

2019-2020



SHORTER COLLEGE

2nd Chance Pell Grant Experimental Site Program Handbook

This purpose of this document is to serve as a resource guide for faculty and staff as they assist with the Shorter College Second Chance Pell Grant Program. The Office of Academic Affairs produces, revises, and distributes this document as needed.

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ACCREDITATION

Shorter College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org] having been awarded Accredited Status as a Category I institution by the TRACS Accreditation Commission on October 29, 2013. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

FORWARD



For the first time in over 20 years, Arkansas prisoners will have access to federal grants to go to college. Shorter College has been selected by the U.S. Department of Education as part of a three year experiment to send inmates to school. Shorter College will offer a two-year associate degree in business to 250 selected inmates as part of this program.

This Second Chance Pell Grant Experiential Site Program Handbook is a supplement to the Shorter College Academic Catalog. While some information is the same, there is information provided specific to 2nd Chance Pell Grant. It includes, but is not limited to, the Arkansas Department of Correction and Arkansas Community Correction historical sketches and guidelines, training, volunteer forms, additional information for 2nd Chance faculty's use of CAMS, Financial Aid for students, registration procedures for faculty, library assistance for assigning research papers, students services including research, counseling, and tutoring. Administrators contact information specifically for the 2nd Chance Pell Program is also available.

Enjoy your work at Shorter College and its Arkansas Department of Corrections facilities and Arkansas Community Correction facilities.

Note: The Academic Catalog and the Student Handbook are in the libraries at each of the 5 experiential sites facilities.

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Arkansas Department of Correction

FOR IMMEDIATE RELEASE
AUGUST 30, 2016

Arkansas Institutions Selected to Participate in Inaugural Chance Pell Pilot Program

Shorter College, Arkansas State University-Newport, Arkansas Community Correction, and the Arkansas Department of Correction will begin enrolling adults in Arkansas prisons in college in onsite college courses under the U.S. Department of Education's newly created Second Chance Pell Pilot Program, which allows incarcerated students to receive federal Pell Grant funding for postsecondary education. In June, the U.S. Department of Education announced the 69 selected colleges and universities that will provide postsecondary education to nearly 12,000 students in more than 100 state and federal prisons nationwide. Shorter College in North Little Rock and Arkansas State University-Newport were selected to participate in the program out of more than 200 applicants in 48 states. The selection allows Shorter College to enroll 250 inmates and ASU-Newport to enroll 150 inmates in each year of this three-year pilot project.

In 1994, Pell Grant eligibility for students in state and federal prisons was eliminated as part of the Violent Crime Control and Law Enforcement Act. Last year, the U.S. Department of Education announced the Second Chance Pell Pilot Program to restore educational access for some of those individuals, improving their chances of successful and productive reentry after they are released.

In July, representatives from Shorter College, Arkansas State-Newport, the Arkansas Department of Correction, and Arkansas Community Correction attended the inaugural convening of program participants in Washington D.C. The conference, which was hosted by the U.S. Department of Education, the U.S. Department of Justice's Bureau of Justice Assistance, and the Vera Institute of Justice (Vera), featured keynote presentations by Deputy Attorney General Sally Q. Yates and U.S. Department of Education Secretary John B. King, who also moderated a panel of students describing their college experiences in prison.

During the day-long conference, postsecondary and correctional leaders from the selected pilot programs had the opportunity to share ideas and hear from leaders in the field of correctional education in preparation for developing and implementing new programs or expanding existing ones.

High-quality correctional education — including postsecondary correctional education — has been shown to measurably reduce re-incarceration rates. By reducing recidivism, correctional education can ultimately save taxpayers money and create safer communities. According to a Department of Justice funded 2013 study from the RAND Corporation, incarcerated individuals who participated in correctional education were 43 percent less likely to return to prison within three years than prisoners who didn't participate in any correctional education programs. RAND estimated that for every dollar invested in correctional education programs, four to five dollars are saved on three year re-incarceration costs.

"Expanding educational opportunity for people who are incarcerated not only improves their lives, but strengthens our communities by preparing them to contribute to society rather than return to prison," said Fred Patrick, director of Vera's Center on Sentencing and Corrections. "We are thrilled that Arkansas is a partner in this important initiative to restore and expand access to college in prison."

With support from the U.S. Department of Justice, Bureau of Justice Assistance, Vera is providing technical assistance to the selected Second Chance Pell sites as part of the Expanding Access to Postsecondary Education Project. The project aims to facilitate the implementation and scaling up of quality higher education programs in prisons and those that work with students after they return home, and to assist with the development of policies, procedures, and practices to increase the participation of incarcerated and formerly incarcerated individuals in these programs.

Shorter College President Jerome Green said: "Shorter College is excited about this opportunity to be a part helping to solve the problem of mass incarceration and recidivism by equipping individuals with educational skills that will allow them to become productive taxpaying citizens. This activity fits squarely into Shorter College's mission to make an open admissions college opportunity available to all who are willing and able to lift up their lives through education and mainstream values. "

"For more than a decade, Arkansas State University-Newport has conducted a successful inmate education program that gives those individuals a more hopeful future, " said Dr. Sandra Massey, Chancellor of ASU-Newport. "The evidence shows that the education of incarcerated individuals reduces the recidivism rates, better prepares participating individuals for re-entry into society and saves taxpayer dollars. With well-trained faculty and support staff who are dedicated to teaching and working in this environment, ASU-Newport is prepared to help more inmates than ever transform their lives through our pacification in the Second Chance Pell Pilot program. "

In describing the importance of the Second Chance Pell Grant Pilot Program to inmates in their custody, Arkansas Department of Correction Director Wendy Kelley said "research continues to show inmates who receive educational programming while incarcerated, have lower recidivism rates than their peers who do not. Inmates, who receive a postsecondary education while incarcerated, have been shown to be even more successful in their reentry to society. The Department of Correction looks forward to working with Shorter College and continuing to work with ASU-Newport during this pilot program and providing a meaningful opportunity for change to participating inmates.

Arkansas Community Correction Director Sheila Sharp added, "Reentry is one of ACC's highest priorities. When a returning inmates successfully transitions back to the community by being employed, taking care of their families and not committing new crimes, the entire state benefits. We believe, and all the research backs up our belief, that education can help make the difference between success and failure. That's why this pilot

”

program is so encouraging. We applaud Shorter College and ASU-Newport for their foresight and their commitment to education for all, and we look forward to getting started.

Arkansas Governor Asa Hutchinson described his support of the initiative by saying "I am pleased that Shorter College and Arkansas State University-Newport are partnering with Community Correction and the Arkansas Department of Correction to participate in the Second Chance Pell Grant Pilot Program. Nothing does more to aid in the rehabilitation of an inmate than giving them the tools they need to make a better life for themselves. By providing incarcerated individuals with the chance to receive post-secondary education onsite, we are giving them the best opportunity to reenter as productive members of society."

About Shorter College:

Shorter College is the only private historically black two-year liberal arts college in the United States. Its unique mission is to make pursuit of an academic degree available through open admissions to all who are willing and able to pursue it in a nurturing Christian environment. Shorter College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) and is a part of the Arkansas Credit Transfer System administered by the Arkansas Department of Higher Education. Shorter College offers five degrees. Participants in the Second Chance Program will be enrolled in the college's Entrepreneurial Business degree program to give former incarcerated persons training in setting up their own businesses as well as training in business principles. Shorter College is a non-residential commuter college located in North Little Rock, Arkansas.

About Arkansas State University-Newport:

Arkansas State University-Newport is a degree granting community college with campuses in Jonesboro, Marked Tree and Newport, Arkansas. It is a part of the Arkansas State University System. ASUN is one of the state's fastest-growing community colleges, with a Fall 2015 enrollment of over 2,600 students. Established as a stand-alone, two-year college in 2001, our mission is to provide accessible, affordable, quality education that transforms the lives of our students, enriches our communities and strengthens our regional economy. ASUN's vision is to be the driving force that revitalizes the Delta and restores the American Dream to the communities we serve. Participants in the Second Chance Pell Program through ASU-Newport will be enrolled in the Associate of Arts degree program, where they can complete courses that make up the core curriculum and earn an associate's degree.

About the Arkansas Department of Correction:

The Arkansas Department of Correction operates nationally accredited correctional facilities across the state with a mission of providing public safety by carrying out the mandate of the courts, providing a safe humane environment for staff and inmates, strengthening the work ethic through teaching of good habits, and providing opportunities for staff and inmates to improve spiritually, mentally, and physically.

About Arkansas Community Correction:

Arkansas Community Correction supervises more than 54,000 adult parolees and probationers. The agency also operates a technical parole violator center and its five community correction centers are fully accredited

and licensed as treatment facilities. The agency's mission is to enhance public safety by enforcing state laws and court mandates through community partnerships and evidence-based programs that hold offenders accountable while engaging them in opportunities to become law-abiding, productive citizens.

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HISTORICAL SKETCH OF SHORTER COLLEGE

Founded by the African Methodist Episcopal Church in 1886, Shorter College was a logical and pragmatic response to the need of recently freed slaves to overcome the many disadvantages and deprivations of slavery and racial discrimination. This was a time, little more than twenty years after the end of the Civil War and the abolition of slavery, when black people had no access to institutions of higher learning. In fact, the prevailing attitude was that Blacks had no capacity for learning and the vast majority lacked basic education and skills. The church seized the opportunity to provide instruction leading to a general education, but also aimed at developing competent leadership among Black people.

In November 1886, under the leadership of Bishop T.M.D. Ward, the Arkansas Annual Conference of the African Methodist Episcopal Church, less than twenty years after it was organized, formulated a plan for establishing an institution of higher learning. No doubt this was influenced by the years Nathan Warren, one of the founders of the African Methodist Episcopal Church in Arkansas, spent in Xenia, Ohio, at the time Bishop Daniel Payne was President of Wilberforce University. When it opened on September 15, 1886, the school was housed in the basement of Bethel A. M. E. Church on Ninth and Broadway in Little Rock, Arkansas and was named Bethel University. Its first session opened with an enrollment of 109 students.

