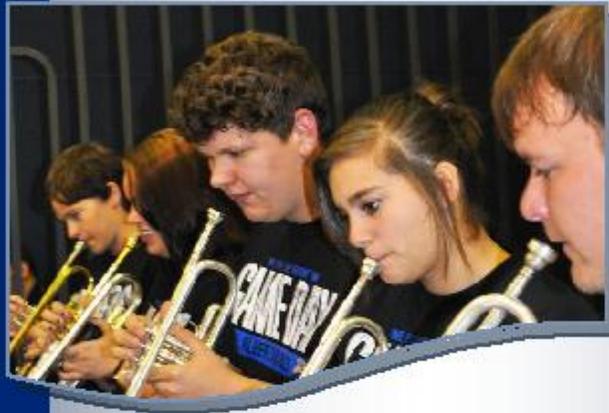


Chapter
3

Criterion

Two



Ethical and Responsible Conduct



Criterion Two Committee

Chapter 3

Criterion Two: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Carl Albert State College (CASC) is dedicated to uphold and to protect the College's integrity as it carries out its mission. Guidelines are outlined in the *CASC Policies and Procedures Manual* approved by the CASC Board of Regents. Policies and procedures are set forth for consistency and integrity in budgeting, hiring employees, addressing grievances, ensuring a safe and productive work environment, addressing discrimination and sexual harassment, incorporating affirmative action, allowing admission to the college, managing financial aid disbursements, and many other operations of the college.

Financial Functions

- **Scholarships:** Funds for scholarships are established by the CASC Development Foundation and the foundation Board of Trustees. Two kinds of scholarships are awarded: cash scholarships and the Scholars Program scholarships. Students must apply for all tuition waivers and cash scholarships by Feb. 15 each year and must accept by pre-enrolling each semester at designated times. Scholarships are awarded based on students' eligibility determined by their meeting specific criteria. Selection of scholarship recipients is made by a committee, not an individual. A listing of scholarships, information, and eligibility criteria are posted online. The CASC Financial Aid Office is responsible for processing scholarships. Scholarship amounts for which students are eligible are credited to their accounts. When amounts awarded exceed total charges, students receive the differences ([2.A.1](#)).

Cash Scholarships: The Scholarship Application is on the college's website and also available in the Financial Aid Office. A recipient and an alternate are chosen for each cash scholarship ([2.A.2](#)).

Scholars Program: Finalists are invited to CASC for an interview with the selection committee which has received information on each applicant. Selection is based on the following criteria: academics--50%, interview--30%, and leadership (including community involvement and extra-curricular activities)--20%. The committee also is provided written instructions and suggested questions to make interviews fair and to eliminate discrimination. Information about cash scholarships and the Scholars Program is available to the public on the CASC website ([2.A.3](#)). The Foundation Accountant/Scholarship Coordinator is the on-campus source of information concerning cash scholarships and the Scholars Program.

- Financial Aid: All of CASC's financial aid (with the exception of scholarships) is governed by the U.S. Department of Education. There is not a selection process for financial aid because each student applying must complete a Free Application for Student Aid (FAFSA) and submit appropriate documents. Financial aid disbursements are handled through the CASC Business Office. Information about disbursements and financial aid is clearly visible for students and the public to see on the Financial Aid Office pages of the CASC website ([2.A.4](#)).
- Purchasing Process: CASC has a clearly delineated purchase order process. The institution follows state guidelines as outlined in the *Office of State Finance Procedures Manual*. Adherence to state regulations is closely monitored by the Office of State Finance (OSF) through an annual audit of purchasing procedures and activities. Any suggestions or irregularities noted by OSF are discussed with Business Office staff and implemented immediately. In addition, to ensure responsibility in financial matters, the college engages an internal auditor to perform internal investigations of all purchasing procedures and transactions.

Recommendations for changes in current practices are sent to the CASC Board of Regents for approval and implemented by the Business Office. Finally, an external audit firm conducts an annual audit to ensure CASC is following state and federal guidelines for all purchases ([2.A.5a](#) and [2.A.5b](#)).

- Bid Process: CASC follows a formal bid process for materials costing more than \$25,000. The formal bid process can be found in the *CASC Policies and Procedures Manual* ([2.A.6](#)).
- Grant funded programs: CASC has several federally-funded programs. Upward Bound (UB), Upward Bound Math/Science (UBMS), Student Support Services (SSS), Educational Opportunity Center (EOC), and Educational Talent Search (ETS) fall under the umbrella of TRiO programs. CASC also possesses a Title III grant. As with all federal programs, the CASC Title III Grant Coordinator sends an annual performance report to the U.S. Department of Education to be accountable for federal funds. Oversight for the TRiO programs is provided through the Business Office, which is charged with following regulations on expenditures, and through the college's internal and external audits mentioned above to ensure policies and procedures for grant funds are being followed. Scholars for Excellence, State Assessment Services, and Power I are state-funded grants, and they follow state guidelines ([2.A.7](#)).

Improved coordination between grant programs and the Business Office is needed to allow grant supervisors to reconcile budgets each month; grant guidelines state that supervisors will receive budgets monthly to check for errors.

- To ensure responsibility within the institution, CASC complies with State of Oklahoma Open Records Request laws, which include financial documents.

Academic Functions

CASC believes that integrity is an important value of the institution and has determined to make it a priority among academic endeavors. One way the college demonstrates a responsibility to openness, transparency, and student equality is through the practice of an open-door culture. According to the *Student Handbook*, staff and faculty are dedicated to integrity which can be defined as honesty, courtesy, responsibility, and ethical conduct within the college community and with other constituencies ([2.A.8](#)).

- Instruction: CASC faculty desire to provide instruction that allows all students an equal opportunity to receive education and training in an ethical and fair manner. The college's *Faculty Handbook* states the following: "Instructors at CASC have an obligation to present material in a format that leads to retention by the student and to subsequent evaluation of that material" ([2.A.9](#)).

To provide this type of ethical and fair education, faculty deliver a consistent pattern of instruction, evaluation, and grading as shown below:

1. Instructors are expected to instruct the appropriate clock minutes per week for each hour of credit ([2.A.10](#)).
 2. Full-time faculty are required to post and to maintain a minimum of 12 office hours weekly for students to visit the instructors ([2.A.11](#)).
 3. Course syllabi outline the expectations of courses, and instructors have the obligation to abide by syllabi commitments ([2.A.12](#)).
 4. Assessments are structured to review information and to get an accurate measure of students' knowledge. Evaluation and grading policies are applied uniformly ([2.A.13](#)).
 5. Instructors use letter grades of A,B,C,D, or F to designate students' academic performance ([2.A.14](#)) and are in compliance with the uniform system of grading established by Oklahoma State System institutions ([2.A.15](#)).
- Academic Freedom and Responsibilities: In the academic community, the issue of academic freedom as it relates to educational ethics is an area of considerable magnitude, especially pertaining to classroom instruction. As stated in both the *Faculty Handbook* and the *CASC Policies and Procedures Manual*, "Whenever the teacher speaks or writes as a citizen or as a teacher, he or she should strive to be accurate and objective, to exercise appropriate emotional restraint, and to show respect for the convictions of others" ([2.A.16](#) and [2.A.17](#)).

