicted of a crime** may not be allowed to take the NCLEX for licensure. See nursing faculty for more information.

**In addition to meeting admission criteria**, *each student must possess and maintain the physical and intellectual ability to provide safe, effective care to clients in a variety of settings. These abilities include, but are not limited to, problem- solving, communication skills, and motor skills (both fine and gross motor).*

Nursing students are assigned to care for clients with a variety of infectious conditions including blood borne illnesses. Neither UAM College of Technology-McGehee nor the clinical facilities provide insurance coverage

regarding student health conditions arising from participation in the nursing program. In addition to UAM immunization requirements, the Nursing Department strongly recommends that the applicant complete an immunization series for hepatitis B and personally enroll in a comprehensive health insurance plan.

**\*Students have an option of completing a technical track or an Associate of Applied Science in Nursing (AASN) Degree track. Individuals in the technical track should be aware that in the event they subsequently pursue a RN degree, they will be required to complete all prerequisites required for those individual programs. Technical courses such as PN Anatomy and Physiology may not be transferable to any other program, college or university. See required courses for both tracks on the following 2 pages. Successful completion of either track will result in a one-year technical certificate and the opportunity to apply for licensure.**

# Appendix E

## SCANTRON ANALYSIS FORM

CLASS NCA 1  
 TEST Ch 9, 12  
 DATE 7-8-10

### ITEM ANALYSIS - QUESTIONS 1-25

Number of wrong responses

14	86	0	7	14	0	21	14	50	14	0	50	36	7	0	7	25	0	0	7	0	29	29	21	29	0
FORMS SCORED	CLASS AVERAGE	ITEM																							

PASS 1

### ITEM ANALYSIS - QUESTIONS 26-50

Number of wrong responses

29	27	28	28	29	29	30	31	32	33	33	34	35	36	37	38	39	40	41	42	43	44	44	45	46	47	48	49	50

PASS 2

SCANTRON® FORM NO. 9700

REORDER ONLINE  
 www.scantronforms.com

## Appendix F

### 2008 NCLEX-PN TEST PLAN

#### **Distribution of Content for the NCLEX-PN Test Plan**

Client needs categories  
Safe & Effective Care  
Environment  
Health Promotion & Maintenance  
Psychosocial Integrity  
Physiological Integrity  
Integrated Processes  
Clinical Problem-Solving Process (Nursing Process)  
Caring Communication & Documentation  
Teaching & Learning

#### **Percentage of Items on NCLEX-PN Examination**

Physiological Adaptation	11 – 17%
Reduction of Risk Potential	10 – 16%
Pharmacological Therapies	09 – 15%
Basic Care & Comfort	11 – 17%
Psychosocial Integrity	08 – 14%
Health Promotion & Maintenance	07 – 13%
Safety & Infection Control	08 – 14%
Coordinated Care	12 – 18%

# Appendix G

## ATI TEST (FORMERLY ERI)



### PN CAP - Fundamentals of Nursing D

Student:   
Date:

**Educational Resources, Inc**

#### Student Report

Nursing Process	North American Average	At Risk	High Risk	Your Score	0% 10 20 30 40 50 60 70 80 90 100%
Data Collection	53	43	32	75	
Planning	54	47	40	71	
Implementation	63	55	47	85	
Evaluation	55	48	40	50	
<b>Client Needs</b>					
Health Promotion and Maintenance	65	53	40	80	
Safe and Effective Care Environment	68	60	51	77	
Psychosocial Integrity	67	50	52	80	
Physiological Integrity	51	43	35	69	
<b>Critical Thinking Process</b>					
Prioritizing/Discriminating	65	56	47	75	
Inferential Reasoning	57	47	35	86	
Interpretive Reasoning	65	56	44	86	
Goal Setting	47	39	30	50	
Application of Knowledge	55	48	40	71	
<b>Topics</b>					
Basic Client Needs	60	51	42	81	
Basic Nursing Skills	61	52	44	71	
Concepts of Health and Illness	46	38	30	62	
Foundations of Nursing	60	53	45	73	

Your Composite Final Score	<b>72</b>
North American Average Score	<b>57</b>
Your School Average Score	<b>66</b>
At Risk Score	<b>50</b>
High Risk Score	<b>42</b>

Your Standard Score  
 ▲ North American Average Score  
 ■ Normal Range  
 □ Area At Risk  
 \*\* ■■■ Area of High Risk

Your Score	Your School	Standard Score Scale
		950-1000 Excellent
900	860	850-949 Superior
		750-849 Average
		700-749 At Risk
		0-699 High Risk

### PN CAP - Fundamentals of Nursing D

Student:

Date: **Monday, April 20, 2009**



**Student Report**

## Study Topics

You missed questions evaluating the following topic areas:

**Basic Client Needs**

Antidiarrheal medications  
GI medications  
Nutrition

**Basic Nursing Skills**

Assistive devices  
Catheter care  
Post op data collection  
Venous access

**Concepts of Health and Illness**

Alteration in mobility  
Data collection prioritizing  
Genetics  
Hospice care  
Nutrition

**Foundations of Nursing**

Client in traction  
Documentation of fall  
Nutrition

**Our tests reflect the current NCLEX® test plan. Not all content areas within the NCLEX® test plan are covered in this exam. Passing this specific test does not guarantee passing the NCLEX® Exam.**

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Educational Resources, Inc. 4910 West 52nd Terrace Shawnee Mission, KS 66202 (913) 562-1600 <http://www.eriworld.com>  
Report: 109188452 Printed: Friday, December 11, 2009 12:00:29 PM

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# Appendix H

## (Skills Check-Off Sheet for lab)

### Skill 28-5 Nasopharyngeal Suctioning

Student:

Date: 3-30-10

	S	U
1. Carries out Standard Steps A, B, C, D, and E as indicated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Connects tubing to suction source; sets suction pressure correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Opens and prepares equipment and supplies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Dons sterile gloves.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Attaches catheter to connecting tubing maintaining sterile technique.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Moistens catheter and introduces via the nares.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Suctions patient for no more than 10 seconds using aseptic technique.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Rinses suction catheter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Suctions other naris.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Rinses catheter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Asks patient to cough.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Suctions oropharynx and mouth.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Rinses catheter and suction tubing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Disposes of catheter or cleanses and stores catheter aseptically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Auscultates lungs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Documents procedure.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Successfully completed

Needs practice and retesting

Comments:

Instructor:

# Appendix I

## SKILLS COMPETENCY CHECK-OFFS

(One page example)