In 1888, Bethel University was moved to Arkadelphia, Arkansas, where it opened its fifth academic year on September 23, 1891. In December 1892 the Annual Conference renamed the school to Shorter University in honor of Bishop James Alexander Shorter, organizer of the African Methodist Episcopal Church in Arkansas. On May 18, 1894, Shorter University was chartered under its new name. A year later, under the leadership of Principal F. T. Vinegar and Bishop W. B. Derrick, Shorter acquired land and buildings in North Little Rock, Arkansas. From September 22, 1895, to January 1898, the college maintained operations both in North Little Rock and, in Arkadelphia. At the end of a twenty-eight month transition, the college established itself at 604 Locust Street in North Little Rock in 1898 and terminated operations in Arkadelphia. At present the campus sits on three and one-half blocks of valuable property in the city of North Little Rock.

On August 14, 1903, the charter was amended to change the name of the institution to Shorter College, in that same year, the first building was erected and named Tyree Hall. This initiation of physical-plant expansion, which is attributed to Bishop Evans Tyree and President T. H. Jackson, is significant because it represents an unmistakable commitment to a permanent location. As funds became available, buildings were erected and the scope of its offerings broadened, at one time providing theological, vocational and liberal arts programs as a four-year college.

Shorter College's open enrollment policy was of great benefit to the African American population across the state of Arkansas and later in Oklahoma. Several of the clergy and lay leaders in the Twelfth Episcopal District graduated from Shorter College and later, Jackson Seminary located on the campus. Other institutions of higher learning in the state of Arkansas were closed to African Americans; therefore Shorter's presence served a great educational void.

In 1955, a decision was made to operate the college as a 2-year institution under the leadership of President Theophilus D. Alexander and Bishop William R. Wilkes. The prevailing institutional goal was to develop and maintain programs and services characteristic of a first rate Junior College. Its two priorities were

development of a physical plant designed to support its instructional program and goals, and an administration capable of ensuring institutional effectiveness and adherence to the institution's goals.

In 1958, A.O. Wilson was appointed President and served a two-year term. He was succeeded by Dr. H. Solomon Hill in June 1960. Dr. Hill's eight-year tenure brought many improvements to the college and the community as well. Among his accomplishments were the construction and furnishing of the Sherman- Tyree Hall in May 1961 (under Bishop O. L. Sherman's leadership), as well as the completion of the new library in 1968.

In May 1970, The Board of Trustees, under the leadership of Bishop D. Ward Nichols, elected Rev. Lonnie Johnson of Lawton, Oklahoma, as president of The College. After serving fourteen months, Rev. Johnson resigned and returned to Oklahoma.

In May 1972, Mr. Oley L. Griffin by unanimous consensus of the Board of Trustees was appointed by Bishop Nichols to oversee the operations as president. While President Griffin was in office, ground was broken for the S.S. Morris Student Center in November 1974. The building was completed in the fall of 1975. In the winter of 1977, when President R.J. Hampton was in office, ground was broken for the F.C. James Human Resources Center, named in honor of Bishop Frederick C. James. The James Center was completed in 1979.

In September 1980, the Board named the Reverend John L. Phillips, Sr., the thirty-seventh president of the college. A man of proven administrative ability, President Phillips received unanimous support from the other administrative officers and the faculty members for his plan to reorganize the administration, which he explained soon after taking office. The plan consisted of three phases: An analysis of the existing administrative organization; evaluation of existing administration functions by the criterion of relevance to the mission; and revision of the administrative system and job descriptions to establish a management-by-objectives administrative style conducive to planning, management, and evaluation that would ensure the relevance of the various functions of the college to its mission. The first phase of the plan was completed in January 1981; the second was included in a perpetual planning cycle essential to management by objectives; and the third was executed as, one by one, the various offices were adapted to management by objectives. Under President Phillips administration, the college was led to full unconditional accreditation by the North Central Association of Colleges and Schools, the Arkansas Council of Independent Colleges and Universities, the National Association of Junior Colleges, and the Arkansas Department of Higher Education. This accreditation enabled Shorter College to compete for students who could then transfer easily to four-year institutions. In the years following, many attempts were made at improving the administrative effectiveness of the institution and shaping its programs to meet the needs of students.

In 1984, Bishop H. Hartford Brookins was assigned to the Twelfth (12th) Episcopal District of the African Methodist Episcopal Church. He served as the Chairman of the Board of Trustees responsible for the welfare and upkeep of Shorter College. Bishop Brookins' tenure of office ended in July 1988, with the subsequent assignment of Bishop Henry A. Belin, Jr. who became the Chairman of the Board of Trustees of Shorter College.

Dr. H. Benjamin Williams joined Shorter College as the Vice President for Academic Affairs in the Fall of 1984 under Dr. John L. Phillips. He was appointed the interim President in July 1987 and was confirmed the 38th President of the college in the March 1988. Dr. Williams resigned his leadership in June 1988.

Dr. Williams succeeded in accomplishing the following: reinstating the men's basketball team, establishing a new federally funded program (Title III) designed to strengthen academic programs at the college; setting up a dormitory for the male students on campus (Honors Hall), and making some improvements in the administrative components of the college.

Dr. Williams was succeeded by Dr. W. Dean Goldsby who was appointed by the board to the seat of Interim President in June 1988 thereby vacating his previous position as Director for Student Services. Dr. Goldsby embarked on a number of improvement projects including: increasing the student enrollment for the 1988/89 session; overhauling and restructuring the internal financial management; and completing the physical improvement projects on campus (i.e. the renovation of Sherman Tyree Hall). During the administration of Dr. W. Dean Goldsby (1988-89), ground was broken for the Henry A. Belin-Health-Plex, which houses the Gymnasium.

Dr. Katherine P. Mitchell, elected on September 21, 1989, by the Board of Trustees, took office on November 1, 1989 becoming the first woman to be elected President of the college. Under Dr. Mitchell's leadership, the college made significant progress to include the completion of the Henry A. Belin Health- Plex and the Alexander-Turner Child Development Center.

In 1998, Dr. Irma Hunter Brown was elected President of Shorter College. Following Dr. Brown's tenure, the Board of Trustees named Dr. Cora D. McHenry acting president of Shorter College in April 2001. In May 2002, the Board of Trustees elected Dr. McHenry as President. The Board of Trustees and the administrative staff set out on a two-phase program of revitalization and implementation of the newly adopted strategic plan. Following the administration of Dr. Cora McHenry, the Board of Trustees elected Lillie Alexis as its 43rd President.

In June 2008, Bishop Samuel L. Green, Sr. was elected and consecrated as the 125th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service, his responsibility included Chairman of the Board of Trustees for Shorter College.

Shorter College had lost its accreditation in 1998, but with a watchful board and a few dedicated staff, the doors of the college were kept open. Within the first few months, Bishop Green assembled the Board of Trustees to assess the situation of Shorter College and to critically evaluate its future.

After reviewing the institution's mission, goals, and objectives, the Board of Trustees determined that Shorter College should move forward in continuing its rich heritage. They elected to bring back one of its former presidents, Dr. Katherine P. Mitchell, to lead the effort to gain candidacy status with the Transnational Association of Christian Colleges and Schools (TRACS). An intensive eighteen month process with an introspective critical look at Shorter College resulted in Shorter Colleges' self-study report which was presented to TRACS. The self-study team, then, made its initial visit to the College.

On April 13, 2011, Shorter College received notification of its completion of this accomplishment: candidacy status was granted. Dr. Katherine P. Mitchell had completed her task. The next step was to work toward full accreditation.

In July 2012, the Board of Trustees elected O. Jerome Green, Esq., as the 45th President of Shorter College. The Board charged Dr. Green and staff to move Shorter College to full accreditation. The team commenced its task. Full-time faculty were hired to instruct students; student learning was facilitated; infrastructures were enhanced, and student services were strengthened. Sound fiscal affairs were maintained and curriculum was enhanced. Consequently, with intensive work, strong leadership, and a committed board, the self-study for full accreditation was developed and submitted to TRACS.

During this process, Shorter welcomed fifty (50) enrolled students in the 2012 fall semester and two hundred thirty-six (236) enrolled students in the 2013 spring semester. The first summer school session held in more than ten years had 83 students enrolled for summer session I, and 90 students enrolled for summer session II.

TRACS sent another site team to Shorter College on August 19-22, 2013. By this time, enrollment for fall 2013 had reached 331 new and returning students. TRACS evaluated the data and relevant information in the accreditation report and made its preliminary determination. On October 29, 2013, the Chairman and representatives of the Board of Trustees and administration of Shorter College traveled to San Diego, California to stand before the Commissioners of the Transnational Association of Christian Colleges and Schools (TRACS) to answer questions relative to Shorter College's adherence to TRACS' accreditation standards.

At the end of the interview, Shorter College was awarded full accreditation status as a Category I institution for a period of five years -- 2013-2018.

With full accreditation, the focus for Shorter College was on excellence in all arenas. The committed staff focused on developing first-rate information technology, student services, assessment, strategic planning, curriculum development, faculty development, and other strategic areas. Great strides were made and are continuing to be improved in these areas. In the current spring semester, Shorter College has a student enrollment of 437 students; library holdings have been increased; cooperative library usage agreements have been implemented; curricular improvements have been made, and the renovation of the S. S. Morris Student Center will be completed in June 2014.

The S. S. Morris Student Center was completed in July 2014. In April 2015, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Entrepreneurial Studies and the Associate of Arts in Criminal Justice.

In August 2016, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Christian Leadership and the Associate of Arts Early Childhood Development.

Future plans include the renewal of Jackson Theological Seminary, introduction of new degree programs, and the building of an ultra-modern dormitory/with student apartments. An intensive fund raising strategy has a goal of one million dollars for 2014-2015. By 2016, Shorter College plans to have raised a total of \$5 million in unrestricted private gifts and have an increase in the Shorter College Endowment Fund. The rebirth of Shorter College as a viable option for higher education is evident, and "You Fit Here."

In July 2016, Bishop Michael Mitchell was elected and consecrated as the 134th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service,

his responsibility included Chairman of the Board of Trustees for Shorter College.

SHORTER COLLEGE'S BIBLICAL FOUNDATION STATEMENT

Shorter College's Biblical Foundation Statement is embodied in the following "Statement of Faith."