Faculty make every effort to provide an open and objective format where the instructors have the same level of academic freedom as is allowed for the students. This is achieved by considering the following:

1. The college provides an academic atmosphere in which questioning is encouraged, alternatives are explored, and one may follow where inquiry leads ([2.A.18](#) and [2.A.19](#)).
 2. Both students and instructors can freely participate in the process of sifting and weighing traditional approaches and creating and evaluating new ones. Instructors enjoy full freedom in the discussion of their subjects ([2.A.20](#) and [2.A.21](#)).
 3. Instructors are entitled to both personal and civil liberties and are allowed to express themselves freely without fear of institutional censorship or discipline ([2.A.22](#) and [2.A.23](#)).
 4. Instructors present and discuss controversial issues in an impartial and unprejudiced manner. They refrain from using personal privilege and prestige to promote or to emphasize a partisan point of view ([2.A.24](#)).
 5. Instructors in the classroom and in conferences encourage free discussion, inquiry, and expression.
 6. Students' grades are evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic situations. Students are responsible for learning the content of courses but are free to take exception to the information offered or to reserve judgment about matters of opinion ([2.A.25](#) and [2.A.26](#)).
- Code of Computer Conduct: In considering academic ethics, CASC staff and faculty are required to read and to sign a statement regarding the proper educational use of computers and the Internet within the institution. This further exemplifies the college's determination to remain ethically sound as related to the use of technology on campus. The college provides computing resources and Internet access to support education and/or research, and computer use must be consistent with the educational objectives of CASC and the Oklahoma State Regents for Higher Education (OSRHE) ([2.A.27](#)).

Personnel Functions

- Hiring Process: CASC follows the Equal Employment Opportunity Procedures outlined in the *CASC Policies and Procedure Manual* and approved by the Board of Regents ([2.A.28](#)). Steering committees are in place to review and to select interviewees from applicant pools. Background checks are performed on all full-time employees and on some part-time employees (i.e. adjunct instructors, Business Office employees, janitorial positions that allow employees keys to buildings/rooms, etc.). A check list ensures personnel files are complete and meet regulations.
- New Hire Process: Steering committees also are responsible for interviewing applicants and for making recommendations to the President for consideration. The Human Resources Director provides interview guidelines, questions, and rating sheets

to selection committees. CASC follows state and federal regulations on required paperwork and the E-verify System with Homeland Security ([2.A.29](#)).

- Employee Complaint Process: CASC places a strong emphasis on resolving concerns informally in a non-adversarial process in which parties involved reach a mutually satisfactory understanding and agreement. Any employees who believe that their work experience is compromised should feel free to discuss the problem on an informal basis with an administrator or supervisor. If a situation occurs in which employees believe that fair and consistent application of a policy affecting them has not been followed, they can file a Complaint/Grievance Form. The following Board of Regents approved policies are in place for complaints and have been e-mailed to all employees and posted online on the college's website, www.carlalbert.edu:
 - Campus Concern Policy ([2.A.30](#))
 - Discrimination Policy ([2.A.31](#))
 - Sexual Harassment Policy ([2.A.32](#))

In addition to having easy access to these policies, CASC employees underwent in-depth and intensive training for harassment prevention in 2012. Completion certificates for the on-line training were made a permanent part of employees' personnel files.

- Dismissal Process: CASC had followed the Due Process Policy outlined in the 2001 version of the *CASC Policies and Procedures Manual* ([2.A.33](#)) until recently when it was revised by the CASC Board of Regents. Since September 2012, a new Due Process Policy has been included in the *Policies and Procedures Manual*. ([2.A.34](#)). According to Section 4-41, Part O, the new policy supersedes any other dismissal policy which may be listed in any other CASC publication. Concerns have arisen among faculty regarding broad changes made in the recent update, specifically regarding an apparent lack of due process and the nature of amending the *CASC Policies and Procedures Manual*. Administration has taken the new policy under discussion, and the Faculty Association has taken steps to address its concerns and is seeking clarification.
- Ethics: CASC is subject to the applicable provisions of the Oklahoma Constitutional Ethics Rules and Ethics Interpretations ([2.A.35](#)). CASC is guided by the State of Oklahoma Ethics Commission and adheres to the guidelines set forth in the *2010 Ethics Manual for State Officers and State Employees*. This publication provides rules that detail conduct appropriate for position held and matters such as conflicts of interest and misuse of offices. CASC, however, currently does not have its own ethics policy. Annual filings of personal financial disclosure are required of college employees in positions of financial oversight of funds ([2.A.36](#)).
- Employee Compensation and Benefits: Administrators and professional staff work under 12-month contracts. Personnel whose primary duties are instructional are usually employed under 10-month contracts. Adjunct faculty have oral contracts on a

class-by-class basis as well as written contracts in the form of signed and approved Load Sheets. At the annual March meeting of the Board of Regents, all contracted employees are presented for renewed employment for the upcoming fiscal year.

- The Board of Regents sets the salaries and benefits for the administration to ensure ethical practices are in place ([2.A.37](#)).
- Affirmative Action: CASC is an equal opportunity, affirmative action employer. The college's Affirmative Action Plan is clearly visible on all position advertisements. The college makes every effort to ensure a quality work environment as outlined in Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, and the *Americans with Disabilities Act of 1990* ([2.A.38](#)).
- Rights to Privacy: CASC follows the Family Educational Rights Privacy Act (FERPA) and Open Records policy for privacy issues for both students' and employees' records. The CASC Board of Regents has appointed an Open Records Officer to validate and to respond to records requests. One major change taking place since the last accreditation is the replacement of Social Security numbers with ID numbers in the database systems. CASC FERPA and Open Records policies are posted on the college website for easy access for students and employees.
- Sexual Harassment: CASC recently amended the Sexual Harassment Policy to include the following statement: "Examples of verbal or physical conduct prohibited by this policy include, but are not limited to, the following: Suggestions that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's employment, work assignments or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation" ([2.A.39](#)).

Staff and faculty were required to complete training on the subject of sexual harassment, which included the information listed above. As a result, faculty became more aware and conscious of issues concerning sexual harassment in the college classroom.

- Faculty Dismissal: As stated in the *Faculty Handbook*, "Employees may be dismissed for various reasons, including incompetence or inefficiency, insubordination against reasonable rules of the Board of Regents, moral misconduct or immorality, disability as shown by competent medical evidence, elimination of the position, and other due and sufficient cause" ([2.A.40](#)). CASC faculty are aware that a case of immoral or unethical behavior would be cause for dismissal. Realizing that such behavior is deemed inappropriate at this institution, instructors determine to set their standards higher than the required minimum expectations.

Auxiliary Functions

CASC's auxiliary departments support the college by providing services and products that meet the needs and expectations of students, staff, faculty, and visitors. All auxiliary

accounts are managed by direct line supervisors and are subject to internal and external audits.

- **Kerr Conference Center and Museum:** CASC is entrusted with the care of the spacious former home of the late U.S. Senator and Mrs. Robert S. Kerr. The home, located approximately 3 miles southwest of the Poteau campus, was given to the OSRHE by the children of Senator and Mrs. Kerr and by the Kerr Foundation. The home, which is used for seminars, workshops, and other meetings of an academic nature, also is available to the community to rent. Any monies received from services are processed through the CASC Business Office, the official repository for all departments, agencies, and activities of the college.
- **CASC Food Service:** The college manages its own food service on campus to accommodate students, staff, faculty, and community. The cafeteria provides daily well-balanced meal plans (with the exception of some holidays and/or academic breaks) and also offers catering for special functions. Accommodations are made (by request) for dietary and allergy needs. All meals are served in accordance to USDA portion control, meat, bread, and vegetable requirements.