### SKILLS COMPETENCY CHECK-OFFS

Please date and sign only when skill is performed appropriately

SKILL	LABORATORY	CLINICAL	
Orders, Entering into Computer	_____	10/11/09 [Signature]	NC
Orders, Transcribing Physicians	_____	10/11/09 [Signature]	NC
Oropharyngeal Airway, insertion of	_____	_____	
Ostomy, Care of	[Signature] 3-3-09	03/02/09 [Signature]	KR
Overbed Cradle, Care of client with	_____	_____	
Oxygen, Admin of humidified	_____	04-08-09 [Signature]	PO
Oxygen, Administration of	_____	04-08-09 [Signature]	PO
Oxygen, Care of Mist Tent	_____	[Signature]	
Paracentesis, Assist Dr. with	_____	_____	
Pericare, Giving/Assisting with	04-07-09 [Signature]	04-07-09 [Signature]	KR
Perioperative Care	_____	04-11-09 [Signature]	KR
Positioning, Dorsal Recumbent	[Signature] 02-03-09	_____	
Positioning, Fowlers	[Signature] 02-03-09	04-07-09 [Signature]	
Positioning, Knee Chest	[Signature] 02-03-09	_____	
Positioning, Lateral Sims	[Signature] 02-03-09	04-08-09 [Signature]	
Positioning, Lithotomy	[Signature] 02-03-09	<del>04-08-09</del> 11-24-09 [Signature]	
Positioning, Log Rolling	[Signature] 02-03-09	_____	
Positioning, Prone	[Signature] 02-03-09	_____	
Positioning, Reverse Trendelenburg	[Signature] 02-03-09	_____	
Positioning, Supine	[Signature] 02-03-09	04-07-09 [Signature]	
Positioning, Trendelenburg	[Signature] 02-03-09	_____	
Post-Mortem Care	_____	_____	
Postural Drainage	_____	[Signature] 11/5/09	
Pressure Ulcer, Care of	_____	09/02/09 [Signature]	KR
Pressure Ulcer, Prevention of	_____	04-14-09 [Signature]	NC
Pulse Oximetry, Monitoring of	[Signature] 2-20-09	04-14-09 [Signature]	NC
Pulse, Assessing Apical	[Signature] 2-20-09	04-08-09 [Signature]	PO
Pulse, Assessing Radial	[Signature] 2-20-09	04-07-09 [Signature]	PO
Range of Motion, Active	[Signature] 02-03-09	04-08-09 [Signature]	PO
Range of Motion, Passive	[Signature] 02-03-09	_____	
Rectal Tube, Insertion of/care of	_____	_____	
Respiration, Assessing	[Signature]	04-07-09 [Signature]	
Restraints, Care of Client with	[Signature] 02-05-09	04-08-09 [Signature]	PO
Safety/Fall Prevention	[Signature] 02-03-09	04-07-09 [Signature]	

This check-off sheet should be with you at all times. You will need to have the evaluator sign this sheet each time a new skill is performed appropriately. This document must be turned in at the end of each semester and may be asked to be seen at any time by an instructor. You must strive, during all lab and clinical experiences, to perform as many of these skills as possible. Remember, you are responsible for your own learning experience.

# Appendix J

## (Clinical II & III Evaluation)

UAM COLLEGE OF TECHNOLOGY-McGEHEE  
Clinical II and III Evaluation

NAME \_\_\_\_\_

CLINICAL SITE Orew

Evaluation Criteria	Strongly Disagree (1)	Mildly Disagree (2)	Mildly Agree (3)	Strongly Agree (4)
Exhibits professional behavior.				✓
Identifies strengths and areas for improvement.				✓
Maintains confidentiality of client information.				✓
Proficient, coordinated, confident behavior displayed.			✓	✓
Paperwork complete, on time, legible, able to discuss with ease.			✓	✓
Prepared in advance to provide knowledgeable care to clients.				✓
Accepts constructive criticism.				✓
Exhibits willingness to learn new techniques.				✓
Exhibits rapport with client, client family and health care team.				✓
Demonstrates therapeutic communication.				✓
Punctual.				✓
Willingly assists others with client care activities as needed.				✓
Applies theoretical knowledge appropriately.				✓
Demonstrates universal precautions appropriately.				✓
Documents completely and thoroughly.			✓	✓
Performs skills appropriately and safely.				✓
Demonstrates safe nursing care.				✓
Promotes health maintenance through client teaching.				✓
Requests guidance as necessary.				✓
Demonstrates effective use of the nursing process.			✓	✓
Demonstrates leadership skills.			✓	✓
Demonstrates appropriate delegation skills.			✓	✓
Seeks opportunities for continued education.				✓
Shows respect to health care team/fellow students/clients.				✓
Assess assigned client(s) appropriately and in a timely manner.				✓
Identify changes in client's health status.				✓
Recognize significant client data.				✓
Rank priorities of care.				✓
Accountable for own actions.				✓
Administers medications appropriately.				N/A
Utilize critical thinking skills.				✓

Comments you voiced over your med to improve this week. You are correct in assessment & documentation. Hand written! Good job! and clean & concise - Continue to progress & don't be afraid to ask questions

Student's identified area of improvement \_\_\_\_\_

Strengths \_\_\_\_\_

Evaluator's Signature [Signature] Date 9/2-3/09 Total Score 114/120

Student's Signature [Signature] Date 9/08/09 PLO: Revised 1/08/07

95%

Evaluation Criteria	Strongly Disagree (1)	Mildly Disagree (2)	Mildly Agree (3)	Strongly Agree (4)
Exhibits professional behavior.				✓
Identifies strengths and areas for improvement.				✓
Maintains confidentiality of client information.				✓
Proficient, coordinated, confident behavior displayed.	✓			
Paperwork complete, on time, legible, able to discuss with ease.			✓	
Prepared in advance to provide knowledgeable care to clients.			✓	
Accepts constructive criticism.				✓
Exhibits willingness to learn new techniques.			✓	
Exhibits rapport with client, client family and health care team.				✓
Demonstrates therapeutic communication.				✓
Punctual.				✓
Willingly assists others with client care activities as needed.				✓
Applies theoretical knowledge appropriately.			✓	
Demonstrates universal precautions appropriately.			✓	
Documents completely and thoroughly.		✓		
Performs skills appropriately and safely.	✓			
Demonstrates safe nursing care.	✓			
Promotes health maintenance through client teaching.			✓	
Requests guidance as necessary.				✓
Demonstrates effective use of the nursing process.			✓	✓
Demonstrates leadership skills.				✓
Demonstrates appropriate delegation skills.				✓
Seeks opportunities for continued education.			✓	✓
Shows respect to health care team/fellow students/clients.				✓
Assess assigned client(s) appropriately and in a timely manner.			✓	✓
Identify changes in client's health status.			✓	✓
Recognize significant client data.			✓	✓
Rank priorities of care.			✓	✓
Accountable for own actions.				✓
Administers medications appropriately.		✓		
Utilize critical thinking skills.		✓		

Comments You need to Review your skill of Catheter insertion & urinalysis & sterile technique - also you should have been more prepared to give your 1st infection - you can't expect you just have to do it

Student's identified area of improvement guilt

Strengths \_\_\_\_\_  
 Evaluator's Signature [Signature] Date 9-1-09 Total Score 97/100  
 Student's Signature \_\_\_\_\_ Date 9-2-09 PLO: Revised 1/08/07 78

# Appendix K

## PRECEPTOR EVALUATION OF STUDENT PERFORMANCE

RECEPTOR EVALUATION  
UAM COLLEGE OF TECHNOLOGY MCGEEHEE  
Clinical II & III

NAME \_\_\_\_\_

CLINICAL SITE Bas SR - JMB

Evaluation Criteria	Strongly Disagree (1)	Mildly Disagree (2)	Mildly Agree (3)	Strongly Agree (4)
Exhibits professional behavior.				✓
Identifies strengths and areas for improvement.				✓
Maintains confidentiality of client information.				✓
Proficient, coordinated, confident behavior displayed.				✓
Paperwork complete, on time, legible, able to discuss with ease.				✓
Prepared in advance to provide knowledgeable care to clients.				✓
Accepts constructive criticism.				✓
Exhibits willingness to learn new techniques.				✓
Exhibits rapport with client, client family and health care team.				✓
Demonstrates therapeutic communication.				✓
Punctual.				✓
Willingly assists others with client care activities as needed.				✓
Applies theoretical knowledge appropriately.				✓
Demonstrates universal precautions appropriately.				✓
Documents completely and thoroughly.				✓
Performs skills appropriately and safely.				✓
Demonstrates safe nursing care.				✓
Promotes health maintenance through client teaching.				✓
Requests guidance as necessary.				✓
Demonstrates effective use of the nursing process.				✓
Demonstrates leadership skills.				✓
Demonstrates appropriate delegation skills.				✓
Seeks opportunities for continued education.				✓
Shows respect to health care team/fellow students/clients.				✓
Assess assigned client(s) appropriately and in a timely manner.				✓
Identify changes in client's health status.				✓
Recognize significant client data.				✓
Rank priorities of care.				✓
Accountable for own actions.				✓
Administers medications appropriately.				✓
Utilize critical thinking skills.				✓

10/10/09

Comments Sumatra has been a joy to precept. She has been a very patient & willing student, who has demonstrated excellent growth. Sumatra still has a lot to learn but because she is so willing to learn, she is making great progress. The only thing I would like to see her do is to be able to explain, it has happened.