Statement of Faith

Shorter College is an African Methodist Episcopal Church sponsored school and is shaped by the Methodist traditional understanding of sin, grace, and the possibility of full salvation for Christ-like living. Shorter College embraces the equality, dignity and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ.

We believe that there is but one living and true God, everlasting, without body or parts, of infinite power, wisdom, and goodness; the Maker and Preserver of all things, both visible and invisible. In unity of this God-head, there are three persons, of one substance, power, and eternity-the Father, the Son, and the Holy Spirit.

We believe that Jesus is the Son of God, who is the Word of the Father, the very and eternal God, of one substance with the Father, took man's nature in the womb of the blessed Virgin; so that two whole and perfect natures, that is to say, the God-head and manhood, were joined together in one person, never to be divided; whereof is one Christ, very God and very Man, who truly suffered, was crucified, dead, and buried, to reconcile his Father to us, and to be sacrifice, not only for original guilt, but also for the actual sins of men.

We believe that Christ did truly rise again from the dead, and took again his body with all things appertaining to the perfection of man's nature, wherewith he ascended into heaven, and there sitteth until he returns to judge all men at the last day.

We believe in the Holy Spirit, proceeding from the Father and the Son is of substance, majesty, and glory with the Father and the Son, very and eternal God.

We believe that the Holy Scriptures containeth all things necessary to salvation; and that the Bible is the inspired word, infallible and authoritative word of God.

PHILOSOPHY OF EDUCATION

Shorter College's philosophy of education is to prepare students to live a productive life that requires wisdom and understanding. Students are provided with tools to sort out that which is wise from that which is not and learning skills that can be applied to all fields of human knowledge. Students must receive education that focuses on developing sound learning skills, acquiring a broad base of knowledge and the constructing of a well-considered worldview grounded in wisdom.

ETHICAL VALUES AND STANDARDS STATEMENT

We hold the following core values, approved by the Board of Trustees and followed by college administration, faculty, staff, and students, to be the foundation of our identity as a community.

Faith

We value faith and learning as inescapably linked and that an exploration of faith and religion is essential to education.

Integrity

We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment. We will be fair, honest and ethical and assume responsibility for our actions in all dealings with and on behalf of the college. Shorter College will never knowingly mislead or deceive members of the college community, its various publics, or stakeholders. The college will practice transparency in all of its dealings. The college will represent its programs and services fairly and accurately. We value learning and a working environment that encourages and supports open sharing of information, empowerment and shared responsibility for decision-making, and a culture that emphasizes continuous improvement and growth. We believe in the sanctity of the individual in the mutually supportive community of a small college. We believe in a focus on each person as an individual with inherent worth. We will work in partnership with one another, encouraging broad participation and active engagement of all, to build a sense of shared purpose about the importance and value of the College. Shorter College is committed to the principle of academic freedom as it seeks to carry out its teaching and learning programs. Scholarly investigation is encouraged through research. Faculty, administrators, and students are responsible for upholding the high morals and ethical standards of academic honesty.

Learning

We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement. We believe that learning is best based on open inquiry and the liberal arts. We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities. We will conscientiously strive for excellence in our programs and services as well as foster a commitment to the highest standards in all areas of the College's mission.

Inclusiveness

We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration and the free exchange of ideas. We respect diversity and strive to reflect the communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas.

Service

We seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical. We believe we are called to educate morally and ethically responsible citizens of a pluralistic society. To this end, we are guided by the idea of service. We value social responsibility; seek non-violent resolution to conflict and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.

THE MISSION

The Mission of Shorter College is to provide accessible, affordable and high quality education for students to accomplish their academic goals by offering programs that meet the learner's needs in a challenging and nurturing Christian environment.

THE VISION

The vision of Shorter College is to remain a fully accredited two-year residential, Christian College that excels in providing a challenging teacher-learner environment with flexible curriculum offerings of academic, basic and career-oriented courses; and working in partnership with the community, create opportunities for students to develop leadership abilities, life skills and to increase their employment potential. It shall continue its special mission to help students overcome the persistent obstacles of inadequate academic preparation and financial need. It shall seek out persons desirous of obtaining a college education and maintain an open-door policy. It shall remain an educational institution committed to academic excellence while simultaneously serving as the intellectual, spiritual and cultural reservoir of African American History and tradition.

THE OBJECTIVES

The objectives Shorter College seeks:

1. To instill within each student the realization that God is the supreme center of all reality, and that academic and life-purpose is ultimately realized only through obedience to the revealed Will of God.
2. To provide the basic communication skills and general education needed to stimulate intellectual curiosity and a continuous search for knowledge.
3. To provide both certificate and associate degree programs that prepare students for further study or opportunities for work in the job market.
4. To serve as a center to transmit and preserve African-American heritage and culture.
5. To graduate students who think carefully and logically about and express with clarity their observations, experiences, and findings concerning the world in which they live, both in writing and verbally.
6. To graduate students who exhibit competency in their disciplines, character in their work with others, and compassion toward all people consistent with an education in a Christian environment.
7. To provide knowledge and basic computer skills needed to be technologically competitive.

8. To provide an opportunity for under-performing students to overcome educational deficiencies.

ACADEMIC CALENDAR

The Shorter College Academic Calendar is subject to change. The current version is always available on [www. shortercollege.edu](http://www.shortercollege.edu).

HANDBOOK REQUIREMENTS

This handbook provides information about the college as well as the Second Chance Pell Grant Program. It also contains information concerning admissions, financial aid, academic regulations and requirements, services available to students, the Entrepreneurial Studies Program, and a list of administrative officers, faculty, and staff of the college. Although courses listed in the curriculum are required, the suggested curricular plan does not in any way indicate the length of time required for a student to finish degree requirements.

While every effort has been made to ensure completeness and accuracy, changes may occur at any time in requirements, deadlines, fees, curricula, courses and course descriptions. For various reasons, such as insufficient enrollment or limited resources, courses may at times not be offered in the announcement semester. Consequently, students should work with the appropriate advisor in determining a schedule for any given academic session. It should be understood, therefore, that the information in this catalog is not in the nature of contractual obligation.

HANDBOOK RESTRICTIONS

Students generally follow the academic program current at the time of their admission into Shorter College and may not follow those of earlier catalogs. Exceptions may apply where requirements are imposed by state agencies.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

Notice is hereby given that Shorter College has adopted institutional procedures in compliance with the Family Educational Right and Privacy Act of 1974, assuring the right of a student to view his or her educational records upon request.

CONFIDENTIALITY OF RECORDS

Shorter College has adopted procedures in compliance with the Family Educational Right and Privacy Act of 1974. To preserve strict confidentiality of records, the college does not permit access to or release of educational records or personal information, without the written consent of the student.

Information allowed Include:

- Grades/GPA, demographic, registration, student ID number, academic status, and/or enrollment information
- Billing statements, charges, credits, payments, past due amounts, and/or collection activity
- Financial aid awards, application data, disbursements, eligibility, and/or financial aid satisfactory progress
- Access to student records maintained by the Office of the Registrar, Office of Financial Aid and the Office of Student Affairs including all of the above examples.

SEXUAL HARASSMENT

Shorter College has a policy that prohibits sexual harassment or discrimination against any staff, faculty, and student of the college on the basis of sex. Actions related to sexual harassment or discrimination based on sex are also prohibited by law, Section 703, Title VII of the Civil Right Act of 1963 and Title IX of the Educational Amendment Act of 1972.

Any member of the Shorter College community who violates any of these Acts faces disciplinary action and potential legal consequences.

Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct. The following non-exhaustive list contains forms of sexual harassment:

- (1) Submission to such conduct is, explicitly or implicitly, made a term or condition of an individual's employment or classroom evaluation.
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the status of the individual.
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or classroom performance, or creating an intimidating, hostile, or offensive working or academic environment.

Shorter College shall take necessary steps to maintain a college environment that is free of sexual harassment and discrimination on the basis of sex through programs and workshops developed to prevent such acts. Members of the college are encouraged to report any violation of this policy against an individual on or outside the college campus to the appropriate college authority. Appropriate administrative departmental action(s) will be taken through either informal or formal procedures.

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

Shorter College complies with applicable federal and state legislation and regulations regarding non-

discriminatory admission and employment policies and practices by providing equal opportunity to all individuals without discrimination on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, political affiliation, disability, or status as a war veteran. It is, therefore, the institution's policy to accord fair and equitable treatment of every person, at all times.

Shorter College will continue to maintain its policy of providing access to general education and Para-professional programs to all persons regardless of race, national origin, sex color, creed, and political persuasions. The College, however, recognizes its institutional responsibility to serve its community by making institutional resources available to assist in the cultural, economic, and spiritual development of the community.

DISCRIMINATION FREE ENVIRONMENT

Shorter College does not, in its admission or employment policies and practices, discriminate against individuals on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, handicap, or status as a veteran of Vietnam War era or as a disabled veteran. The college complies with applicable federal legislation and regulations regarding non-discrimination and equal employment opportunity. Shorter College also reaffirms the principle that its students, faculty, and staff have a right to be free from sexual discrimination in the form of sexual harassment by any member of the college community. Sexual harassment of students and employees at the college is unacceptable conduct, and it is also unlawful.