Non-resident students can purchase a 10- or 20-meal plan card or purchase meals as needed. Resident students are required to purchase a 14- or 18-meal plan. If students' class or work schedules conflict with meal times, they can arrange for a to-go meal. The program also offers meals for special dietary needs.

- **CASC Bookstore:** The college bookstore provides textbooks, classroom materials, office supplies, and apparel for the campus community. For students to have the necessary materials to successfully begin classes, the bookstore allows them to charge textbooks against their upcoming financial aid award for the semester. This ensures students who have completed their financial aid applications in a timely manner can purchase books without a cash outlay. The bookstore abides by copyright laws and does not photocopy any sections of textbooks. The bookstore maintains a return policy for students who wish to make changes to their schedules that may require returning textbooks for dropped classes. For eligible books, the bookstore also offers a book buy-back period at the end of each semester. The bookstore does not buy back instructor copies of textbooks, as they are furnished free to the instructor. It also does not buy back international editions as they are marked "Not to be sold in the U.S." on the front cover. Cash is balanced out on a daily basis: Cash, check, and charges are matched to the register receipt and deposit made to the CASC Business Office.
- **Student Clubs and Organizations:** As regulated by the Constitution of the Student Government Association (SGA), club charters must be approved by the SGA, the Vice President for Student Affairs, and the President of the college. According to SGA club charter regulations, a petition of 25 student signatures and a club sponsor (who must be a faculty or staff member) must be obtained to be approved. This approval process ensures that a club is supported by both the student population and

the necessary college administrators who also ensure students are provided all possible care and safety through the institution.

2.A. Strengths:

- Administration is supportive and diligent in adhering to state and federal guidelines set forth for grant-funded programs.
- The college has a low staff-to-student ratio and ample funds available for tutoring and summer programs.
- The college gets the best price for the best value, keeping companies competitive and prices down.
- The purchase order process is now online, making spending institutional funds much more efficient and streamlined by sending purchase orders electronically to authorizing personnel rather than sending paper copies through campus mail.
- Budget restrictions built into the electronic system ensure departmental overspending is avoided.
- The financial aid program serves a significantly high percentage of the college's students: 81% of all undergraduate students receive grant or scholarship aid, 53% of all undergraduate students receive Pell grants, and 17% of all undergraduate students receive federal student loans.
- The Scholars Program is funded by annual contributions from Foundation Trustees, CASC Regents, CASC employees, businesses, civic groups and organizations, and individuals. Many have contributed to the program for years. At this point there have been no financial concerns in funding the Scholars Program. If a contributor ceases to donate, a new contributor is solicited. Funds contributed to the Scholars Program are used well; there is a good return on investment. An excellent recruiting tool, the Scholars Program had a 90% retention rate for the 2010-2011 academic year.
- The CASC Development Foundation, which funds the Scholars Program, was established in 1979 and has been going strong since. The foundation provides 3 types of scholarships: endowed, annual, and long-term. Each has specific criteria.
- The Affirmative Action Committee meets periodically to evaluate demographic percentages and to share ideas for change.
- The use of a check list has been instrumental in ensuring personnel files are complete and meet regulations.
- The Human Resources Office retains job folders with supporting documentation to reflect the equal employment process.

- The use of committees and master applicant lists contribute to the objectivity of employee candidate selection. Applicant lists contain the reasons applicants were not selected for interviews, and the lists are subject to review by the Affirmative Action Officer or an appropriate representative.
- Selection committees are supplied with interview guidelines, questions, and rating sheets (per Human Resources Office).

2.A. Concerns:

- Due to the recent downturn in the economy, interest earnings from foundation investments may decrease. Donations also may begin to decrease.
- An absence of foundation scholarships for international students is a concern.
- In spite of interview guidelines supplied to interviewers, there could be questions about how well prepared and qualified interviewers are to conduct effective interviews.
- No ethics or nepotism policy as recommended by HLC Criteria is in place.
- It is difficult for students and staff to adapt to changes in rules and regulations.
- Ongoing training is needed as new employees come to the college and are required to use the requisition system.
- The purchasing process usually requires only 3 bids, meaning the college may not always receive a full range of prices.
- Broad changes in the Due Process Policy have caused concerns among faculty, especially regarding a seeming lack of due process and the procedures for amending the policy.

2.A. Recommendations:

- Conduct interview training.
- Compare hourly wages paid by department to be sure differences in pay scale are justified by responsibilities.
- Further explore and consider developing an ethics policy and/or a nepotism policy.
- Create scholarships specifically for international students; increase fundraising efforts to make sure the scholarship funds remain stable for years to come.
- Increase spaces available in the Scholars Program for both the Sallisaw and Poteau campuses.

- Conduct ongoing informational sessions for students, staff, and faculty to understand changes in financial aid procedures.
- The Business Office should provide ongoing individual training for new employees and existing employees on the requisition system.
- Where possible, request at least 5 or 6 bids on proposed purchases before making a decision on which one to accept.
- Establish a policy committee with faculty participation to assist with proposing and/or reviewing new policies.

2.A. Summary:

The institution has established strong policies governing the integrity of its academic, financial, auxiliary, and personnel functions. Staff and faculty consistently strive to follow these guidelines. With continued evaluation, updates, and improvements or modifications in the areas of concern, CASC will increase its ability as an institution to fulfill its mission to provide affordable, accessible, and exceptional education that fosters student success.

2.B. The institution presents itself clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

As noted in its mission statement, CASC strives to maintain a high level of accessibility for its students and for the public. Part of this accessibility lies in the transparency of information regarding programs, requirements, staff and faculty, costs to students, control, and accreditation. To ensure ease of access, the majority of this information can be located on CASC's official website, www.carlalbert.edu.

Programs and Requirements

Information regarding programs of both academic and social scope and pertaining to traditional, non-traditional, and various-aged students is readily available on the college website.

The 36 courses of study and requirements and information concerning them is available under the Academics/Degree and Certificate Plans page ([2.B.1](#)) Curriculum for the degree plans is located in the *General Catalog*, also available on the website ([2.B.2](#)).

Specific information regarding CASC degree completion and requirements for all degrees (associate of arts, associate of science, and associate of applied science) are listed in the catalog as well ([2.B.3](#)).

The Office of Continuing Education is responsible for providing a broad range of workshops, seminars, and mini-classes for area residents, employees of industries and businesses, community, and service area, not only to offer a variety of lifelong learning opportunities but also to serve as a liaison between the community and the campus ([2.B.4](#)).

The Office of Student Affairs offers each student an opportunity to achieve educational goals while providing a variety of personal development experiences. This office is concerned with the overall quality of life and welfare of students. The various components of the Office of Student Affairs relate to the college's mission and educational philosophy by contributing to the cultural, intellectual, physical, and social development of students. Among the programs and services provided are those pertaining to athletics, career planning, job placement, counseling, academic advisement, student government, special events, student activities, recreation, intramural sports, and residential living. A complete list of programs is available on the Student Affairs section of the CASC website ([2.B.5](#) and [2.B.6](#)).