Student's identified area of improvement Confidence  
 Strengths She is a hard worker (Ambitious) & willing to learn  
 Evaluator's Signature [Signature] Date 12/5/09 Total Score 124/124  
 Student's Signature \_\_\_\_\_ Date 12/7/09 JHM: Revised 08/24/09

**Appendix L**  
**Clinical Exam**

1. ETOH	
2. fb	
3. FBS	
4. Fe	
5. FHR	
6. FHT	
7. FTT	
8. FUO	
9. fx	
10. g	
11. GERD	
12. GFR	
13. gr	
14. GSW	
15. gtt	
16. H&H	
17. H <sub>2</sub> O <sub>2</sub>	
18. HA	
19. hct	
20. HDL	
21. hg	

22. HOB	
23. hs	
24. HTN	
25. Hx	
26. I&D	
27. I&O	
28. ICU	
29. IDDM	
30. IM	
31. Inj	
32. IPPB	
33. ITP	
34. IUP	
35. IV	
36. IVP	
37. KCL	
38. kg	
39. KVO	

40. Physician orders: Lanoxin 0.25 mg, IV, stat  
 Using Clarks rule, what would be the appropriate dosage for a child weighing 50 pounds?

You would give \_\_\_\_\_

41. Physician orders: Motrin 0.8 g p.o., every 4 hrs, prn, pain  
Pharmacy sends: Motrin 400 mg tabs

You would give \_\_\_\_\_

42. Physician orders: Ritalin 15 mg p.o. every day  
Pharmacy sends: Ritalin 10 mg tablets

You would give \_\_\_\_\_

43. Physician orders: Lasix 15 mg IM stat  
Pharmacy sends: Lasix 5 mg per 2 mL

Using Clarks rule, what would be the appropriate dosage for a child weighting 20 pounds?  
You would give \_\_\_\_\_

44. Physician orders: Kantrex 30 mg IM b.i.d. for a 9 pound child  
Available: Kantrex 75 mg per 2 mL

The recommended maximum dosage for adults or children is 15 mg/kg/day in two equally divided doses administered at equally divided intervals.

What is the recommended daily dosage for this child? \_\_\_\_\_

45. Is the order safe? \_\_\_\_\_

46. How much would you administer per dose? \_\_\_\_\_

47. The physician orders Claforan 400 mg IV every 6 hours for a child who weight 8 kg. the reference guide states the safe dose of Claforan is 100-200 mg/kg/day every 6-8 hours. What is the low range of safe dosage for this child to be administered over 24

hours? \_\_\_\_\_

48. What is the high range of safe dosage for the child in the above question to be administered over 24 hours? \_\_\_\_\_

Is the dosage ordered in the above question safe for the child? \_\_\_\_\_

# Appendix M

## NCLEX-PN REPORT FROM ASBN

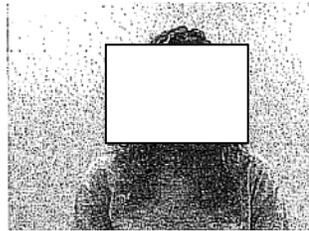
NCLEX-PN® CANDIDATE REPORT  
National Council Licensure Examination for Practical Nurses

 NCSBN NCLEX® Examinations  
National Council of State Boards of Nursing

Test Date: 02/16/10  
Test Center: 46966 - Little Rock

United States

Candidate Number:  
Date of Birth:  
Social Security Number:  
Program Code: 39-170  
Program Name: UAMCT - MCGHEE  
A DERMOTT, AR



an NCLEX examination applicant for the Arkansas State Board of Nursing, **HAS PASSED** the National Council Licensure Examination for Practical Nurses.

# Appendix N

## EMPLOYEE EVALUATION OF GRADUATE

UAM COLLEGE OF TECHNOLOGY, McGEHEE

PRACTICAL NURSING DEPARTMENT

EMPLOYER EVALUATION

EMPLOYEE NAME \_\_\_\_\_ POSITION/AREA WORKED \_\_\_\_\_ CHARGE NURSE \_\_\_\_\_

EMPLOYER \_\_\_\_\_ SUPERVISOR NAME AND POSITION \_\_\_\_\_

The staff of UAM College of Technology, McGehee Practical Nursing Department is interested in following-up on the progress of their graduates. Below is an evaluation form which should be filled out by a nurse manager or supervisor who has direct knowledge of the graduate's cognitive, psychomotor and affective skills. Extra comments are greatly appreciated. If you have any suggestions you would like to offer to improve our student's acclimation into the nursing profession, please communicate these on the next page in the space provided. Please complete and return by fax to: UAMCTM, ATTN: Peggie Orrell, Director at (870)222-9906. Thank you for your time.

EVALUATION CRITERIA	Strongly Agree	Mildly Disagree	Mildly Agree	Strongly Agree
Manages time effectively				✓
Demonstrates standard precautions appropriately				✓
Demonstrates accurate physical, spiritual and psychosocial assessment				✓
Provides appropriate care in regards to age, gender, culture, race and developmental stage				✓
Performs skills appropriately				✓
Demonstrates safe nursing care				✓
Maintains privacy while performing care				✓
Exhibits a willingness to learn new techniques and concepts				✓
Communicates effectively with patients and their families				✓
Communicates effectively verbally and in writing				✓
Applies knowledgeable application of the nursing care plan				✓
Demonstrates effective use of the nursing process				✓
Promotes health maintenance through patient teaching				✓
Exhibits willingness to seek assistance as needed				✓
Exhibits a positive attitude				✓
Exhibits adaptability to change				✓
Maintains patient confidentiality				✓
Maintains a professional appearance				✓
Accepts constructive criticism				✓
Demonstrates leadership skills				✓
Seeks opportunities for continued education				✓
Exhibits respect for health care team/patients/visitors				✓

\*Information gathered in this survey will be used for research/assessment purposes only.

Evaluator's Signature \_\_\_\_\_

Date 7/9/10  
pernell710

# Appendix 0

## COUNSELING STATEMENT FIRST MED ERROR

UAM College of Technology- McGehee  
PRACTICAL NURSING PROGRAM  
COUNSELING STATEMENT

STUDENT NAME: \_\_\_\_\_ DATE 9/30/09

1. The above named student was found in violation of the following rules and/or regulations:  
UAM-COT-Practical Nursing Handbook page 34-36. Medication Error policy. Alesha was unable to calculate the dosage flow rate of Nibum. She was allowed time to prepare for this pt. Her knowledge was lacking in the medication preparation as well as administration.
2. The following action (s) have been taken per school policy and procedure/rules and regulations: Medication Error Policy - page 35. A. First medication error, the student will be given a verbal warning. Alesha will discuss this issue at the next orientation, how to calculate IV drip rates + understand the importance of pre plan.

3. Student status:  
Verbal warning  Written \_\_\_\_\_ Probation \_\_\_\_\_ Ineligible to attend clinical \_\_\_\_\_

4. Student comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. This counseling statement will be reviewed by the Vice Chancellor, Director of Instruction and the Counselor.