WHERE TO GO FOR HELP

Questions regarding Academic Affairs should be addressed to:

Dr. Jean Bell Manning
Dean
Office of Academic Affairs at Shorter College.
604 Locust Street, North Little Rock, AR 72114
Email: jean.manning@shortercollege.edu
Office Telephone: 501.374.6305

Dr. Demetrius Gilbert
Associate Dean
Office of Academic Affairs at Shorter College.
604 Locust Street, North Little Rock, AR 72114
Email: demetrius.gilbert@shortercollege.edu
Office Telephone: 501.374.6305

Questions regarding the Second Chance Pell Program should be addressed to:

Stormy Cubb
2nd Chance Pell Program Manager
Shorter College

604 Locust Street, North Little Rock, AR 72114
Email: stormy.cubb@shortercollege.edu
Office Telephone: 501.374.6305

Questions regarding the Entrepreneurial Studies Program should be addressed to:

Margaret Boyd-Owens
Chair
Department of Entrepreneurial Studies
604 Locust Street, North Little Rock, AR 72114
Email: margaret.boyd-owens@shortercollege.edu
Office Telephone: 501.374.6305

All applications and requests for information regarding financial aid should be addressed to:

Janice Ivory
Director
Office of Financial Aid at Shorter College
604 Locust Street, North Little Rock, AR 72114
Email: janice.ivory@shortercollege.edu
Office Telephone: 501.374.6305

All admissions applications and requests for information should be addressed to:

Arnella Carter
Director
Office of Admissions at Shorter College
604 Locust Street, North Little Rock, AR 72114
Email: arnella.carter@shortercollege.edu
Office Telephone: 501.374.6305

Questions regarding a transcript and requests for information should be addressed to:

Harrison Johnson
Registrar
Office of the Registrar at Shorter College
604 Locust Street, North Little Rock, AR 72114
Email: harrison.johnson@shortercollege.edu
Office Telephone: 501.374.6305

FACULTY & STAFF PERSONNEL FILE CHECKLIST

Employee Name:
Hire Date:

Check when completed (use N/A when appropriate)	ITEMS NEEDED	Faculty	Staff
	Shorter College Employee Application	X	X
	Signed Statement of Faith which includes the following (Philosophy of education & ethic and value statement).	X	X
	Receipt of handbook (faculty and staff) which contains all benefits and other governing policies (www.shortercollege.edu)	X	X
	Signed job description, roles and responsibilities.	(included in their contract)	X
	Contract.	X	X
	Copies of Performance evaluations (signed).	X	X
	Resume or CV (excluding Daycare employee, however, provide copies of certificates and credentials).	X	X
	Transcripts (official) for degree conferred (this required for faculty and staff as mentioned in the job description) Bachelor's Degree; Master's Degree; and Terminal Degree	X	X
	W-4 or W-9.	X	X
	I-9 CNMI Social Security Card and Valid ID (optional)	Optional	Optional
	Faculty Development Credentials (Optional)	X	N/A

Signatures of Completion

Dean of Academic Affairs
(For faculty hire only)

(Signature)

(Date)

Human Resources Manager

(Signature)

(Date)

New Employee Checklist

Check when completed (use N/A when appropriate)	Items Needed	Department (please send the individual to the respective department below)
	Drug Screening	HR
	Direct Deposit Form	HR
	Benefits / Insurance Packet	HR
	Shorter College ID, Email, and CAM Access (IT Office)	IT
	Parking Decal	Security
	Completion of Personnel File	HR

2nd Chance Pell New Faculty Training (CAMS)

Welcome new employee! On behalf of your fellow employees, the Academic Affairs unit welcomes you to Shorter College and wishes you every success here.

We believe that every employee contributes directly to Shorter Colleges' growth and success, and we hope you will take pride in being a member of our academic team.

This portion of the handbook was developed to help you navigate the process of documenting student attendance, grades and overall communication with the CAMS system. We hope that your experience here will be challenging, enjoyable, and rewarding.

By now, you should have received your Shorter College email from the Information and Technology office to access the course management system we call **CAMS**. With this login information, the faculty member is able to check his/her Shorter College email, log into the Faculty Portal to manage their course load, etc.

Overview of Features for Faculty

The main features you will use in **CAMS** are the following:

- Check class your roster
- Keep daily attendance
- Keep your gradebook
- Submit your Midterm and Final grades

There are other features that would help manage your class, such as:

- Make course announcements available to your students
- Place items on Student Portal
- Provide electronic copies of course documents to students (course syllabus)
- Allow students to submit assignments electronically
- Make course documents available to students
- Make Hyperlinks to Web Pages available to students

Check your Email

All faculty are assigned a Shorter College email, this is our best way of communicating with faculty and students. This is the email address assigned to you when you met with the IT department when you became a member of the Shorter College team. It is asked that this email address is checked at all times.

Check Class Attendance

To check your class attendance, faculty must sign into the Faculty Portal from the Shorter College website. Once faculty choose Faculty Portal from the Shorter College website, a dialog box will pop up Faculty Portal

Login, this is where faculty will put in their login information, (make sure the correct term is selected (ex. Spring 2017) to get to your current students. Once faculty has completed the login, you will see the Family Educational Rights and Privacy Act pop up, click on accept. Next you will see the Faculty Portal News screen, at the bottom **left** click on “My Courses” this will bring up all of the classes you are teaching for the semester. Click on the course you want to check attendance or check to see who is in your class. Scroll down until you see “Course Attendance” click on the “Attendance Entry”, at the top you see the course you want to take attendance. In the Attendance Entry dialog box, you will see attendance date (make sure it is the class date you are reporting), you can also change the date to put in the correct reporting date. This dialog box also shows the day and time of class as well. Then click on “Load Daily Attendance”, if the correct information is not put in, a red bar will appear in the middle of the screen with “Warning: Class does not normally meet on this day”. Please go back and put in the correct date for the class. Then proceed with putting in your attendance. Shorter College attendance in CAMS is defaulted to “absent”, the faculty must click on “present”, once all attendance has been put in, finally, click on Save Daily Attendance.

Check Class Roster

To check Class Roster, follow the above steps to get into the Faculty Portal. On the left there is a dialog box, click on the Class Roster box to see all courses assigned to you. If you want to see all students registered for that particular course, All Courses for Term, then click on the particular class you want to see and it will show you the students in that class.

Course Gradebook

At the beginning of each semester, new faculty is given a paper gradebook (at the end of the semester, it is returned to the Administrative Assistant). Faculty is asked to record all grades in the Faculty Portal. Again, follow the steps to get into the Faculty Portal. The following steps will guide you through to setting up your gradebook.

- Step 1: Setup Grade Standards (numeric grade cutoff for each letter grade)
- Step 2: Setup Categories (broad grading categories with weights for each category)
- Step 3: Setup Assignments (individual assignments within each category)
- Step 4: Set Student Access (identify features you want to see in their Student Portal)

Step 1: Setup Grade Standards

My Course >Course Options

Add Standard

Copy Default Grade Scale

Copy Scale from a Different Course

Defined Grade Scale for Class

Actions	Letter	Grade Cutoff	Percentile	Percent
Edit Delete	A	90		90
Edit Delete	B	80		80
Edit Delete	C	70		70
Edit Delete	D	60		60
Edit Delete	F	0		

If you use the same grade scale for all of your courses, use this feature once you have set up your first grade scale.

Step 2: Setup Categories

My Course >Course Options

Add category

Example:

- ***Assignments = 20% (no assignments dropped)***
- ***Class Participation = 10%***
- ***Exams = 60% (lowest exam grade will be dropped)***
- ***Homework = 10% (lowest 2 homework grades will be dropped)***

My Course >Course Options> Setup Categories

Add category

Actions	Category	Weight	# Drops
Edit Delete	Assignments – (2) Assignments – (0) Graded – Documents	20	0
Edit Delete	Class Participation – (1) Assignment(s) – (0) Graded – (0)	10	0
Edit Delete	Exams – (4) Assignment(s) – (0) Graded – (0) Documents	60	1
Edit Delete	Homework – (4) Assignment(s) – (0) Documents	10	2

Step 3: Setup Assignments

Individual assignments in each category must be set up in order to assign grades and have the grades calculated.

Choices to make when setting up each assignment:

- Name each “assignment”
- List due date for each assignment (can be changed later if you don’t know it at this time.)
- List total possible points for the assignment.
- Determine if you want students to view their grades (probably “yes”)
- Determine if students need to upload files

My Course >Course Options

Setup Assignments

Note:

- New assignments can be added as the semester progresses.
- Assignments with no grade posted are not averaged when the grades are calculated.
- Assignments are averaged within each category and your assigned weights for each category are used to calculate the final grade.
- If indicated in the Grade Categories, the lowest grade (s) will be dropped before the average for each category is calculated.

My Course >Course Options> Setup Assignments

[Add Assignment](#) | [Preview](#)

Course Assignment Setup Listing

Actions	Category	Assignment Description	Date	Total Points	View Grade	Allow Uploads
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Course Assignments Setup Listing

Category	Assignments	Assignment 1	9/5/2017	100	Yes	True
Assignments	Assignments	Assignment 2	9/19/2017	100	Yes	True
Assignments	Class Participation	Attendance	8/25/2017	100	Yes	False
Edit Delete	Exams	Exam 1	9/25/2017	100	Yes	False
Edit Delete	Exams	Exam 2	10/25/2017	100	Yes	False
Edit Delete	Exams	Exam 3	11/15/2017	100	Yes	False
Edit Delete	Exams	Exam 4	12/15/2017	100	Yes	False
Edit Delete	Homework	Homework 1	9/5/2017	10	Yes	False
Edit Delete	Homework	Homework 2	9/25/2017	10	Yes	False
Edit Delete	Homework	Homework 3	10/5/2017	10	Yes	False
Edit Delete	Homework	Homework 4	10/25/2017	10	Yes	False

Note: Assignment due dates can be changed later.

Step 3: Setup 4: Setup Student Access

If you want to see the list of assignments and due dates in their Student Portal, you must activate their access to it. There are also other features, such as email, course information, course announcements, textbooks, etc. you may want to set for student access, especially if this is your primary means of communicating electronically with your students.

Note: This step can be omitted for students in the Second Chance Pell Grant Program with no access to computers.

My Course >Course Options> Set Student Access

Save Show All None

Under this feature, faculty may check all of the boxes or the course options you want the students to see in the “Show” box. To see the activated features the way students will see them, click a feature you want to see under the Course Information heading in your Faculty Portal and select **Preview**.

Note: Omit this option as the Second Chance Pell Grant student does not have access to computers.

Record Grades

Grades can be set up by **Assignments** or by individual **Student**.

My Courses > Course Options

Record Grades

Example of entering grades by Assignment:

My Courses >Course Options >Record Grades by Assignment

Note: Click on the Assignment Description to grade it.

Assignment Listing

Category	Assignment 1	9/5/2017	100	Yes	True
Assignments	Assignment 2	9/19/2017	100	Yes	True
Assignments	Attendance	8/25/2017	100	Yes	False
Class Participation	Exam 1	9/25/2017	100	Yes	False
Exams	Exam 2	10/25/2017	100	Yes	False

Click on the desired assignment first.