The *Student Handbook* sets forth the various regulations and guidelines on student conduct as adopted by CASC's Board of Regents. This information is available to the public through the website ([2.B.7](#)).

The Vice President for Business Affairs oversees 5 TRiO programs which are funded by the U.S. Department of Education. These programs are available at the Poteau and Sallisaw campuses and include as noted previously SSS, EOC, ETS, UB, and UBMS. TRiO programs are federal outreach and student services programs designed to identify and to provide services for individuals from disadvantaged backgrounds. TRiO includes 8 programs targeted to serve and to assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. The TRiO director and coordinators of the respective programs at CASC are responsible for planning, developing, and carrying out the services for students. Detailed information concerning all programs is available on the website ([2.B.8](#)).

The Scholars Program consists of students who have demonstrated superior leadership and academic performance and have scored a minimum ACT composite of 21 or higher. This program serves as an enrichment program for students and faculty and provides scholarships for deserving students. Information regarding application and selection is available on the CASC website ([2.B.9](#)).

Staff, Faculty, and Administrators

College staff, faculty, and administrators are visible and available to students throughout the year. Faculty are required to post and to keep regular office hours, and contact information is provided through the college website and course syllabi. A campus-wide awareness of the role each individual plays in the success of students at CASC is apparent through all levels of employment. This understanding among administrators

([2.B.10](#)), division chairs ([2.B.11](#)), faculty ([2.B.12](#)), and staff ([2.B.13](#)), promotes the success of the college and its students.

Costs to Students

The cashier's window in the Business Office is the billing and collection point for all student accounts. The Student Accounts Manager issues statements, receives payments, and posts charges and credits to students' accounts. Information concerning tuition and fees, payment, and additional charges are clearly presented to both students and public. Students are provided information prior to enrollment or upon request, and the information also is available on the CASC website ([2.B.14](#)).

Students are provided information regarding cost reduction in a variety of ways. Individuals, civic and professional groups, and the college provide funding for scholarships. Information regarding ACT tuition waivers scholarships ([2.B.15](#)), foundation scholarships ([2.B.16](#)), National Guard fee waivers, application, disbursement, grants, and loans is provided to the public via the *General Catalog* and the CASC website. Further information about scholarships and application procedures may be obtained from the Scholarship Coordinator in the Financial Aid Office or by accessing the financial aid section of the college website ([2.B.17](#)).

Control

An overview of the OSRHE management control systems as pertaining to CASC is available to the public through the following website: Oklahoma State Regents for Higher Education ([2.B.18](#)).

Administration of the college is outlined in the *CASC Policies and Procedures Manual* ([2.B.19](#)), and the CASC website offers information concerning the administration and control of the college ([2.B.20](#)). CASC administration has been previously listed and may be viewed in evidence ([2.B.10](#)).

Accreditation Relationships

CASC is accredited by the Higher Learning Commission (HLC) through the North Central Association of Colleges and Schools, the National League for Nursing Accrediting Commission (NLNAC), the American Physical Therapy Association (APTA), the Joint Review Committee on Education Radiologic Technology (JRCERT), and the Association of Collegiate Business Schools and Programs (ACBSP). The college also is accredited or recognized by the following higher education agencies or bodies: OSRHE, American Council on Education (ACE), Oklahoma State Accrediting Agency (OSAA), Oklahoma Association of Community and Junior Colleges (OACJC), American Association of Community and Junior Colleges (AACJC), Higher Education Alumni Council of Oklahoma (HEACO), North Central Council of Junior Colleges (NCCJC), American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Junior College Athletic Association (NJCAA), and the Association of

Community College Trustees (ACCT). Further information, including links to accrediting agencies' websites, is presented clearly on the CASC website.

Additionally, CASC has entered into partnerships with several entities including East Central University, Ada, Oklahoma; Franklin University, Columbus, Ohio; Northeastern State University, Tahlequah, Oklahoma; and Southeastern Oklahoma State University, Durant, Oklahoma.

A list of accrediting agencies may be viewed in evidence ([2.B.21](#)).

2.B. Strengths:

- CASC offers 32 associate degree programs and 4 certificate programs. The coursework for completion of these programs is well defined in the CASC *General Catalog* and also is available online at the CASC website.
- Course descriptions providing a brief overview of each subject and any prerequisite courses are listed in the catalog.
- Degree plans specifically define the general education and major requirements of coursework for each program of study.
- The schedule of tuition and fees is clearly stated in the catalog and online at the Business Office page of the CASC website.
- Contact information for faculty and staff is listed in the employee directory of the CASC website.
- The meeting schedule for the CASC Board of Regents is posted online with agendas available in PDF format.
- Minutes of local regents' board meetings are available for viewing in the Joe E. White Library.
- Faculty are provided access to an instructor homepage using *Google Sites* to allow additional information regarding syllabi, office hours, and general course information to students.
- The Public Relations Office provides information about campus events on the CASC website through "Viking News".
- Accreditation contact information is readily available in reference to the institutional and departmental requirements of attaining accredited status.

2.B. Concerns:

- Degree plans define general education and major requirements but do not provide a suggested 4-semester plan of study.
- Degree plans are not currently available for viewing in a single PDF document.
- Not all faculty have instructor webpages.
- Many adjunct faculty do not have their contact information listed on the CASC website.
- Lack of a dedicated webmaster delays updates to the college website.
- There are no statistical data reports available which would exhibit success in some areas (i.e. assessment) or need for improvement in other areas.
- “Viking News” postings do not have a calendar date.
- After their initial semester, many students enroll without the assistance of an academic advisor. Failure to enroll in prerequisite courses may delay students’ completing a degree program within a 2-year span. With the new federal regulations concerning financial aid and the maximum number of hours a student can apply to a program, some students may fail to complete a degree due to the lack of financial assistance.
- The allied health degree plan is a popular major among students; there is a need for more academic advisors in this field.

2.B. Recommendations:

- A 4-semester plan of study should be added to each degree plan.
- Degree plans should be located on division webpages.
- Faculty should be encouraged to create/maintain instructor homepages.
- Contact information for adjunct faculty should be listed on the employee directory and on the appropriate divisional webpage.
- A dedicated page for institutional research should be added to the website for the purpose of providing statistical data.
- A dedicated webmaster should be assigned exclusively to maintain the website with up-to-date information.

- “Viking News” should begin a yearly archive of documents with dates of posting.
- Recently-developed promotional videos (consisting of a wide range of students, staff, and faculty) should be posted on the homepage to encourage potential students and the public to learn more about CASC.
- Students must be required to meet with an academic advisor for enrollment prior to their third semester.
- Academic advisors for the biological sciences should be added as academic advisors for allied health majors.

2.B. Summary:

Technological advances over the past decade have provided an excellent public information resource for CASC. The college implemented its new website during the summer of 2011 with major design changes which added a vast amount of detailed information. The general catalog provides detailed information about programs of study and course requirements. The catalog also lists administrative personnel, faculty, and professional staff and their degrees. The *CASC Policies and Procedures Manual* is posted on the website through Human Resources. This manual defines the roles and responsibilities of the Board of Regents, the President, and Vice Presidents. Effective communication is essential for success in both written and verbal form. The challenges of maintaining a clear presentation of the institution are continuous with the ongoing technological advancement of the information age. Lack of statistical data of institutional research shadows the success of the institution. Because information is easily accessible, the public and potential students should be encouraged to call or to visit the campus to learn more about the institution.