<u>[Signature]</u> NURSING INSTRUCTOR	<u>9/30/09</u> DATE	<u>[Signature]</u> 11/04/09 DIRECTOR OF NURSING AND ALLIED HEALTH	DATE
<u>[Signature]</u> STUDENT	<u>9/30/09</u> DATE	<u>[Signature]</u> 10/13/09 VICE CHANCELLOR	DATE
<u>[Signature]</u> DIRECTOR OF INSTRUCTION	<u>10/9/09</u> DATE	<u>[Signature]</u> COUNSELOR	

# COUNSELING STATEMENT SECOND MED ERROR CONT'

## UAM College of Technology- McGehee PRACTICAL NURSING PROGRAM COUNSELING STATEMENT

STUDENT NAME: \_\_\_\_\_ DATE 10/27/2009

1. The above named student was found in violation of the following rules and/or regulations:  
Handbook pg 34-35 (Medication Error Policy: Wrong Time/Onset) Policy states Medications Must be given within 30 minutes prior to scheduled time until 30 min after scheduled time. Reception / on IVSP called for 0900. Student approached at 0940 and questioned as to why med due. Student states "not realizing" med due. Medication not the water or Mac from pharmacy. - See back page for further info
2. The following action (s) have been taken per school policy and procedure/rules and regulations:  
Per policy on pg 35 of handbook ~~student~~ <sup>parent</sup> verbally counseled & referred to see Mrs. Orrell on Monday morning. Prior to seeing Director she ~~is~~ to come up with strategies to prevent future errors
3. Student status: 2<sup>nd</sup> offense  
 Verbal warning \_\_\_\_\_ Written  Probation \_\_\_\_\_ Ineligible to attend clinical \_\_\_\_\_
4. Student comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. This counseling statement will be reviewed by the Vice Chancellor, Director of Instruction and the Counselor.

<p><u>[Signature]</u> <u>10/27/2009</u>                  NURSING INSTRUCTOR DATE</p>	<p><u>[Signature]</u> <u>11/02/09</u>                  DIRECTOR OF NURSING AND ALLIED HEALTH DATE</p>	<p><u>[Signature]</u> <u>11/03/09</u>                  VICE CHANCELLOR DATE</p>
<p><u>[Signature]</u> <u>10/27/09</u>                  STUDENT DATE</p>	<p><u>[Signature]</u> <u>11/4/09</u>                  DIRECTOR OF INSTRUCTION DATE</p>	<p><u>[Signature]</u> <u>11/5/09</u>                  COUNSELOR DATE</p>

# COUNSELING STATEMENT THIRD MED ERROR CONT'

**UAM College of Technology- McGehee  
PRACTICAL NURSING PROGRAM  
COUNSELING STATEMENT**

STUDENT NAME: \_\_\_\_\_ DATE 11/3/09

1. The above named student was found in violation of the following rules and/or regulations:  
UAM-COT-M- Practical Nursing Handbook page 35 - Medication  
administration - wrong dose - order. Violated tab & Alexon only wanted  
to give one.

---

2. The following action (s) have been taken per school policy and procedure/rules and regulations:  
medication error policy - threat medication error, the  
student must report to the director & will be given a strong written  
warning - see handbook -

---

3. Student status:  
 Verbal warning \_\_\_\_\_ Written Attn Probation  Ineligible to attend clinical \_\_\_\_\_

---

4. Student comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. This counseling statement will be reviewed by the Vice Chancellor, Director of Instruction and the Counselor.

<p><u>Kim Payne</u> NURSING INSTRUCTOR</p>	<p><u>11/3/09</u> DATE</p>	<p><u>Regina Baker</u> DIRECTOR OF NURSING AND ALLIED HEALTH</p>	<p><u>11/4/09</u> DATE</p>
<p>[Redacted Box] STUDENT</p>	<p><u>11/3/09</u> DATE</p>	<p><u>Bob J. Ware</u> VICE CHANCELLOR</p>	<p><u>11/5/09</u> DATE</p>
<p><u>Misty L. Paschall</u> DIRECTOR OF INSTRUCTION</p>	<p><u>11/5/09</u> DATE</p>	<p><u>Linda Branch</u> COUNSELOR</p>	<p><u>11/5/09</u> DATE</p>

## Counseling Statement, third medication error (back of page)

11/4/09

came to the school. We discussed the med error and why she thinks, it was made. We discussed strategies regard the error and the time management, documenting problems. I pulled videos on med administration and documentation for her to watch.

After viewing the videos, <sup>reporting the documentation</sup> video helped alot and the med admin. video reminded her of things she knew.

I also pulled MAR's that I generally use for remediation of students with med. admin. problems/weaknesses. She works on these. At the end of the day, we discussed the MAR's and some of the key points that these tools pulled out R/T meds. Hopefully she will continue to improve and become more even with her peers in clinicals.

PLHauer

## Appendix P

### MEDICATION ERROR OLD/NEW POLICY AND COUNSELING STATEMENTS

#### **OLD POLICY:** (taken from 2005-2006 handbook)

- A. A medication error is defined as, giving a medication with one or more of the following inaccuracies:
  - 1. Incorrect medication
  - 2. Incorrect dose
  - 3. Incorrect route
  - 4. Incorrect time
  - 5. Incorrect patient
  - 6. Failure to properly document
  - 7. Medication omitted
  - 8. Failure to have licensed nurse with them
  - 9. Failure to maintain standard precautions
- B. Medication errors will be subject to the following actions:
  - 1. First medication error – Written Reprimand
  - 2. Second medication error – Probation
  - 3. Third medication error – Dismissal from program
- C. If a medication error could result in a patient's death (is life-threatening) the student will be dismissed immediately.

#### **NEW POLICY** (taken from 2010 handbook)

#### **Medication errors will be subject to the following action:**

- a. First medication error, the student will be given a verbal warning.
  - The student will be counseled and a verbal warning will be confirmed in writing
  - If a medication error could result in a patient's DEATH (is life-threatening), the student will fail the clinical course and will be ineligible to attend clinical. The student will not be allowed to progress in the nursing sequence
- b. Second medication error, the student will be given a written warning
  - The student will not be allowed to give medication following a medication error until the next clinical day
  - The student must be counseled on their error and strategies will be discussed before being allowed to give medications, which will be confirmed in writing

- If a medication error could result in a patient's DEATH (is life-threatening), the student will fail the clinical course and will be ineligible to attend clinical. The student will not be allowed to progress in the nursing sequence
- c. Third medication error, the student must report to the Director of Nursing and Allied Health and will be given a second written warning.
  - The student must complete the necessary paperwork and will be relieved of their clinical responsibility for that day
  - The student must report to the Director of Nursing and Allied Health to discuss plan-of-action, strategies and will be remediated on medication administration
  - It will be the decision of the clinical instructor and the Director of Nursing and Allied Health when the student is ready to re-enter the clinical setting, but there will be no more than 3 days remediation
  - If a medication error could result in a patient's DEATH (is life-threatening), the student will fail the clinical course and will be ineligible to attend clinical. The student will not be allowed to progress in the nursing sequence
- d. Fourth medication error, the student will not be allowed to return to clinical.
  - The student must complete the necessary paperwork and will be relieved of their clinical responsibility
  - The student must immediately report to the Director of Nursing and Allied Health and will be ineligible to return to the clinical setting
  - The student will fail the clinical course

If a medication error could result in a patient's DEATH (is life-threatening), the student will fail the clinical course and will be ineligible to attend clinical. The student will not be allowed to progress in the nursing sequence

## **APPENDIX Q**

### **UAM COLLEGE OF TECHNOLOGY-MCGEHEE ADVISORY BOARD MEETING MINUTES FEBRUARY 16, 2009**

#### **ATTENDANCE:**

Cynthia Montgomery  
Linda Armour, Secretary  
Franklin Healey  
Jeff Owyong

Bob Ware, Ex-Officio Member  
Vickey Haycox, Coordinator of Special Projects  
and Instruction  
Charles Rocconi, Director of Student Services  
Dr. Jack Lassiter, Chancellor  
Sharon Cantrell, Adult Education Coordinator  
LaWarn Rodgers, Career Pathways Coordinator

Mrs. Cynthia Montgomery opened the meeting at 12:05 p.m.