Record grades where it says “original Score”, Letter grade is automatically assigned based on your grade standard where it says “Letter Grade”. Where you see the “Adjusted Score” the score is automatically assigned the same score as the “Original Score”. You can change it. This is the score used when the grades are calculated. Check out possible “Status” items if grade is not assigned at this time.

Calculate Final Grades

From Course Options, select Calculate Midterm and Final Grades link.

My Course > Course Options

Course Information > Corse Gradebook >Calculate Final Grades

A list of missing grades will appear

Students with missing grades (Examples)

Students Name	Assignment	Assignment Date
Texas, Dallas	Attendance	8/25/2017
Missouri, Small	Exam 1	9/23/2017
Ohio, Cleveland	Exam 2	10/1/2017
Arkansas, Bryant	Homework 4	8/18/2017

You can enter missing grades by selecting the student name or assignment name from this window. Or you can go to the **Record Grades > By Assignment or By Student** link in Course Options to add missing grades or change existing grades. Make sure all assignments have been inserted, including zeros. You must have a grade for every assignment in order to submit your final grade.

View or Edit Calculated Grades

The View/Edit Calculated Grades window would allow you to make changes to the final grade (perhaps because of extra credit submitted). Experiment with the **Narrative** button as a place to document why you may have bumped the student's calculation up or down.

My Course > Course Options

Course Information > View/Edit Calculated Grades

Submit Final Grades to Registrar

Click **Submit Grades** to submit final grades to registrar.

My Course > Course Options > Course Gradebook > Submit Grades

If there are still missing assignment grades, they will be displayed. These grades **must** be entered before you can submit the final grade to registrar.

Final grades are automatically calculated. Double check the grades. Change any that are incorrect.

Then click **Continue to Submit Grades Step 2**

A dialog box will appear with the student's grades, you can change any final grades before submitting them.

Click **Continue to Submit Grades Step 3**.

A message appears that grades have been submitted to the registrar (example: new grade (s) has been submitted to the registrar's office).

Note: If a faculty needs to resubmit a final grade, he or she needs to contact the registrar for a change of grade form.

*****Special Note:** After reading the **CAMS** section in the Handbook or feel you need more training; you may contact the Registrar or Dr. Keiona Middleton in the Information and Technology office.

Library

The Library Staff will be available to assist and support the faculty of the Second Chance Pell Program in the following the manner:

Train faculty on:

1. Collaboration with the Librarians
2. CAMS
3. Arkansas Travelers Database Program
4. Public Library accessibility to the teachers
5. Working with ARKLinks in the area closest to the classes

If faculty require research material for students, the library staff will research topics and provide copies of the materials via email or place the information on a jump drive. This process allows faculty to print information and distribute the information to students to use in their research projects. The elements needed in doing this project is communication through collaboration. Information can easily be emailed to the instructors using their Shorter College email.

ADMISSION REQUIREMENTS AND PROCEDURES

Shorter College admission requirements and procedures are subject to change. The admission requirements and procedures are available in the academic catalog and on the Shorter College website at www.shortercollege.edu.

REGISTRATION

Shorter College registration requirements and procedures are subject to change. The registration requirements and procedures are available in the academic catalog.

GENERAL EDUCATION REQUIREMENTS

GENERAL PURPOSE AND OBJECTIVES OF GENERAL EDUCATION

General Education requirements are designed for all degree-seeking students of Shorter College. The knowledge and skills acquired by the students from taking the General Education courses enable them to address some analytical problems, make conclusive judgments, and to make rational choices in their personal and professional careers.

General Education courses are designed to provide students with a well-rounded Liberal Arts education, increase their awareness, and offer them choices to improve their quality of life and the lives of those whom they influence.

In the General Education requirements, most courses are designed to instill in students the desire to continue to learn throughout their lives and to equip them with the knowledge and skills to develop. The basic objectives of the General Education core are to enable students through individual and group applications, to acquire:

1. The ability to read, write, and speak clearly and effectively on the College level;
2. The ability to use mathematical concepts and techniques to solve problems;
3. The ability to show basic competency in assessing, processing, and presenting information through computer technologies;
4. The knowledge of the history and culture of the United States, and the development and changes of its social, political, and economic systems;
5. The ability to understand the basic principles, philosophy, and methodology of science and its influence on the society;
6. The understanding of creative ideas, works, and accomplishments of various cultures in the areas of art, music, drama, literature, philosophy, and architecture.
7. The basic understanding of various philosophical concepts and ideas of the world great philosophers, and the ability to develop the capacity to comprehend moral and ethical issues;
8. The understanding of the importance of promoting and practicing personal health and safety

environments.

9. Knowledge of student campus life, academic responsibilities/rules /regulations, and career objectives and choices.

ASSESSMENT OF THE GENERAL EDUCATION CURRICULUM

The academic objectives of the General Education core and each degree program are listed in this section. The General Education core of Shorter College strives to satisfy basic requirements in the areas of communication, humanities, natural sciences, mathematics, social sciences, and computer literacy.

Taking courses in these areas provides students with competencies in the following areas: reading, writing, speaking and listening, critical thinking, logical reasoning, and abstract inquiry. Students will also develop understanding of numerical data, scientific inquiry, global issues, historical perspectives, economics, and philosophical expression of ideas. Furthermore, students will be provided the opportunity to develop a culturally diverse value system.

DEVELOPMENTAL EDUCATION

One of Shorter's major responsibilities is to provide special services that meet the educational needs of college students who are inadequately prepared for regular college work. Among these services are: (1) individualized instruction; (2) counseling; (3) tutoring; (4) a course called College Orientation and Careers; and (5) a well-planned series of learning activities, including classroom and laboratory work, in which under-prepared students may strengthen their basic academic skills. These are the components of Shorter's Developmental Education Program.

Individualized instruction is a style of teaching that involves a one-to-one relationship between each student and his or her instructor. At Shorter, instruction is individualized in two ways: each instructor conducts in-class work sessions during which he or she will assist each student in completing particular assignments, and (2) each instructor keeps office hours during which he or she is accessible to individual students seeking to discuss assignments or other academic matters. This instructional style is beneficial to all students, but especially to the under-prepared.

Academic Advising is available to all students. Under-prepared students are urged to work closely with counselors and academic advisors in planning programs of study and in coping with personal, social, and academic difficulties.

Tutoring is a service that is available to students who have demonstrated the need for private instruction or academic assistance that the regular instructors cannot provide. Students in need of tutoring should submit requests for this service to the Dean of Student Services.

College Orientation is a course designed to help every student cope with problems of self-discovery and self-direction. Emphasis is placed on study methods and aids, personality development, philosophies of life, and career planning. The goals of the course are to (1) develop good study habits and communication skills; (2) develop desirable personality traits and sound character; (3) provide direction

in career orientation; and (4) help students prepare for college work or self-development beyond the two- year liberal arts program.

The program for the development of basic skills is the only component of the developmental education program that is designed specifically for the under-prepared students.

This component consists of noncredit courses in reading, English and Mathematics. These courses are designed to accomplish two goals: (1) to provide under-prepared students with instruction on the basic skills of reading, writing, and mathematics and (2) to assist students in developing the essential academic skills to the level of competence required for successful performance in regular college.

If a student’s placement tests scores or grades indicate that the student may not perform successfully in regular courses, the college requires that he or she take the developmental courses in basic skills. All freshmen students must take a battery of tests in English, reading and Mathematics.

After a successful completion of the developmental program, each student must be placed in a degree program commensurate with his or her educational abilities.

The successful placement of those students is a determinant factor in their subsequent intellectual growth and maturity. The paramount importance of this process dictates that the Assessment Committee Chair and committee members develop tools and programs to achieve the highest level of academic growth of the students in the developmental courses:

1. Selecting and developing standardized tests for assessing the academic performance of students on a monthly basis.
2. Working with faculty to develop specific tests for the special situations that might arise within Shorter College environment.
3. Developing individual prescriptions to meet the needs identified in step 2.

INSTRUCTIONAL FACULTY ROSTER

Full-Time

Howard O. Gibson, Ph.D.

Doctor of Urban Higher Education, Jackson State University

Master of Business Administration, Jackson State University

Bachelor of Business Administration, Accounting, Jackson State University

Margaret Boyd-Owens

Master of Business Administration, University of Phoenix

Bachelor of Arts, English & Speech, University of Arkansas at Pine Bluff

ACADEMIC PROGRAM

Shorter College subscribes to the philosophy that no one should be considered an educated person unless

he or she is acquainted with at least the fundamentals of those academic disciplines known as the liberal arts, which include languages, literature, philosophy, mathematics, social studies, the arts, and the abstract sciences. Such studies contribute to the general development of human potentials and constitute a foundation for a student's future academic and vocational or professional specialization. Shorter's General Education Program is designed to provide an opportunity for students to acquire an education in the liberal arts through its foundational core courses offered in the Associate of Arts degree programs.

ASSOCIATES OF ARTS IN ENTREPRENEURIAL STUDIES

The Associate of Arts Degree in Entrepreneurship provides general academic courses and electives which prepare graduates with skills, knowledge, and ability needed for self-employment, to start a business and manage the functional areas of the business to become a successful entrepreneur. It is also for students who intend to transfer these credits to a college or university which offers required baccalaureate degrees in Business and Entrepreneurship. The program includes five specific courses but students may add additional 3 to 6 credit hours of coursework from the "recommended electives, which may be transferred by agreement to a college or university which may be required by the receiving college/university".