Recommendations for continuous improvement include a 4-semester plan of study for each degree program with degree plans posted departmentally. Continual updates to the website would be more effective with a dedicated webmaster. Instructor homepages with invitations to have people contact them with questions would create more communication. Archiving campus news releases would create a seamless flow of information. Public contact information for adjunct faculty who do not maintain campus office hours would create more effective communication. A link for institutional research would provide information for areas of success and improvement.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The CASC Board of Regents is an autonomous body dedicated to the governance and decision making of the institution. The board is comprised of 7 regents appointed by the governor to serve staggered 7-year terms. Each regent is from a different area of the region served by CASC, giving equal representation on the board. The board was created by the state legislature in 1973 when the status of CASC was changed from a community

junior college to a state junior college and became part of the State System of Higher Education ([2.C.1](#)).

The regents form a governing board that has full authority over all aspects of the college and final responsibility for its proper operation, subject only to the higher authority of OSRHE. The board is a policy-making body concerned with the objectives, purposes, nature, range, and pace of efforts made by CASC to best serve its constituents in a manner that places integrity at the forefront. The regents maintain the general oversight and control of the college while trusting the conduct of proper day-to-day institutional operations to the administration and college President ([2.C.2](#)).

The board plays an important role in relating the needs of the college to the public and relating the needs of constituencies to CASC. Regents aid in obtaining needed capital and operating funds, when applicable, and are interested in and oversee the development of long-range planning in cooperation with the President and his administrative staff ([2.C.3](#)).

2.C.1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

The stated policies of the CASC Board of Regents reflect a strong desire to protect, to develop, to promote, and to serve the institution. Responsibilities of the regents are to be exercised with much thought and judgment. According to board policy, the role of the board is to support the college if ever it is the victim of ignorance or ill will and to serve as CASC’s champion in the event of grave crisis. The board acknowledges that the protection it offers to the President, administration, staff, faculty, student body, trustees, and constituents is in fact a fundamental defense of the vested interest of the public in the college as an educational institution ([2.C.4](#)).

The board has sworn to uphold a code of ethics that emphasizes the personal obligation each regent has to the community, to the state, and to all those served by CASC to uphold the quality of the institution. The code of ethics calls for a moral and civic obligation to preserve the excellence of CASC and to continue to press for development of the college as a free and strong institution ([2.C.5](#)).

2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

The board’s code of ethics recognizes that the welfare of the community, state, and nation depends largely on the quality of education provided by public schools and colleges. The board strives to take the initiative in helping everyone in the community “have all the facts all the time about Carl Albert State College, to the end that they will readily provide the finest possible college programs, school staff, and school facilities,” according to board policy ([2.C.6](#)). To this end, the regents are committed to considering the needs of students and the local community in all decision making. The board is committed to

devoting time, thought, and study to the duties and responsibilities of the office so that excellent service is rendered to the college's constituencies. Regents have agreed to work in harmony and cooperation in spite of differences of opinion, acknowledging that vigorous debates or points of issue may arise that must be solved with the interests of the college's internal and external constituencies in mind.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The CASC Board of Regents has sworn in its code of ethics to base personal decisions upon all available facts and to vote with honest conviction, not to be swayed by partisan ideas of any kind, and to uphold the majority decision by the board after it has been made. Regents acknowledge the high-ranking office to which they have been appointed and strive to act with integrity in all decision making ([2.C.7](#)).

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The CASC Board of Regents recognizes that it makes final decisions in terms of the oversight and governance of the college but that day-to-day operation of CASC is entrusted to the President, administration, staff, and faculty. Board policy asserts that the regents are a policy-making board that determines how policy will be administered but that conducting routine college business primarily is left to the President and his or her professional and non-professional staff. In like manner, administration of the college's education programs also is left to the President, administration, and staff.

The college has established a flow of authority in which the President is the chief executive officer of the CASC Board of Regents and is directly responsible for operation of all phases of college programs, furnishing leadership for the institution and ensuring that the objectives of the college are achieved. The President implements the broad general policies established by the local regents and then works with administrative staff to delegate management responsibilities. The Vice President of Academic Affairs serves as dean of instruction, head of faculty, and overseer of the college's academic functions. Faculty oversee academic matters pertaining directly to their classrooms or departments, and the Vice President of Academic Affairs, under the delegated authority of the President, handles larger matters. These academic functions are carried out following board-set policy but without direct board intervention. College administration and faculty carry out operation of the college as the regents have delegated ([2.C.8](#)).

2.C. Strengths:

- Regents are appointed independently and operate without undue influence from outside parties or partisan interests.
- The board delegates the college's day-to-day operations to the administration and is not subservient to the administration.

- The board being comprised of members from across CASC's service area ensures a diversity of opinion is brought to deliberations and the college's constituents are well represented.
- The board is sworn to uphold a high ethical code in oversight of CASC.
- Regents have a broad view of the needs of the local area through their knowledge of CASC, recognizing that in a college town, the college drives the local community and economy.

2.C. Concerns:

- There appears to be no mechanism in place for evaluating the board's performance. The board should be evaluated regularly to ensure policies are being followed.
- The board is accountable to OSRHE and the appointing body, the state legislature; however, both the State Regents and the legislature rarely are in oversight of the board.
- Because the board is usually directly involved with only the CASC President, the flow of information among staff, faculty, and administration to the regents may be hindered.

2.C. Recommendations:

- The Board of Regents should continue to serve the college and the local area through sound decision-making and thoughtful, unbiased deliberation.
- The board should seek a mechanism by which to be evaluated by a party outside of CASC.
- The board should continue to delegate day-to-day operations to the administration yet maintain a strong on-campus presence with real knowledge of the CASC's structure, needs, and operations.
- Regents should strive to understand and have a working knowledge of the business of CASC and should listen to the concerns of those outside of administration.

2.C. Summary:

The CASC Board of Regents is a fully-functioning board dedicated to the advancement of the institution; the board's decisions are founded in a pursuit of integrity and utmost consideration of the college's constituents. The board is sworn to uphold a strong ethical code and to maintain a professional distance from which to evaluate the operations of the college.

2. D. The institution is committed to freedom of expression and pursuit of truth in teaching and learning.

The following is the "Academic Freedom and Responsibilities Act" followed by CASC; it can be found in the current *CASC Policies and Procedures Manual*:

Chapter 4--Personnel, Art. IV, Sec. 4-36--Academic Freedom and Responsibilities

- A. *The ultimate school authority rests with the Board of Regents, and it should be the responsibility of faculty and administration to investigate, in a timely and competent manner, all questions relative to academic freedom and responsibilities of the teacher and to recommend appropriate action to the administration and to the board. The following guidelines are appropriate to this statement:*
1. *Society, to remain free, requires citizens to be not only well schooled in traditional knowledge but also more fundamentally capable of critical evaluation growth in a democratic society when both student and teacher can freely participate in the process of sifting and weighing traditional approaches and creating and evaluating new ones. Through the community and its college, society should provide an academic atmosphere in which the questioning is encouraged, where alternatives can be explored and where one may follow where inquiry leads. It is, therefore, imperative that the teachers enjoy full freedom in the discussion of their subjects and related matters both in and beyond the classroom, the ultimate purpose of such freedom being the pursuit of truth.*
 2. *As citizens, teachers are entitled to all the personal and civil liberties pertaining thereto, and their legal exercise of these privileges should in no way prejudice their positions as members of the teaching staff.*
 3. *As teachers, their rights to express themselves in matters of college policy shall not be denied or abridged, nor should such expression jeopardize their academic position. When teachers speak of rights as a citizen, they should be entirely free from institutional censorship or discipline; however, teachers' special positions in the community oblige them to remember that the public may judge their opinions and the manner in which they express those opinions. They should strive to be accurate and to indicate that they are not institutional spokespersons.*
 4. *Whenever teachers speak or write as citizens or as teachers, they should strive to be accurate and objective, to exercise appropriate emotional restraint, and to show respect for the convictions of others ([2.D.1](#)).*