Each member was given a folder containing the agenda, minutes and other items to be discussed. Linda Armour made a motion to accept the minutes as presented. Franklin Healey seconded the motion. Motion carried.

#### **CHANCELLOR'S REPORT**

Dr. Lassiter gave a report of the development of the new budgets. He also reported that there would probably be an increase in tuition for the upcoming fiscal year. Dr. Lassiter reported that UAM still has one of the lowest tuition rates in the state and that we need to be closer to other institutions. Dr. Lassiter reported that legislation is being discussed that a group would make all decisions for all higher education institutions. We have a very strong delegation in Southeast Arkansas and we are very fortunate. Dr. Lassiter reported that with the stimulus package, pell grant and student work study is predicted to increase.

#### **SMALL BUSINESS DEVELOPMENT**

Kathryn Peacock stated that the first quarter report and the January-April newsletter were included in each folder. She then gave an update on the training and on the progress of grants. Mrs. Peacock reported that the small business is doing more updates by email to save money.

#### **CAREER PATHWAYS INITIATIVE**

LaWarn Rodgers stated that included in their folder was a handout of the quarterly report (October – December). Ms. Rodgers gave an update on the progress of the program and where it stood financially. Ms. Rodgers reported that 65 students from last year have been existed and 35 students have been employed.

**STUDENT SERVICES REPORT**

Mr. Rocconi went over the handouts in the package regarding the unofficial enrollment of Spring 09. Mr. Rocconi reported that we were down about 1% from spring 08 in all areas. Mr. Rocconi reported that the AASGT graduates were going to be up this year. Based on retention data that was detailed by Mr. Rocconi, the board recommended developing a plan of action to address retention.

**COORDINATOR OF SPECIAL PROJECT AND INSTRUCTION'S REPORT**

Mrs. Vickey Haycox reported the outcome of the Perkins site visit held January 12, 2009. The institution did not have any deficits. Mrs. Haycox reported that for the first time in the school history that UAM is a standalone institution for Perkins, receiving \$90,477 for FY 08-09 (most we have ever received).

Mrs. Haycox reported that the new HIT program which Crossett had approved would begin to be offered in the Fall 09. She also reported that the first draft of summer and fall scheduled was being developed.

Mrs. Haycox reported that our commencement would be integrated with the Monticello commencement; thereby UAMCTM would no longer have separate commencement ceremonies. Commencement will be Friday, May 15. UAMCTM students with a technical certificate and/or associate of applied science in general technology would participate. Certificate of Proficiency and Adult Education completers would no longer participate, CP recipients will however, receive an award from the registrar's office.

**BUSINESS AND INDUSTRY/ADULT EDUCATION REPORT**

Mrs. Sharon Cantrell reported that she had two handouts in their folder. The first was regarding Non Credit classes offer and the second was an Adult Education Report along with an Adult Education schedule. Mrs. Cantrell reported on HB 1408 regard GED and 17 year olds.

**VICE-CHANCELLOR'S REPORT**

Mr. Bob Ware reported on the budget process and how the budget was being prepared for the new fiscal year.

Mr. Ware reported that negotiations were still underway for the transfer of the Daycare center to CB King. He said it looked like it would happen prior to May, 2009.

There being no further business, Jeff Owyong made a motion to adjourn the meeting. Motion was seconded by Linda Armour. The meeting was adjourned at 1:10 p.m.

\_\_\_\_\_  
Sue Spainhouer, Chairperson

\_\_\_\_\_  
Franklin Healey

\_\_\_\_\_  
Linda Armour, Secretary

\_\_\_\_\_  
Jeff Owyong

\_\_\_\_\_  
Cynthia Montgomery

\_\_\_\_\_  
Bob G. Ware, Ex-Officio Member

## Appendix R UAMCTM Advisory Board Reports

Special Projects UAMCTM Advisory Board Report Nov 16, 2009

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### Carl Perkins

Total budget \$96,667.00

#### Updates:

1. Carl Perkins eligible students 2009-2010
  - Total of 635 students on all campuses
    - 43 students (6.77 %) Monticello campus
    - 342 students (53.86%) McGehee campus
    - 250 students (39.37%) Crossett campus
2. Hired Retention Coordinator – Heather Groleske
  - “Early Alert” implemented; When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Coordinator. The Retention Coordinator contacts the student for further assistance.
  - Activities incorporated thus far
    - Tutoring
    - Meet and greet with students
    - Time management, note-taking skills, study skills, test taking skills, stress management
  - December 2, & 3, 2009, Workshop: What Employers Want? Employers from the community will be conducting mock interviews following the detailed workshop including topics of letters of application, resume writing, thank you letters, how to dress, work ethics, etc.
  - January 2010, Workshop: Money Management. How to spend your money wisely. This workshop will held in conjunction with Pell disbursement
3. Purchased simulated Manikin with Simulated Software (Sim Man) for Crossett campus

## APPENDIX S

UAM College of Technology McGehee  
Nursing Advisory Board Committee Meeting  
November 17, 2008

Board meeting was held on November 17, 2008 at 7:15 a.m. at UAM College of Technology McGehee.

Those attending:

Advisory Members	Instructors and staff
John Heard	Peggie Orrell, RN
Kris Morgan	Kim Ray, RN
Rebecca Newton	Nikki Calhoun, RN
Linda Orrell	Michelle Tittle, RN
Mary Hollins-Scott	Julie Hopkins, Nursing Secretary
Amy Welty	

Advisory members unable to attend: Shonda Caldwell, Sarah Hobbs, Stella Lee, and Donna Sledge.

Review of old business, no old business discussed.

New Business:

Attachments were handed out, agenda, 2009 class calendar, handbook, and semester credit hour chart. Peggie explained the 4 10 hour clinical week. The students are in class a few hours on Monday and then at the clinical site for 10 hour days. Kim explained how this new schedule helps the students prepare for their clinical experience because they can go to the clinical site on Monday and get the information on the patient and workout a care plan and know the medications the patient needs for the next day.

Election of new officers

President – Mary Hollins –Scott  
Vice President – Linda Orrell  
Secretary – Julie Hopkins

The SimMan is new in our lab; we acquired him with a Perkins Grant for \$50,000.00. He will help the nursing students and the EMT/Paramedic students. There will be a demonstration after the meeting of the SimMan.

Twenty-nine students will start in the January of 2009. This is about the average number of students that the nursing program usually starts with.

Chicot, Desha and Drew County Health Units held mass flu clinics at Lake Village, Dumas, McGehee and Monticello this month. The students helped with the clinics. The clinics were held on two days and each town had four students and one instructor. The total amount of flu shots given was 4500. There will be articles in all the local newspapers, and Peggie will send the article to ASBN magazine. Peggie wanted to know if any of the advisors had suggestions for community services. Linda Orrell explained that Drew Memorial Hospital will have an abducted infant drill at sometime in the coming year.

The retention rate is around 50%; 40% of those leave for academic reason and 60% (of the 50%) for illness or other reasons. Peggie suggested to the committee that CNA classes be a prerequisite to the PN program. There are a couple of other schools in Arkansas that have CNA as a prerequisite. The

committee discussed the fact that most students want to be nurses for the money, not to take care of patients.

Fourteen students graduated June 2008; employment rate for the class is 100%. In the current PN program is 8 with a scheduled graduation in December. Pass rate for the NCLEX is 93-94%.

Curriculum changes are the math and English is now a prerequisite for the PN program. The grade in the math or English class could mean that the student doesn't have to take certain parts of the ASSET test. Crossett wants to use the English and math grades that are over 5 years old to count the same as a current ASSET test. It wouldn't matter what year that they took the math or the English.

Advisory board members please go to the UAM web site and check out the current syllabi on the faculty web pages.