PROGRAM PLAN & COURSE OUTLOOK

Associates of Arts in Entrepreneurial Studies			
Associates of Arts in Entrepreneurial Studies			
FIRST YEAR			
First Semester		Second Semester	
Course	Hrs.	Course	Hrs.
ENG1313 Comp. I	3	ENG1323 Comp. II	3
*ORT1001 College Orient.	1	MUS 1203 Music Appreciation	3
SPC1203 Speech Comm.	3	PHY1004 Physical Science (lab)	4
BIO1004 Bio for Gen. Education	4	*CPU1003 Microcomputer Application or BUS 1003 Intro to Computers with Business Application	3
BUS 1203 Business Com or BUS 1301 Intro to Business	3	*ORT1002 College Orient. II	1
MTH 1203 College Algebra	3	BUS1303 Prin of Mkt (Small Bus.)	3
*Enrichment Assembly	0	*Enrichment Assembly	0
TOTAL	17	TOTAL	17
SECOND YEAR			
Third Semester		Fourth Semester	
Course	Hrs.	Course	Hrs.
SOC Intro to Sociology	3	HUM 2003 Humanities	3
PSY 2003 General Psychology	3	ENG 2803 World Literature	3

HIST 2003 American History	3	PHR Intro. to Philosophy & Religion	3
BUS 2303 Principle of Entrepreneurship	3	*ORT 1002 Orientation IV	1
*PED 1001 Physical Education I	1	*PED 1101 Physical Education II	1
BUS 2103Bus. Law I	3	Electives (3)	3
*ORT 1003 Orientation III	1	POL 2223 US Government	3
*Enrichment Assembly	0	*Enrichment Assembly	0
TOTAL	18	TOTAL	17

*Enrichment Assembly is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College. Students are required to earn a grade of “C” or greater for all classes, unless indicated with an ().*

COURSE DESCRIPTIONS: ASSOCIATE of ARTS – GENERAL STUDIES

ENG 009 Accelerated Writing

This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. Eligible for “PP” grade. Prerequisite: An appropriate assessment test score. Offered Summer, Fall and Spring. 3 credit.

RDG 009 Accelerated Reading

This course promotes college readiness by preparing students to read at a college level. This course helps students develop vocabulary and general comprehension skills, as well as the competencies and strategies needed to effectively read college-level texts and materials. A learning lab is available to provide additional assistance. Eligible for “PP” grade. Prerequisite: An appropriate assessment test score. Offered Summer, Fall and Spring. 3 credit.

ENG 1313 Composition I

This course focuses on initiating students into academic discourse and developing composition practices that will prepare them for success as university students and as citizens. Therefore, this course focuses on critical reading and inquiry, writing for a variety of rhetorical situations, and enabling effective writing processes.

ENG 1323 Composition II

This course focuses on researched academic writing that presents information, ideas, and arguments. Emphasis will be placed on the writing process, critical writing and reading. This course fulfills the English core requirement.

SPC 1203 Speech Communication

A one-semester course designed to provide students with an opportunity to develop effective public speaking skills, to participate in-group discussions, and to improve their general communication skills.

ORT 1001-1004 College Orientation/Career Development

A one-semester credit course designed to teach entering students learning and study skills needed for successful transition to college life and beyond. The course focuses on note taking, reading and study skills, examination preparation, personal and social development, and strengthening the students’ problem solving skills academically and socially. This is a 1-hour credit for college degree program and 2- hour credits for developmental program.

MTH 010 Accelerated Basic Mathematics

This course is designed to strengthen a student’s computational skills. Topics include operations with whole numbers, fractions, decimals, percent, ratios and proportions, and their practical applications. Students learn to: (1) add, subtract, multiply, divide with whole numbers, fractions, and decimals (2) solve problems involving percent; (3) solve problems involving ratios and proportions; (4) apply skills to solve simple application problems. Eligible for “PP” grade. Prerequisite appropriate placement score. Offered Summer, Fall and Spring. 3 credit

MTH 1003 Basic Math

A review of fundamental mathematical principles including prime numbers, fractions, decimals, and percentages, and an introduction to elementary algebraic functions. Prerequisite: A passing score on the Mathematics Placement Test.

MTH 1203 College Algebra

This is a more intensive study of the language of algebra including rational numbers, inequalities, polynomials, factoring, exponents, radical expressions, simplifying algebraic expressions, logarithms, complex numbers, and graphing functions. Prerequisite: MTH 1103 Intermediate Algebra or a suitable score on the Mathematics Placement Test.

PHR 1003 Introduction to Philosophy and Religion

This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought.

ENG2803 World Literature I

This is a study of major works by continental writers from the classical world, the Middle Ages, and the Renaissance. This course presents selections from representative authors to show the development of their ways of seeing and interpreting the world and their places in it. This study is intended to make students aware of the relationship of history, philosophy, and literature which form our social and religious heritage.

HIS 1003 Arkansas History

A study of the history of the State of Arkansas from prehistoric times to the present, with an emphasis on the political, social, and economic development of Arkansas from its establishment as a territory to contemporary events.

BIO 1004 General Biology

This is a one-semester course for non-science students. A broad overview of the structure and functions of living things, including introductory biological chemistry, cell structure and function, reproduction, evolution, and behavior and ecology. Three hours of lecture, two hours of lab per week.

PHY 1004 Physical Science

This is an alternative option to General Biology. It covers an introduction to the basic principles and concepts of physics, chemistry, earth science, and astronomy. This course is a part of the general education requirements and is designed for the non-science student. Three hours lecture, two hours laboratory per week.

CPU 1003 Microcomputer Applications

An introduction to microcomputers and their applications using Microsoft Word, WordPerfect, Lotus 1-2-3, and dBase software. The course features word processing, data base management, and the use of spreadsheets. It teaches the basic components of a computer system, how a computer functions, and commands for basic computer operations.

SOC 1003 Introduction to Sociology

This is an introduction to the principles and methods of scientific study of human natural social behavior, social organization, institutions, social process, social structures, and collective behavior.

PSY 2003 General Psychology

This course is a survey of the main principles and methods of the scientific study of human behavior, through the review of case studies and research, with a discussion of major theorists in the field.

PED 1001 Physical Education I

This course helps students develop the basic skills of exercising and learning various games and sports.

PED 1101 Physical Education II

A continuation of PED 1001 and extends the physical development of students. This course teaches fundamentals of volleyball, basketball, tumbling stunts, and other skills and strategies.

HUM 2003 Humanities

An integrated approach to the humanities: creative ideas, works and accomplishments of various cultures from areas of art, drama, music, literature, philosophy and architecture are presented.

HIS 2003 American History I

An examination of the major trends of American history from colonization by the British through the civil war, including an evaluation of the contributions the past made to present domestic affairs.

MUS 1003 Music Appreciation

This is a survey of music from the early years to modern times. This course will focus mainly on the relationships between various types of music and musical instruments, and their periods. It will also emphasize the predominant philosophies of music – both classical and contemporary (2 hours lectures and 1 hour lab).

POL 2223 U.S. Government & Politics

This course introduces students to the U.S. of Government and politics. It is an examination of the structure powers and operations of U.S. Government and political science.

COURSE DESCRIPTIONS: ASSOCIATE of ARTS – ENTREPRENEURIAL STUDIES

BUS1301 Introduction to Business

This is a survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business investments and other areas of general business interest.

BUS2103 Business Law I

This course provides the student with a basic understanding of the legal systems and its effect on our day-to-day activities. The primary emphasis will be in the area of business and business related transactions. In addition, the various courses of law will be introduced and students will have an understanding of why the court applies a particular legal principle to a particular fact pattern.

BUS2303 Principles of Entrepreneurship

This course studies the fundamentals of how to organize, finance, and operate a small business. Topics to be covered include business plan development, financing, legal and ethical issues, marketing, entrepreneurial team development and business models.

BUS1303 Principles of Marketing

This course introduces modern business marketing concepts and strategies and familiarizes the student with standards, procedures, and techniques used in marketing. Topics include marketing research; consumer behavior, target marketing; green marketing; and products, pricing, promotion, and distribution strategies.

BUS1313 Principles of Selling

The nature of selling today is both a business and an art. In this course, the student will explore sales as a means for achieving career objectives. Special emphasis will be placed on combining techniques of presentation, poise, and refinement with psychology and marketing fundamentals to assist students in developing a critical understanding of consumer behavior in the sales environment, and gaining confidence in “selling” their career goals.

BUS2303 Principles of Management (Small Business Management)

This course will introduce you to entrepreneurship and business planning. It focuses on the management and analysis of basic management functions; planning, organizing, leading, directing, and controlling for establishing and accomplishing business objectives. This course will also include aspects of the principles of management on individuals and organizations.

BUS2313 Human Relations and Ethical Issues in Business

This course provides concrete guidance in using human relations skills in the workplace that will promote working effectively with others. Strategies are integrated throughout the course that will enable students to apply human relations theories and applications to the real world of work.

Ethical issues in business are addressed where students will learn an explicit process of ethical reasoning that will aid in defining and dealing with dilemmas in the workplace. Current events and case studies will be used to develop critical skills as students apply theories and principles.

BUS2301 Small Business Financing

This is an introductory course to various fields of financing. It will cover financial statements, cash flow,

time value of money, stocks and bonds, capital budgeting, ratio analysis, and long term financing, and apply these concepts and skills in business decisions.

BUS2328 Introduction to e-Commerce

Skills advisory: a working knowledge of Windows and the Internet

This course provides broad based and balanced coverage of both the business and technology elements of eCommerce. This course presents concepts and skills for the strategic use of ecommerce and related information system technologies. Provide a framework for the analysis of e-commerce solutions to issues surrounding business-to-business, business to consumers, and intra-organizational trade. Includes study of network, database and programming concepts and examination of e-commerce in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.

BUS1303 Principles of Marketing

The student will understand and appreciate that marketing is the business function that deal with customers' needs and wants; that the role of marketing is to help business better understand customer preferences, link that knowledge to attracting and serving the customer.

ADDITIONAL TEACHING SITES/LOCATIONS
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The Transnational Association of Christian College and Schools, Shorter College's accrediting agency, requires that students at teaching sites earn less than 50% of any educational program.

“PELL FOR STUDENTS WHO ARE INCARCERATED” EXPERIMENT

The “Pell for Students who are Incarcerated” experiment allows Shorter College along with other participating institutions to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated in Federal or State penal institutions and who are eligible for release into the community, particularly those who are likely to be released within five years of enrollment in the program. This is an experimental sites initiative program offered under the Department of Education (ED). As such, this initiative permits statutory and regulatory flexibility for schools participating in the experiment.

The first cohort of incarcerated students began Fall 2016. Currently, it has not been determined as to whether or not the incarcerated students participating in this experiment will be able to complete 50% or more of the Entrepreneurial Studies Program being offered at any of the five approved teaching sites/locations. Once it has been determined and/or becomes more likely, TRACS will be notified and sought for guidance.