Chapter 4--Personnel, Art. IV, Sec. 4-4--Controversial Issues and Materials

- A. *Controversial problems and issues shall be studied from an impartial view, and responsibility of instructors under this policy is as follows:*
- 1. To make certain controversial issues are presented and discussed in an impartial and unprejudiced manner;*
 - 2. To refrain from using personal privilege and prestige as teachers to promote or emphasize a partisan point of view;*
 - 3. To emphasize in their teaching the American heritage of democratic tradition and ideals as stated in basic American documents so that students are encouraged to develop a real love of country and of the rights and responsibilities of all individuals.*
- B. *An issue or a material is deemed controversial when a marked difference of opinion exists among a substantial number of citizens regarding such issue or material ([2.D.2](#)).*

There are several courses on the CASC campus that contain what could be considered controversial content. The administration follows the “Academic Freedom and Responsibilities Act” (above) from the *CASC Policies and Procedures Manual* in allowing this. Examples of classes follow:

1. Introduction to Speech Communication

During the duration of the course, students are expected to choose speech topics and to present them to their classmates and instructor. As long as the student can prepare the type of speech assigned (demonstrative, persuasive, etc.), he or she is allowed to choose any topic, including controversial ones ([2.D.3](#) and [2.D.4](#)).

2. Visual arts courses and art shows

Many students enroll in the visual arts courses at CASC. In these classes, some topics discussed and some subjects drawn or painted could be considered controversial. For example, live nude drawings are made, and other works may depict subjects or express ideas that some people may find haunting or violent ([2.D.5](#)).

3. Film Genres: Horror

Filmmaking students, as well as some other students, take this class at CASC. The instructor’s syllabus states, “All of the films we will view contain extreme violence and perhaps sex and other subjects you may find controversial or disturbing.” The instructor reports that, in accordance with CASC’s stance on academic freedom, administrators have never questioned the content of this course ([2.D.6](#)).

4. World Religions and Introduction to Philosophy courses

These courses can meet students' humanities requirements; therefore, a large number of students enroll. Content of these courses could be considered extremely controversial because the classes deal with religious and moral convictions. The instructor encourages students to be aware of different religions and religious views and all aspects of philosophy. Students are allowed to voice their opinions without their facing censure ([2.D.7](#) and [2.D.8](#)).

In addition to these specific courses, all full-time and adjunct instructors are free to choose, within reason, their course content. The *CASC Policies and Procedures Manual* contains a section on free discussion and freedom of expression:

Chapter 5--Student Affairs, Art.1--Students' Freedoms and Obligations, Sec. 5-1--Preamble

“Carl Albert State College is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained.”

Sec. 5.5--In the Classroom states

“A. Free Discussion

The instructor in the classroom and in conferences should encourage free discussion, inquiry and expression. Students' grades will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic situations.

B. Protection of Freedom of Expression

Students are free to take reasoned exception to the data or view offered in any course of study and reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled.

C. Protection Against Improper Disclosure

Information about student views, beliefs, and political association which instructors acquire, and the improper disclosure, is a serious professional obligation and must not be improperly disclosed. Judgments of ability may be provided at the discretion of the instructor after inquiring as to the nature of the requesting agency or individual and the intended use of the information.”

The Students' Freedoms and Obligations statement also is noted (exactly the same as in the *CASC Policies and Procedures Manual*) in the *CASC Student Handbook* ([2.D.9](#)).

The *CASC Student Handbook* contain a section entitled “Student Freedom Standards.” Sub-sections include Freedom of Associations, Freedom of Inquiry and Expression,

Student Participation in Institutional Government, and Student Publications. The Student Publications sub-section states, “Student publications and the student press are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion of intellectual exploration on the campus” ([2.D.10](#)).

Students, staff, and faculty not only are allowed freedom of expression in the classroom but also outside the classroom. One way students are given freedom of expression in the pursuit of truth is through the CASC Student Government Association (SGA) as outlined in the *CASC Student Handbook* ([2.D.11](#)). The Preamble says, “We, the students of Carl Albert State College, in order to establish a form of student government, promote greater communication and closer cooperation between the students, administration, faculty and staff of Carl Albert State College; increase awareness of and promote social, intellectual and cultural activities and opportunities at Carl Albert State College; and provide a means by which students of Carl Albert State College can effectively voice their ideas, concerns, approval and/or disapproval of the policies and actions of Carl Albert State College to the administration, faculty, and staff of Carl Albert State College do hereby establish this constitution and create the following structure necessary to carry out the responsibilities.” SGA members are defined as “any individual attending classes on the Poteau campus of Carl Albert State College and possessing a valid student identification card.” This proves that students are allowed to create their own constitution and to voice their own opinions through the voting process.

Students also are encouraged to express their opinions through organizations with differing views, such as the “College Democrats” and “College Republicans.” The *CASC Student Handbook* states “The purpose of [College Democrats] is to stimulate an interest in government among young people and to affirm our allegiance to God, families, and our nation. Members shall pursue the ideals of liberty, justice, freedom and the ideas supported by the Democratic Party and candidates who represent it.” Additionally, the handbook states, “The purpose of [College Republicans] shall be to provide a forum for discussion, to provide service, to develop strong leadership abilities and political skills among students, and to promote conservative principles among the students at CASC” ([2.D.12](#)).

2.D. Strengths:

- CASC administration believes it is imperative that each instructor has the freedom to openly discuss topics related to his or her discipline without fear of punishment or consequence, as demonstrated by course syllabi and the film instructor’s statement that administration has never questioned his course content.
- Students and instructors are encouraged to participate in open discussion, allowing them to weigh traditional approaches and to discover new ones.
- CASC asks that instructors present information accurately and objectively while respecting the opinions of others. Having a policy such as this helps to encourage

the learning process and provides instructors and students the opportunity to think innovatively.

- Because of CASC's stance on freedom of expression, students can confidently express their views and opinions without fearing such expressions will negatively affect their grades.

2.D. Concerns:

- Even though this academic freedom policy protects faculty and students, many may not be aware of its contents and procedures. This presents a concern in regard to material and lectures presented and discussed in the classroom.
- In the event an instructor is not aware of or chooses to disregard the policy, an infraction could occur where certain individuals are offended or lines are crossed.

2.D. Recommendations:

- Implement a one-day orientation for all new hires to demonstrate where the *CASC Policies and Procedures Manual* and respective student, faculty, and staff handbooks are located and how to use them.
- Implement an annual policies and procedures training workshop for new instructors.
- Require current faculty to attend a policies and procedures review workshop once a year.
- Maintain documentation of workshop attendance in personnel files in the Human Resources Office.