Recommendations from members:

- I. It was suggested that a day course be given for keyboarding or just being able to get around on the computer.
- II. It was suggested to have a computer in the lab that does orders or a combination of duties; the program could try this and see if the students need a computer class, or bring in IT (Mr. Wallace, or Lavana) to teach a short course.
- III. Please think about changes that are happening in the work place that needs to be changed in the program as well.
- IV. **It was also suggested that we have a CNA course as a prerequisite for the PN program.**

The meeting adjourned at 8:30 p.m.

## APPENDIX T

### EMAIL OUTLINING MEETING REGARDING NA COURSE

Mr. Ware and Vickey,

I feel that we had a very productive meeting yesterday. Below are some of the ideas that we had regarding the Nursing Assistant(NA) course as a prereq to the practical nursing programs.

Attendance at meeting: Misty Paschall, Peggie Orrell, Shela Upshaw

- We will offer the Nursing Assistant course as it is, as a prerequisite to the practical nursing program
  - 7 credit hours, 150 contact hours (105 lecture, 45 clinical)
- Offer various schedules of NA(when feasible) to allow all students the opportunity to take the course
  - Students may want to take it in 3 weeks during an intercession
  - Students may need to take the course while taking other prereqs so it may need to be offered more than once a semester to allow for scheduling conflicts
- procure a nurse to teach the CNA classes and to be available to teach clinical or help with the nursing program in general
  - both campuses will need to find an instructor who can teach the course several times a year
- students may fulfill NA prereq in two ways
  - Take the NA class offered on campus or on other campuses (7 credit hours)
  - Articulate with MedProEd programs in the area (offer college credits for NA certificates)
  - Tentatively, do not allow working CNAs to use their certificates as a prerequisite
    1. Maybe not a good idea at this time, need to think about all it will require
- This course addition will not change the Principles and Skills contact/credit hours but may change the syllabus
  - Each campus to determine how to use the possible extra hours in Principles and Skills course
  - I want to add Hospital based computer systems and medical terminology
- It is my hope that the addition of NA as a prerequisite to the nursing program will improve our student retention rate.

My task was to get with both of you and let you know what was discussed and how the meeting went. We want your thoughts and ideas on NA as a prereq for the nursing program and if you feel we are going in the right direction. I will voice your ideas or suggestions at the next meeting.

Sincerely,

The following was a joint decision by both CT campuses, curricula and standards and administration regarding the addition of a nursing assistant prerequisite.

Applicant must meet one of the following criteria in regards to the NA 1017 Nursing Assistant course prerequisite:

- A. Successful completion of a Nursing Assistant class that has been approved by the Department of Higher Education. This class must award a minimum of 7 college-level semester hours and completion must have occurred within the previous two years; OR
- B. Successful completion of a High School Medical Professional Nursing Assistant program that has an approved Articulation Agreement on file with the University of Arkansas at Monticello within the previous three years; OR
- C. Provide proof of certification in the State of Arkansas as a Certified Nursing Assistant AND provide proof of successful employment as a nursing assistant performing nursing or nursing related services for pay for a minimum of 400 consecutive hours within the last two years.

*This will allow Peggie and Shela to maintain a consistent policy regarding students who have received previous Nursing Assistant training outside of the UAM COT course.*

## **Appendix U**

### **ASBN PROGRAM SURVEY SUMMARY**

Below is an excerpt (a conclusion) of the report received in January 2010

Conclusions:

There are no requirements for the Practical Nursing Program, but the following recommendations are:

Recommendation 1.

Section II. G. Students

Admissions, Readmissions, and Transfers

- b. Admission criteria shall reflect consideration of potential to complete the program and meet the standards to apply for licensure

Recent changes to the admission criteria only require the results from passing pre-admission scores to the College and that they must have completed the CNA Course or have a CNA certificate. Currently both the McGehee and Crossett Practical Nurse Programs have been mirroring each other in all areas. An issue that has arisen is most of the students on the McGehee Campus follow the RN prerequisite track. The pre-admission test does not reflect their potential to complete the PN program.

Recommendation is that the McGehee PN program has students take the pre-admission test, and complete the CNA course or have a CNA certificate. Plus the program develops a point system for admission to the nursing core that recognizes their GPA in the required prerequisite courses.

Recommendation 2.

Section II. G. Students

4. Appeal Policies: Appeal policies shall be in writing and provide for academic and non-academic grievances.

Section II. H. Student Publications

3. The student handbook shall include the following minimum information:

- b. Policies related to substance abuse, processes for grievances and appeal, grading, progression, and graduation.

The program follows the college policy regarding processes for grievances and makes reference to it in the Nursing Student Handbook.

Recommendation is to add the grievance policy to the Nursing Student Handbook at the next printing.

Recommendation to the Board:

That the Arkansas State Board of Nursing grant Continued Full Approval to the Practical Nursing Program of the University of Arkansas Monticello, College of Technology-McGehee until the year 2014.

Submitted by:

Calvina Thomas, PhD, RN  
ASBN Program Coordinator

# Appendix V PRECEPTOR EVALUATION

*Samantha*

University of Arkansas at Monticello, College of Technology-McGehee  
Practical Nursing Program

Student Evaluation of Clinical Experience/Instructor

Preceptor's name Joseph Stacks, RN Clinical Course Clinical II & Clinical III

Clinical Site if not given below Draw Memorial Hospital / Emergency department

**Directions:** Circle the number that best describes the contributions of your preceptor to the development of your knowledge and skills.

During your clinical experience, your instructor:	Agree					Disagree				
1. Reviewed the course objectives and your individual objectives at the beginning of the clinical day.	(1)	2	3	4	5					
2. Provided an adequate orientation to the clinical setting.	(1)	2	3	4	5					
3. Role-modeled professional practice and behaviors.	(1)	2	3	4	5					
4. Provided appropriate learning experiences that enable you to utilize knowledge and skills learned in class.	(1)	2	3	4	5					
5. Provided sufficient number of learning experiences appropriate for the course requirements and as available.	(1)	2	3	4	5					
6. Provided clinical experiences that prepared you for future practice as a beginning practical nurse.	(1)	2	3	4	5					
7. Created conditions that were conducive to your self-learning and self-evaluation.	(1)	2	3	4	5					
8. Observed you directly when appropriate and provided constructive feedback.	(1)	2	3	4	5					
9. Was easily accessible and allocated sufficient time for consultation.	(1)	2	3	4	5					
10. Periodically reviewed your progress toward the achievement of course objectives.	(1)	2	3	4	5					
11. Evaluated your overall performance and shared it with you and the faculty member.	(1)	2	3	4	5					
12. Demonstrates fair and equal treatment of all students.	(1)	2	3	4	5					

This clinical/instructor evaluation is to be used at the end of Clinical I, II, III and for all single/multiple day rotations through clinics. To be given each Monday to those students experiencing single/multiple day rotations. 2004-2005

Please rate your overall level of satisfaction with elements of the clinical experience.

13. The staff	①	2	3	4	5	NA
LVHC	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	
MHC	1	②	3	4	5	
DMH	①	2	3	4	5	NA
CMH	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	
BCMC	①	2	3	4	5	
14. The clinical setting	①	2	3	4	5	NA
LVHC	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	
MHC	1	2	③	4	5	
DMH	①	2	3	4	5	NA
CMH	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	
BCMC	①	2	3	4	5	

Please circle the number of the recommendation you would make for future students based on your experiences with this clinical.

15. Recommendation of this clinical experience to future students?
- ① Highly recommend
  - 2. Recommend
  - 3. Recommend with reservations
  - 4. Do not recommend

We would like your comments regarding improvement of the clinical experience. Please write all comments below. Thank you for completing this clinical evaluation.

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This clinical/instructor evaluation is to be used at the end of Clinical I, II, III and for all single/multiple day rotations through clinics. To be given each Monday to those students experiencing single/multiple day rotations.