Shorter College has disclosed to these students all information about any portion of this program of study that, by design, cannot be completed while students are incarcerated. Shorter College has also disclosed options available for incarcerated students to complete any remaining program requirements post-release.

ALEXANDER YOUTH SERVICES CENTER

TRACS granted approval on March 6, 2015 and the U.S. Department of Education gave approval notice effective on September 1, 2015 for Alexander Youth Services Center to become an additional teaching site/location.

Currently, youth participating in this program will not be able to exceed completion of 50% or more of the educational program(s) offered at Alexander Youth Services.

Shorter College has disclosed to these students all information about any portion of this program of study that, by design, cannot be completed while students are incarcerated. Shorter College has also disclosed options available for incarcerated students to complete any remaining program requirements post-release.

ACADEMIC STANDARDS, POLICIES AND PROCEDURES

Shorter College academic standards, policies and procedures are subject to change. The academic standards, policies and procedures are available in the academic catalog and on the Shorter College website at www.shortercollege.edu.

REGISTRAR

CLASS ATTENDANCE AND ADMINISTRATIVE WITHDRAWAL

Regular and punctual attendance in class is a key factor to success in College. Instructors establish attendance policies for their respective classes, and they are to go over these policies within the first week of class to make sure that each student is aware of them. Students are to adhere to those policies. Attendance will be recorded beginning the first day of class, or the first day the student registers for the class; whichever is later. The student is responsible for all assigned work, including work which occurred prior to the student enrollment in the class.

Students with irregular attendance are to be reported the Warden and Second Chance Pell Program Manager. In a given term, students who miss consecutively are suggested to be administratively withdrawn. Instructors may initiate an administrative withdraw for any student. In order to do so, instructors must complete an Administrative Withdrawal Form and email to the Office of the Registrar.

NOTE 1: Instructors are asked to input attendance records in CAMS each time courses are scheduled to meet. At no point should the code “Other” be used unless specified by the College.

NOTE 2: Any reinstatements after this period (or prior to the approval of an administrative withdraw) will be at the discretion of faculty. See all Financial Aid Policies in the Academic Catalog regarding the effect of withdrawal on financial aid.

CENSUS

At the beginning of each academic term, the Office of the Registrar emails official course rosters to each instructor via Shorter College issued emails. Instructors are to verify student’s attendance in each course.

Each instructor must note in the midterm column using a (P) for those students who have attended class at least once prior to Census submission. Instructors are to mark (NA) in the midterm column for students who have never attended prior to Census submission. Instructors must sign and date each census roster certifying its validity.

After Census has been processed, the Registrar will email final census rosters via Shorter College email to all instructors.

GRADING SCALE

Shorter does not require its instructors to use any particular method of grading nor to have a prescribed distribution of grades. Instructors are required to evaluate students’ progress and appraise the quality of

their work. Instructor must choose or develop methods and criteria to be used in grading that are applicable to the course that he or she is teaching. Methods and criteria to be used in determining grades for each course must be included in the course syllabus and explained to students enrolled in the course at the beginning of each semester in which the course is offered.

In reporting grades, instructors use the traditional letter grades sometimes modified by pluses or minuses. The grades correspond to grade point values as follows:

Grades	Grade points per semester hour
A.....	4.0
B.....	3.0
C.....	2.0
D.....	1.0
F.....	0
I (Incomplete).....	0
W (Withdrawn).....	0
XF (Unearned F-excessive absences).....	0
PP (Pass for Remedial Courses).....	0
FF (Fail for Remedial Courses).....	0
XW (Administrative Withdraw).....	0

To compute a grade-point average: (1) multiply the point value of each grade by the number of semester-hour credits for the corresponding course; (2) total the products; (3) total the credits; and (4) divide the sum of the products by the total number of credits. For example, if a student has taken a three-credit course in mathematics, a three-credit course in history, and a three-credit course in English then the student's grade-point average is computed as follows:

	Grade Received	Credits per grade	Point Value	Product of Credits and point value per grade
English	A	3	4	12
Mathematics	B	3	3	9
History	C	3	2	6
Total of Products	27			
Total Credits	9			
Grade-Point Average	(27÷9) 3.0			

MID-TERM GRADE SUBMISSION

The Office of the Registrar will email each instructor via Shorter College issued email his or her midterm grade rosters.

Shorter College does not utilize the plus and minus grading scale.

Instructors teaching accelerated courses must denote the midterm grade as (PP) for pass and (FF) for fail.

Each instructor must process midterm grades via CAMS and hard copy rosters.

Once an instructor has successfully submitted grades via CAMS, he or she should record the qualitative (letter) midterm grade in the midterm column of the grade roster. Each instructor must sign and date each grade roster.

All hard copy grade rosters must be emailed to the Office of the Registrar at registrar@shortercollege.edu.

FINAL GRADE SUBMISSION

The Office of the Registrar will email each instructor via Shorter College issued email his or her final grade rosters.

Shorter College does not utilize the plus and minus grading scale.

Each instructor must process midterm grades via CAMS and hard copy rosters.

Instructors teaching accelerated courses must denote the final grade as (PP) for pass and (FF) for fail.

Any student receiving a failing grade due to attendance should receive a final grade of an (XF). The last date of attendance should be noted on the hard copy roster for those students receiving an (XF).

Students who are eligible for an Incomplete must have an Incomplete Grade contract on file in the Office of the Registrar.

Once an instructor has successfully submitted grades via CAMS, he or she should record the qualitative (letter) final grade in the midterm column of the grade roster. Each instructor must sign and date each grade roster.

All hard copy grade rosters must be emailed to the Office of the Registrar at registrar@shortercollege.edu.

FINANCIAL AID

This section on Financial Aid serves as a high-level overview of the financial aid process and is not intended to replace information contained in the catalog or student handbook pertaining to such.

TYPES OF FINANCIAL AID

Various types of financial aid are available to students who need assistance to begin or continue their education. Financial aid available to Shorter College students includes grants, loans, scholarship, and employment. Financial aid packages can include a combination of different types of aid.

- Grants: financial aid that the recipient does not have to pay
- Student Loans: borrowed money that must be repaid with interest.
- Scholarships: gift aid with eligibility based on academic achievements, talents, skills, or merit.
- Employment: part-time on-campus and community service jobs that allow the student to earn money to help pay for school.

Shorter College students attending the College at any of the additional teaching sites for Second Chance Pell and Alexander Youth Services financial aid package will only include the Pell Grant and Shorter College Scholarship.

FEDERAL PELL GRANT

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post baccalaureate teacher certification program might receive a Pell Grant). The maximum yearly award is determined by the U.S. Department of Education. The amount a student receives depends on financial need as determined by the Free Application for Federal Student Aid (FAFSA), costs to attend school, the student's status as a full-time or part-time student, and plans to attend school for a full academic year or less.

SCHOLARSHIPS

For students participating in the Second Chance Pell Program and/or attending at Alexander Youth Services, when their charges/cost exceed the Pell Grant amount or no funding is received and/or expected, Shorter College has so graciously set up a scholarship fund to cover any balances remaining on the student's account.

FINANCIAL AID PROCESS FOR ADDITIONAL TEACHING SITES/LOCATIONS

A student begins the financial aid process by completing the Free Application for Federal Student Aid (FAFSA). This application is used to provide a standardized objective analysis of the student's and/or his or her family's ability to pay for education.

NATIONAL STUDENT LOAN DATA SYSTEM

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. All federal student loans (by the parent and/or student) will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system. Shorter College's Financial Aid Department utilizes this system for multiple reasons, but primarily to determine if the student is eligible

financial aid and the amounts still remaining.

NSLDS Student Access

NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. Students may access their federal financial aid history (to include loans and grants) by going to <https://www.nslds.ed.gov/npas/index.html>.

FINANCIAL AID PROCESS

- Financial Aid obtains a copy of the students' admissions application.
- Financial Aid obtains the student's financial aid history by obtaining such from NSLDS.
- Financial Aid goes onsite to meet with potential students.
- In a group setting, Financial Aid has the students to complete the FAFSA.
- Financial Aid returns to the Campus and enters the students' FAFSA into the U.S. Department of Education's database.
- Financial Aid enters student's information into the College's internal system, the Virtual Financial Aid Office (VFAO) for final processing.
- Within 24-72 hours of entering the FAFSA, the student's Institutional Student Information Record (ISIR) is received.
- Financial Aid prepares for subsequent visit(s), if necessary.

Reason for Subsequent Visit(s): Verification

The most popular reason for additional visits to any of the additional teaching sites is due to the verification process, as determined by the U.S. Department of Education. The verification process is simply a process of verifying information contained on the student's FAFSA and providing the documentation for such.

COST AND CHARGES

PELL FOR INCARCERATED STUDENTS

CURRENT CHARGES/COST for 2016-2017

TUITION	\$2052.00
<i>(based upon fulltime of 12–15 credits)</i>	
BOOK FEE	\$548.00
SUPPLIES	\$ 25.00
INSTITUTIONAL FEES TOTAL	\$290.00
<i>Student Services Fee (\$50)</i>	
<i>Technology Fee (150)</i>	
<i>Activity Fee (\$50)</i>	
<i>Records Fee (\$25)</i>	
<i>Science Lab Fee (\$50 excluded)</i>	
<i>Student ID (\$15)</i>	
TOTAL COST TO ATTEND	\$2915.00

PROPOSED CHARGES/COST for 2017-2018

TUITION.....	\$2052.00
<i>(based upon fulltime of 12–15 credits)</i>	
BOOK FEE.....	\$548.00
SUPPLIES	\$70.00
<i>(the supplies fee will remain at \$25 for less than fulltime)</i>	
INSTITUTIONAL FEES TOTAL.....	\$290.00
<i>Student Services Fee (\$50)</i>	
<i>Technology Fee (150)</i>	
<i>Activity Fee (\$50)</i>	
<i>Records Fee (\$25)</i>	
<i>Science Lab Fee (\$50 excluded)</i>	
<i>Student ID (\$15)</i>	
TOTAL COST TO ATTEND	\$2960.00

PAYMENT

The Pell Grant will pay the charges/cost. The Pell Grant amount pays according to the number of credit hours the student is enrolled in. The chart below is based upon a student being eligible for the maximum award amount per semester. **NOTE: THIS PROGRAM WILL NOT RESULT IN A REFUND TO THE STUDENT.**

2016-2017 AWARD YEAR

Full-time of 12-15 credit hours	\$2908.00
¾ time of 9-11 credit hours	\$2181.00
½ time of 6-8 credit hours	\$1454.00
Less than ½ time of 1-5 credit hours	\$727.00

2017-2018 AWARD YEAR

Full-time of 12-15 credit hours	\$2960.00
¾ time of 9-11 credit hours.....	\$2220.00
½ time of 6-8 credit hours	\$1480.00
Less than ½ time of 1-5 credit hours	\$740.00

When the Charges/cost Exceed the Pell Grant Amount or No Funding is Received/Expected

Shorter College has so graciously set up a scholarship fund to cover any balances remaining on Second Chance Pell student accounts.