2.D. Summary:

CASC ensures that academic freedom is afforded to students and to instructors so that true inquiry can be practiced and knowledge may be obtained through use of mind and reason.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

2.E.1. The institution provides effective oversight and support services to ensure integrity of research and scholarly practice conducted by its faculty, staff, and students.

The college's mission statement is "To provide affordable, accessible, and exceptional education that fosters student success." To fulfill the mission, the college has policies and plans that support lifelong learning for students and employees.

CASC demonstrates that it values integrity of research and scholarly practice through a life of learning as demonstrated by the actions of its board, administrators, students, faculty and staff.

Faculty evaluations are conducted by the division chairperson once a year in an effort to improve teacher performance and effectiveness ([2.E.1](#)). Faculty evaluations are conducted using a multi-part model based on professional growth, teaching, advisement performance, and supervisor measurements ([2.E.2](#)).

Faculty are encouraged to make continuous professional progress. Some activities designed to encourage professional progress include completing graduate work, involvement in professional organizations, independent study or research, attending workshops and seminars, and other learning experiences. Professional growth is considered a factor in the evaluation of faculty employees ([2.E.3](#)).

CASC encourages self-development among employees by providing financial assistance to employees desiring to further their educations. Tuition reimbursements can be approved for baccalaureate, master's, and doctorate degrees. Salary increases are given upon earning associate, baccalaureate, master's, or doctorate degrees ([2.E.4](#)).

CASC's academic and student support programs contribute to the development of student skills and attitudes toward responsible use of knowledge.

The institution is committed to providing support programs such as Student Support Services (SSS) and the Learning Resource Center (LRC) Tutoring Program. SSS is federally-funded and designed to provide effective strategies to help students expand opportunities for educational success. SSS includes a series of academic and personal support systems that include tutoring, advisement, study skills development, referrals to resources, and counseling ([2.E.5](#)). The LRC Tutoring Program includes peer-based tutoring designed to provide one-on-one assistance and small group support to students. The LRC also provides computer access for students, instructors' notes, on-site use of textbooks, and a semi-quiet study area. These free services help students develop basic skills, positive attitudes toward learning, effective study habits, and self-confidence. LRC services also act as refresher sessions that increase students' understanding of subject matter, reduce classroom failure rates, and improve student retention ([2.E.6](#)).

2.E.2. Students are offered guidance in the ethical use of information resources.

CASC follows policies and procedures that ensure ethical conduct in research and instructional activities. The college is committed to providing learning opportunities that enable students to be successful in a global, diverse, and technological society.

CASC understands the importance of ensuring user authenticity. Student identity is originally verified by the Office of Admissions and Records during enrollment and re-verified when a student identification card is created. Students receive a unique username and password which is used for the duration of their enrollment to access all student records, online courses, and e-mail correspondence. Students are counseled on the importance of safeguarding their passwords and ensuring the security of their accounts at all times.

CASC libraries provide access to information resources for CASC students, staff, and faculty. These information resources support the educational mission of the college, and it is each individual user's responsibility to ensure resources are used appropriately. The libraries' computers are provided to enable users to access the collections, other information resources, and services in support of curriculum needs. The Student Computer Conduct Code as defined in the *Student Handbook* applies to all library information users, and copyright notices are on display in the library's copy center. CASC libraries staff instruct students regarding the ethical use of information resources and how to use research format and documentation styles such as those outlined in American Psychological Association (APA) and Modern Language Association (MLA) guides for properly citing intellectual property. CASC libraries maintain print copies of the APA and MLA style guides and provide links to citation handouts on the library website ([2.E.7](#)). Ethical use of library computers is outlined in the Library Computer Use Policy ([2.E.8](#)).

2.E.3. The institution has and enforces policies on academic honesty and integrity.

Academic honesty and integrity are taken seriously at CASC; policies related to academic honesty and integrity are included in the college's *Student Handbook*, the *Nursing Student Handbook*, the *Physical Therapist Assistant Student Handbook*, and the *Radiologic Technology Student Handbook*. The college's syllabus template also ensures that policies regarding academic honesty and integrity are incorporated in all course syllabi.

Students who have committed acts of dishonesty are subject to disciplinary sanctions. Dishonesty is defined as cheating, plagiarism, providing false information, forgery, and other forms of academic dishonesty. Sanctions may include admonition, warning, probation, loss of privileges, fines, restitution, discretionary sanctions, suspension, or expulsion. Violations of copyrights such as illegally redistributing software and violating federal copyright, patent, and trade secret laws are subject to disciplinary sanctions and strictly prohibited ([2.E.9a](#) and [2.E.9b](#)).

Instructors have the final authority over grades given to students as a result of cheating or plagiarism. In addition to assigning an "F" as the letter grade, instructors may make a report of the incident to the Vice President of Student Affairs. Students may appeal grade and academic disciplinary decisions with the Committee on Student Conduct ([2.E.10](#)).

The CASC Code of Computer Conduct policy requires students and employees to abide by security restrictions for systems to which they are given access, to respect copyright

and other intellectual property rights, to respect others' rights to freedom from harassment and/or intimidation, and to respect access privileges ([2.E.11a](#) and [2.E.11b](#)).

Telecommunications and Information Services Update ([24.a.E.12](#))

2.E. Strengths:

- The authority for any questions concerning academic freedom and responsibilities is established, but each individual question is handled on an individual basis.
- Policy is clear that faculty have freedom in the classroom and in the public sector and also contains recommendations for behavior and presentation in these two arenas. It is a fair policy.

2.E. Concerns:

- Professional growth may be limited by budgetary concerns. Faculty and staff are not always able to attend workshops due to lack of funds for travel, registrations, etc.
- Information about the LRC and free tutoring is accessible online but is not included in the *Student Handbook*.
- Although current information can be located in the library, students are not always well-informed about current copyright laws and violations.

2.E. Recommendations:

- Designate additional budget allowances for attending conferences, workshops, and other training considered forms of professional growth.
- Update the *Student Handbook* to contain a comprehensive overview of student support programs, including the LRC Tutoring Lab.
- Incorporate updated information about copyright laws and restrictions into Orientation classes.

2.E. Summary:

The policy for academic freedom and responsibilities is well written with appropriate guidelines for both the CASC administration/authority and for faculty in both the classroom and in the public arena. Opportunities for professional growth are available for staff and faculty. Support services are offered to students to encourage scholarly

practices. Students are given appropriate instruction into the ethical use of current technology. The institution does enforce discipline in cases of unethical practices and academic dishonesty. In each of these areas, the institution creates an environment in which students, staff, and faculty are able to apply knowledge responsibly.