## Appendix W Instructor, Course, Resource Survey

### Student Evaluation of Teaching

Please give honest and thoughtful answers to the following questions. Use your scantron to record your answers. If a question does not apply to this course, leave it blank. Your individual responses will be anonymous. A summary of the responses from the class will be provided to the course instructor after all semester grades have been submitted. Student ratings can help the instructor improve teaching and the course. Your responses can also help the department make valid judgments about teaching effectiveness. The course instructor will not be present during the administration of this evaluation.

#### Student Self-Evaluation

- |  |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|
| 1. This course is -----  | A=Required,      | B=Elective,      | C=Audit          |                  |                  |
| 2. My current UAM grade point average (GPA) -----                | A<br>3.6-<br>4.0 | B<br>3.1-<br>3.5 | C<br>2.6-<br>3.0 | D<br>2.0-<br>2.5 | E<br>0.5-<br>1.9 |
| 3. I am presently a -----  | Fr               | So               | Jr               | Sr               | Other            |
| 4. Number of times I was absent from this class -----            | 0                | 1                | 2                | 3                | 4+               |
| 5. Estimated weekly hours I spent studying for this course ----- | 0-2              | 3-5              | 6-8              | 9-11             | 12+              |
| 6. My final grade in this course will probably be -----          | A                | B                | C                | D                | F                |
|  | Excel-<br>lent   | Very<br>good     | Good             | Fair             | Poor             |
| 7. My class participation was -----                              | A                | B                | C                | D                | E                |
| 8. My interest in taking this course before I enrolled was-----  | A                | B                | C                | D                | E                |
| 9. My current interest in this course is-----                    | A                | B                | C                | D                | E                |
| 10. Amount I have learned-----                                   | A                | B                | C                | D                | E                |

#### Instructor Evaluation

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 11. Explains subject matter so that I understand-----                     | A | B | C | D | E |
| 12. Speaks clearly-----   | A | B | C | D | E |
| 13. Demonstrates knowledge of subject-----                                | A | B | C | D | E |
| 14. Uses appropriate teaching aids effectively-----                       | A | B | C | D | E |
| 15. Promotes independent thought while offering proper guidance-----      | A | B | C | D | E |
| 16. Encourages effective communication skills-----                        | A | B | C | D | E |
| 17. Is well prepared for class-----                                       | A | B | C | D | E |
| 18. Is available for help during posted office hours-----                 | A | B | C | D | E |
| 19. Shows concern for students-----                                       | A | B | C | D | E |
| 20. Increases my desire to learn more about the subject-----              | A | B | C | D | E |
| 21. Comments on my work (tests/assignments) in ways that help me to learn | A | B | C | D | E |
| 22. Shows interest in subject matter-----                                 | A | B | C | D | E |
| 23. Establishes relevance of subject matter-----                          | A | B | C | D | E |
| 24. Overall effectiveness as a teacher-----                               | A | B | C | D | E |

#### Course Evaluation

- |   |                |              |            |      |      |
|---|----------------|--------------|------------|------|------|
| 25. Goals and objectives clearly stated and are being accomplished-----   | A              | B            | C          | D    | E    |
| 26. Course content organized-----   | A              | B            | C          | D    | E    |
| 27. Exams based on lectures and assigned materials-----   | A              | B            | C          | D    | E    |
| 28. Exam questions clearly written-----   | A              | B            | C          | D    | E    |
| 29. Grading procedures based on criteria in syllabus-----   | A              | B            | C          | D    | E    |
| 30. Course experiences relevant to subject matter-----  | A              | B            | C          | D    | E    |
| 31. Usefulness of textbook-----   | A              | B            | C          | D    | E    |
| 32. Usefulness of outside assignments-----  | A              | B            | C          | D    | E    |
| 33. Pace of presentation-----   | A=too slow,    | B=OK         | C=too fast |      |      |
|   | Excel-<br>lent | Very<br>good | Good       | Fair | Poor |
| 34. Overall rating of this course   | A              | B            | C          | D    | E    |
| 35. Additional written comments: this is your opportunity to offer additional comments. Please use the attached page. |                |              |            |      |      |

Revised by Academic Affairs 02-19-09



**GRADUATE FOLLOW-UP LETTER, SURVEY  
EMPLOYER LETTER, SURVEY  
Appendix X**



Practical Nursing Department  
P. O. Box 747  
McGehee, AR 71654  
Phone (870) 222-5360  
Fax (870) 222-9906  
Toll 800-747-5360

May 24, 2010

Ms.  
9 Ross Circle

Dear

I would like to congratulate you on earning your Practical Nursing license and working as an LPN.

As a part of our evaluation system at UAM College of Technology, McGehee and the State Board of Nursing, we are asking each graduate to complete the enclosed questionnaire. This is very important to our program. Please answer with thoughtful consideration.

You will find a question regarding pay scale on the questionnaire. It is very important for continued financial aid for nursing students that you answer this question. It will be filed as part of your personal record and will be kept strictly confidential. Your name will not be used when reporting the pay scale to the financial aid department.

You may mail, fax or call in your responses. Please use the contact information below:

UAMCTM  
P.O. Box 740  
McGehee, AR 71654  
Phone: (870) 222-5360 ext. 5502  
Fax: (870) 222-9906

Thank you for your time and consideration.

Sincerely,

Peggie Orrell, R.N., B.S.N.  
Director of Nursing & Allied Health

Enclosure

PO/jam

MONTICELLO • CROSSETT • MCGEHEE  
[WWW.UAMONT.EDU](http://WWW.UAMONT.EDU)

1401  
U

**UAM College of Technology, McGehee  
Practical Nursing Program  
Graduate Follow-Up Form**

Name: \_\_\_\_\_

1. What is your current employment status? *Full-Time*
2. If employed, please give place of employment and phone number? *Walmart with  
501-234-5678*
3. Who is your immediate supervisor? *Michelle Adams*
4. Rate of pay? *17.50*
5. Job Title? *LPN*
6. Job duties? *Direct Pt. Care*
7. Full-time or part-time? *Fulltime*
8. How many hours per week do you work? *40*
9. Is the job related to the field of nursing? *yes*
10. Are you licensed? *yes*
11. Are you enrolled in a RN program? *Not currently*
12. Suggestions to improve the nursing program! *None At All!*

**Thank you very much for your cooperation. Please mail or fax your responses back to UAM College of Technology, McGehee, and P.O. Box 747, McGehee, AR 71654; fax number (870) 222-9906. We look forward to hearing from you.**

**Practical Nursing Department**



Practical Nursing Department  
P. O. Box 747  
McGehee, AR 71654  
Phone (870) 222-5360  
Fax (870) 222-9906  
Toll 800-747-5360

August 3, 2010

Attn: Ms.  
1320-Braden Street

Dear Ms.

As part of our assessment process, we are asking employees of our graduates to complete the enclosed questionnaire. We appreciate your time and response. The information you provide assures that we remain current in nursing workforce issues and will support appropriate program development. A comment page is provided.

Thank you for your time and thoughtful response. Please fax completed form to: (870) 222-9906.

Sincerely,

A handwritten signature in cursive script, appearing to read "Peggie Orrell".

Peggie Orrell, R.N., B.S.N.  
Director of Nursing & Allied Health

Enclosure

PO/jam

**UAM COLLEGE OF TECHNOLOGY, McGEHEE  
PRACTICAL NURSING DEPARTMENT  
EMPLOYER EVALUATION**

EMPLOYEE NAME:

POSITION/AREA WORKED: LPN

EMPLOYER:

SUPERVISOR NAME AND POSITION:

The staff of UAM College of Technology, McGehee Practical Nursing Department is interested in following-up on the progress of their graduates. Below is an evaluation form which should be filled out by a nurse manager or supervisor who has direct knowledge of the graduate's cognitive, psychomotor and affective skills. Extra comments are greatly appreciated. If you have any suggestions you would like to offer to improve our student's acclimation into the nursing profession, please communicate these on the next page in the space provided. Please complete and return by fax to: UAMCTM, ATTN: Peggie Orrell, Director at (870)222-9906. Thank you for your time.