Criterion Two -- List of Evidence/Supporting Documents

- 2.A.1 - [General Catalog, p. 56](#)
- 2.A.2 - [Cash scholarships](#)
- 2.A.3 - [Scholars Program](#)
- 2.A.4 - [Financial Aid](#)
- 2.A.5a - [Obtained through emails with Ramona Buckner, Vice President for Business Operations](#)
- 2.A.5b - [CASC Policies and Procedures Manual, Chapter 3, "Business Affairs," p. 35](#)
- 2.A.6 - [CASC Policies and Procedures Manual, Chapter 3, Section 3-1, p. 35](#)
- 2.A.7 - [Grant-funded programs](#)
- 2.A.8 - [Student Handbook, "Values," p. 6](#)
- 2.A.9 - [Faculty Handbook, "Instruction," p. 17](#)
- 2.A.10 - [Faculty Handbook, "Instruction," p. 17](#)
- 2.A.11 - [Faculty Handbook, "Office Hours," p. 18](#)
- 2.A.12 - [Faculty Handbook, "The Course Syllabus," p. 19](#)
- 2.A.13 - [Faculty Handbook, "Evaluation and Examination," p. 28](#)
- 2.A.14 - [Faculty Handbook, "Explanation of Grades," p. 27](#)
- 2.A.15 - [General Catalog, "Grading," p. 69](#)
- 2.A.16 - [Faculty Handbook, "Academic Freedom and Responsibilities," p. 20](#)
- 2.A.17 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-36, p. 47](#)
- 2.A.18 - [Faculty Handbook, "Academic Freedom and Responsibilities," pp.19-20](#)
- 2.A.19 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-36, p. 47](#)
- 2.A.20 - [Faculty Handbook, "Academic Freedom and Responsibilities," pp. 19-20](#)
- 2.A.21 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-36, p. 47](#)
- 2.A.22 - [Faculty Handbook, "Academic Freedom and Responsibilities," p. 20](#)
- 2.A.23 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-36, p. 47](#)
- 2.A.24 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-37, p. 48](#)
- 2.A.25 - [Student Handbook, "Freedom of Access to Higher Education," p. 57](#)
- 2.A.26 - [CASC Policies and Procedures Manual, Chapter 2, Section 2-76, p. 22 and Chapter 5, Section 5-5C, p. 54](#)

- 2.A.27 - [CASC Policies and Procedures Manual, Chapter 6, Section 6-5, p. 82](#)
- 2.A.28 - [CASC Policies and Procedures Manual, Chapter 7, Section 7-4, pp. 86-87](#)
- 2.A.29 - [New Hire Process per Human Resources Office](#)
- 2.A.30 - [CASC Policies and Procedures Manual, Chapter 8, Section 8-2, pp. 91-93](#)
- 2.A.31 - [CASC Policies and Procedures Manual, Chapter 8, Section 8-3, pp. 93-96](#)
- 2.A.32 - [CASC Policies and Procedures Manual, Chapter 8, Section 8-4, pp. 96-100](#)
- 2.A.33 - [CASC Policies and Procedures Manual \(2001\), Chapter 4, Section 4-52, p. 47](#)
- 2.A.34 - [CASC Policies and Procedures Manual, "Termination of Employment," Section 4-41, p. 49](#)

- 2.A.35 - [2010 Ethics Manual for State Officers and State Employees](#)
- 2.A.36 - [2010 Ethics Manual for State Officers and State Employees](#)
- 2.A.37 - [Employee Benefits chart](#)
- 2.A.38 - [CASC Policies and Procedures Manual, Chapter 5, Section 5-2, p. 53](#)
- 2.A.39 - [CASC Policies and Procedures Manual, Chapter 8, Section 8-4, pp. 96-100](#)
- 2.A.40 - [Faculty Handbook, "Right of Due Process," p. 31](#)

- 2.B.1 - [Degree and Certificate Plans](#)
- 2.B.2 - [General Catalog, p. 81](#)
- 2.B.3 - [General Catalog, pp. 83-106](#)
- 2.B.4 - [Continuing Education and SrO](#)
- 2.B.5 - [Clubs and Organizations](#)
- 2.B.6 - [Intramural Sports](#)
- 2.B.7 - [Student Affairs](#)
- 2.B.8 - [Federal Programs](#)
- 2.B.9 - [Scholars Program](#)
- 2.B.10 - [Administration](#)
- 2.B.11 - [Division Chairs](#)
- 2.B.12 - [Division Faculty](#)
- 2.B.13 - [Faculty/Staff](#)
- 2.B.14 - [Business Office](#)
- 2.B.15 - [General Catalog, pp. 56-68](#)
- 2.B.16 - [General Catalog, pp. 57-63, Development Foundation Scholarships list](#)

- 2.B.17 - [Financial Aid](#)
- 2.B.18 - [State System Overview](#)
- 2.B.19 - [CASC Policies and Procedures Manual, Chapter 1, Sections 1-1 through 1-35, pp. 1-9](#)
- 2.B.20 - [General Catalog, pp. 3-8](#)
- 2.B.21 - [Research/Accreditation](#)
- 2.C.1 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-1, p. 1](#)
- 2.C.2 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-2, p. 1](#)
- 2.C.3 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-2, p. 1](#)
- 2.C.4 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-2, p. 1](#)
- 2.C.5 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-2, p. 1](#)
- 2.C.6 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-13, p. 4](#)
- 2.C.7 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-13, p. 5](#)
- 2.C.8 - [CASC Policies and Procedures Manual, Chapter 1, Section 1-2, p. 1](#)
- 2.D.1 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-36, p. 47](#)
- 2.D.2 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-37, p. 48](#)
- 2.D.3 - [Introduction to Speech Communication syllabus](#)
- 2.D.4 - [Choosing a persuasive topic](#)
- 2.D.5 - [Figure Drawing syllabus](#)
- 2.D.6 - [Film Genres: Horror syllabus](#)
- 2.D.7 - [World Religions syllabus](#)
- 2.D.8 - [Introduction to Philosophy syllabus](#)
- 2.D.9 - [Student Handbook, Students' Freedoms and Obligations, p. 56](#)
- 2.D.10 - [Student Handbook, Student Freedom Standards, pp. 57-59](#)
- 2.D.11 - [Student Handbook, SGA Constitution, pp. 89-100](#)
- 2.D.12 - [Student Handbook, Clubs and Organizations on Poteau Campus, pp. 39-40](#)
- 2.E.1 - [Faculty Handbook, "Performance Evaluations," p. 20](#)
- 2.E.2 - [Faculty Handbook, "Renewal or Dismissal," p. 30](#)
- 2.E.3 - [CASC Policies and Procedures Manual, Chapter 4, Section 4-33, pp. 46-47](#)
- 2.E.4 - [CASC Policies and Procedures Manual, Chapter 4, Sections 4-45 through 4-49, pp. 50-51](#)

- 2.E.5 - [*Student Handbook*, “Student Support Services \(SSS\),” p. 28](#)
- 2.E.6 - [Free Tutoring](#)
- 2.E.7 - [*Student Handbook*, “Joe E. White Library and Delores O’Guin Mitchell Library,” pp. 27-28](#)
- 2.E.8 - [Computer Use Policy: library](#)
- 2.E.9a - [*CASC Policies and Procedures Manual*, Chapter 5, Sections 5-72 through 5-73, pp. 74-76](#)
- 2.E.9b - [*Student Handbook*, “Standards of Conduct,” pp. 74-77](#)
- 2.E.10 - [*CASC Policies and Procedures Manual*, Chapter 5, Section 5-82, p. 79](#)
- 2.E.11a - [*CASC Policies and Procedures Manual*, Chapter 6, Sections 6-5 through 6-12, pp. 82-83](#)
- 2.E.11b - [*Student Handbook*, “Student Computer Conduct Code,” pp. 79-80](#)
- 2.E.12 - [Addendum II, *CASC Policies and Procedures Manual*, Chapter 6](#)