EVALUATION CRITERIA	Strongly Agree	Mildly Disagree	Mildly Agree	Strongly Agree
Manages time effectively				✓
Demonstrates standard precautions appropriately				✓
Demonstrates accurate physical, spiritual and psychosocial assessment				✓
Provides appropriate care in regards to age, gender, culture, race and developmental stage				✓
Performs skills appropriately				✓
Demonstrates safe nursing care				✓
Maintains privacy while performing care				✓
Exhibits a willingness to learn new techniques and concepts				✓
Communicates effectively with patients and their families				✓
Communicates effectively verbally and in writing				✓
Applies knowledgeable application of the nursing care plan				✓
Demonstrates effective use of the nursing process				✓
Promotes health maintenance through patient teaching				✓
Exhibits willingness to seek assistance as needed				✓
Exhibits a positive attitude				✓
Exhibits adaptability to change				✓
Maintains patient confidentiality				✓
Maintains a professional appearance				✓
Accepts constructive criticism				✓
Demonstrates leadership skills				✓
Seeks opportunities for continued education				✓
Exhibits respect for health care team/patients/visitors				✓

\*Information gathered in this survey will be used for research/assessment purposes only.

Evaluator's Signature

*[Handwritten Signature]*

Date

8/11/10

page 1 of 10

## ADVISING FORM Appendix Y

Writing	Reading	Numerical	Address/E-Mail		Phone Number	
					HOME: CELL:	
FUNDS COMP I	LAB?	INTRO INTERM				
Dept	Course Number	Course title	Scheduled	Completion Date	Grade	
BIOL	2233	A&P I				
BIOL	2291	A&P I LAB				
ENGL	0133	FUND OF ENGL				
ENGL	1013	COMP I				
MATH	0143	INTRO ALG				
MATH	0183	INTERM ALG				
BIOL	2243	A&P II				
BIOL	2301	A&P II LAB				
PE	2113	NUTRITION				
CIS	2223	MICRO APPS or Intro to Computers				
NA	C301	NURSING ASSISTANT				

# Appendix Z

## Counseling Statements

UAM College of Technology- McGehee  
PRACTICAL NURSING PROGRAM  
COUNSELING STATEMENT

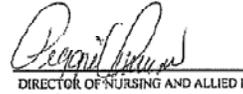
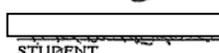
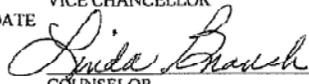
STUDENT NAME: \_\_\_\_\_ DATE 10/19/09

1. The above named student was found in violation of the following rules and/or regulations:  
UAM COT in Practical Nursing Handbook pag 33. Any student who fails to progress on the clinical area it is deemed unsafe or exhibits the inability to progress with their peers as evidenced by clinical evaluation may be deemed unable to attend clinical & unable to progress in the practical nursing program.
2. The following action (s) have been taken per school policy and procedure/rules and regulations: The student will be given a verbal warning. She has been discussed - [redacted] needs to work harder in the classroom & will get with her clinical instructor for the week of each week come up with a plan that would fit her that week.

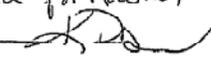
3. Student status:  
Verbal warning  Written \_\_\_\_\_ Probation \_\_\_\_\_ Ineligible to attend clinical \_\_\_\_\_

4. Student comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. This counseling statement will be reviewed by the Vice Chancellor, Director of Instruction and the Counselor.

 _____ NURSING INSTRUCTOR	<u>10/19/09</u> DATE	 _____ DIRECTOR OF NURSING AND ALLIED HEALTH	<u>11/04/09</u> DATE
 _____ STUDENT	<u>10/19/09</u> DATE	 _____ VICE CHANCELLOR	<u>10/20/09</u> DATE
 _____ DIRECTOR OF INSTRUCTION	<u>10/19/09</u> DATE	 _____ COUNSELOR	<u>10/21/09</u> DATE

*p. 250046 - 1000000000*

is not with her peers. She is deficient in the area of time  
mgt + critical thinking skills. She tends to do ok with single task  
however falls behind when multiple tasks are at hand. Reviewing her  
clinical skills + clinical grade (78%) indicates she is going to have to  
step up to meet her peers. Nursing is very complex + critical thinking +  
assessment <sup>skills</sup> are vital. There have been times when she failed to  
report vital information. She is not where she should be at this  
point in the program. She will need to get with her instructor each  
week for strategies for the week. She will need to write them down +  
turn in to her instructor the next clinical day. We will meet  
with her each Monday + reevaluate her progress. If she  
continue to fail to progress she will receive additional  
disciplinary action. She is working very hard to obtain her goal  
to become a nurse. She displays compassion + exhibits the  
desire. We will work together to improve her clinical  
skills. she will also be given contact information for Heather  
Gardner + refered for at risk student. 

# Appendix Z COUNSELING STATEMENT

## UAM College of Technology- McGehee PRACTICAL NURSING PROGRAM COUNSELING STATEMENT

STUDENT NAME: \_\_\_\_\_ DATE: 7-17-09

1. The above named student was found in violation of the following rules and/or regulations:

#1 Academic Policy- a. The PN program is progressive. Students must maintain a 78% average in all courses or the following action will be taken: ii. Below 78% in a course at midpoint or after, will result in academic probation. \_\_\_\_\_ has a 76% average in Medical Path #1.

2. The following action (s) have been taken per school policy and procedure/rules and regulations: \_\_\_\_\_ will be placed on academic probation until the completion of the course or the average rises above the necessary 78%.

3. Student status:  
Verbal warning \_\_\_\_\_ Written \_\_\_\_\_ Probation  Ineligible to attend clinical \_\_\_\_\_

4. Student comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. This counseling statement will be reviewed by the Vice Chancellor, Coordinator of Special Projects and Instruction and the Counselor.

<p><u>[Signature]</u> <u>7/17/09</u> NURSING INSTRUCTOR DATE</p>	<p><u>[Signature]</u> <u>7/20/09</u> DIRECTOR OF NURSING AND ALLIED HEALTH DATE</p>
<p><u>[Signature]</u> <u>07/20/09</u> STUDENT DATE</p>	<p><u>[Signature]</u> <u>7/29/09</u> VICE CHANCELLOR DATE</p>
<p><u>[Signature]</u> <u>7/29/09</u> COORDINATOR OF SPECIAL PROJECTS &amp; INSTRUCTION DATE</p>	<p><u>[Signature]</u> <u>7/29/09</u> COUNSELOR DATE</p>

**Appendix AA**  
**LETTER TO PROSPECTIVE STUDENTS**

July 19, 2010

Name  
Street  
City, State, Zip

Dear Name,

We are pleased that you are interested in U.A.M. College of Technology, McGehee Practical Nursing Program. You have met the initial requirements to begin the application process. Enclosed is an application and information about the program.

Please complete the enclosed forms and return them to the nursing department at the above address. As you review the information, please note that there is a process that we use to select nursing students. Due to the limited number of nursing instructors, the nursing program only accepts 30 students each year. Before beginning classes in January, you must have completed all prerequisites with a C or better average.

If you are interested in financial aid, Charles Rocconi at the McGehee campus is very helpful and will share information with you regarding the programs in which you may qualify. He can be reached at the above numbers.

If you have any questions regarding the application process or the Practical Nursing Program, please feel free to call me at (870) 723-0949 or you can call my office at the numbers listed above.

Sincerely,

Peggie Orrell, RN, B.S.N.  
Director of Health Occupations  
UAMCTM