ALEXANDER YOUTH SERVICES PROGRAM

CURRENT CHARGES/COST for 2016-2017

TUITION\$2052.00
(based upon fulltime of 12–15 credits)

BOOK FEE \$548.00

INSTITUTIONAL FEES TOTAL\$390.00

- Student Services Fee (\$50)
- Technology Fee (150)
- Activity Fee (\$50)
- Library Fee (50)
- Records Fee (\$25)
- Science Lab Fee (\$50)
- Student ID (\$15)
- Vehicle Decal Fee (\$10 excluded)

TOTAL COST TO ATTEND\$2980.00

Tuition and all other charges will remain the same for the 2017-2018.

PAYMENT

The Pell Grant will pay the charges/cost. The Pell Grant amount pays according to the number of credit hours the student is enrolled in. The chart below is based upon a student being eligible for the maximum award amount per semester. **NOTE: THIS PROGRAM WILL NOT RESULT IN A REFUND TO THE STUDENT.**

2016-2017 AWARD YEAR

Full-time of 12-15 credit hours	\$2908.00
¾ time of 9-11 credit hours	\$2181.00
½ time of 6-8 credit hours	\$1454.00
Less than ½ time of 1-5 credit hours	\$727.00

2017-2018 AWARD YEAR

Full-time of 12-15 credit hours	\$2960.00
¾ time of 9-11 credit hours.....	\$2220.00
½ time of 6-8 credit hours	\$1480.00
Less than ½ time of 1-5 credit hours	\$740.00

When the Charges/cost Exceed the Pell Grant Amount or No Funding is Received/Expected

Shorter College has so graciously set up a scholarship fund to cover any balances remaining on Alexander Youth Services student accounts.

SPECIAL FEES for ALL ADDITIONAL TEACHING SITES/LOCATIONS

Application/Registration/Reentry Fee	\$0.00
Student ID Replacement	\$15.00
Vehicle Decal Replacement (on-campus only)	\$10.00
Installment Payment Plan	\$26.00
Returned Check Charge	\$25.00
Stop Payment on a Check	\$35.00
Transcript	\$5.00

(Note: Some of these fees will not apply due to the location of the student.)

WHO TO CONTACT

Janice Ivory
 Director of Financial Aid
 Shorter College
 604 North Locust Street
 North Little Rock, AR 72114
 Office: 501.374.6305 ● Fax: 501.374.9333
 Email: Janice.ivory@shortercollege.edu

For Second Chance Pell locations in Quachita/Malvern, Pine Bluff, Wrightsville, and West Memphis, please contact:

Pamela Conard
 Financial Aid Coordinator
 Shorter College
 604 North Locust Street
 North Little Rock, AR 72114
 Office: 501.374.6305, ext. 142 ● Fax: 501.374.9333
 Email: pamela.conard@shortercollege.edu

For Second Chance Pell location in Texarkana and Alexander Youth Services, please contact:

Roderick Dunn
Financial Aid Coordinator/Default Management
Shorter College
604 North Locust Street
North Little Rock, AR 72114
Office: 501.374.6305, ext. 150 ● Fax: 501.374.9333
Email: Roderick.dunn@shortercollege.edu

STUDENT LIFE, ACTIVITIES, AND SERVICES

The college views the activities, programs, and services that it offers or sanctions as integral parts of the college experience. The integration of academic and non-academic experiences can enhance a student's appreciation of moral, social, spiritual, and aesthetic values and contribute to his or her intellectual development. Therefore, the college encourages every student to participate in co-curricular activities and programs and to utilize services that are applicable to his or her needs.

STUDENT SERVICES

STUDENT ORIENTATION

Every 2nd Chance Pell and Alexander Youth Services student who enrolls is introduced to the college and the various functions of its offices, departments, programs, and activities through organized orientation sessions. At each orientation, faculty members present brief overviews of college operations and campus life.

Also, a brief overview of the academic program (entrepreneurial studies) and student support services including counseling and tutoring, etc. are discussed. Students may ask questions and make comments. Question and answer sessions provide healthy discussions among students, the administration and the faculty.

ENRICHMENT ASSEMBLY

Shorter College is fully and actively supported by the African Methodist Episcopal church locally and nationally. The institution has a rich religious heritage. It represents the understanding of the church's mission in the world and a deep commitment of the church to this mission. Its own mission is to pursue excellence in its instruction. Enrichment Assembly is based upon the President's dedication to instill the four "C's" within all Shorter College Students:

- Character
- Competency
- Citizenship
- Cultural

➤ Experiences for the Second Chance Pell students will be provided.

TUTORING

Tutoring and counseling services are provided weekly to students who have demonstrated the need for private instruction or academic assistance by faculty. If a student's placement tests scores or grades indicate that the student may not perform successfully in regular courses, the college requires that he or she take the developmental courses in basic skills. All freshmen students must take a battery of tests in English, reading, and mathematics.

ALMA MATER

(Tune: Auld Lang Syne)

O Shorter we all love
thee You made the way
for us;
Our prayers, our aims, our loyal claims
Shall all be in thy name.

We pledge to live in noble deeds
Lift high thy grand ideals;
Serving a world that is in need
And live a life that's real.

Help those who laud and praise this day
Thy grand truths to express;
Old Alma Mater, we do
pray That thou shalt live for
aye.

Refrain:

That thou shalt live for aye, Mater
That thou shalt live for aye;
O Shorter College, we do pray
That thou shalt live for aye

- James Roy McBeth –

APPENDICES

ABOUT THE ARKANSAS DEPARTMENT OF CORRECTIONS (ADC)

History & Goals

In 1838, Governor James S. Conway signed legislation establishing the State Penitentiary. A 92.41 acre tract was purchased for the first penitentiary at the site of what is now the Arkansas State Capital. However, in 1899, legislation relocated the penitentiary to a 15-acre site southwest of Little Rock. In 1943, Act 1 created the State Penitentiary Board and in 1968, Act 50 reorganized the State Penitentiary system into the Arkansas Department of Correction. In 1951, Act 351 created a State Reformatory for Women and transferred the functions, powers and duties of the Training School for Girls to the State Penitentiary. In 1973, Act 279 created the Department of Correction School District.

The ADC's Central Office moved to the Pine Bluff Complex in 1979. Vernon Housewright was appointed Director and served until 1981. The Barnes School complex in Pine Bluff was leased for an ADC training facility. In 1981, A.L. Lockhart was appointed Director and served until 1992. In 1989, the Department was reorganized into divisions for operations: Administrative Services, Field Services, Institutions, and Treatment Services. One Deputy Director and three Assistant Directors were appointed by the Director. In 1992, A. L. Lockhart resigned as Director May 29th and Larry Norris was appointed Interim Director. Roger Endell was appointed Director in November.

In 2010, Larry Norris retired as Director of the Department of Correction after serving in that position since 1993. He was the longest serving director of corrections in the United States at the time of his retirement. Ray Hobbs was named director by the Board of Corrections in June. In 2013, England Middle School was deeded to the ADC, and plans began to turn the former school into a new training academy. Effective January 13, 2015, Wendy Kelley assumed the role of ADC Director. Kelley had served as Chief Deputy Director since Jan. 2014. The first female in the role of Chief Deputy Director, Kelley became the first female Director.

Goals and Objectives

Agency Vision

The vision of the Arkansas Department of Correction is to be an honorable and professional organization through ethical and innovative leadership at all levels, providing cost efficient, superior correctional services that return productive people to the community.

Mission Statement

The mission of the Arkansas Department of Correction is to provide public safety by carrying out the mandate of the courts, provide a safe humane environment for staff and inmates, strengthen the work ethic through teaching of good habits, and provide opportunities for staff and inmates to improve spiritually, mentally, and physically.

Agency Goals

- Agency Goal 1: To maintain cost efficient care, custody, and control over all inmates in an appropriate, safe, humane, and secure environment.
- Agency Goal 2: To provide appropriate facilities for inmates sentenced by the courts.
- Agency Goal 3: To provide constructive correctional opportunities for inmates to successfully return to the community.
- Agency Goal 4: To optimize inmate assignments in work programs.
- Agency Goal 5: To attract and retain quality staff.
- Agency Goal 6: To insure compliance with all local, State and Federal laws as well as Governor's Policy Directives, Administrative Regulations and Administrative Directives, and to provide accountability, integrity and efficiency for all agency operations.

ADC SITE DIRECTORY

Wrightsville

Paulette Bell	501-897-2876
Muata Chikwendu	501-897-2272

Malvern

James Ashcraft	501-467-3490
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Pine Bluff

Steve Outlaw	501-304-3545
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ADC SITES



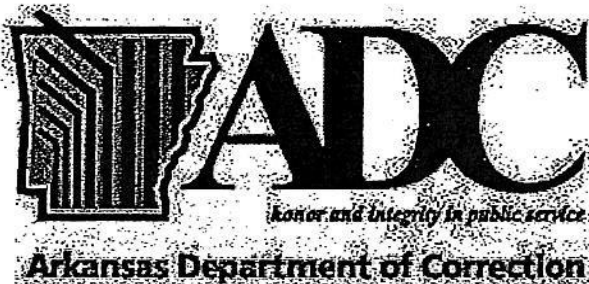
Pine Bluff



Ouachita



Wrightsville



PO Box 8707
Pine Bluff, AR 71611-8707
Phone: 870-267-6200
Fax: 870-267-6244
www.adc.arkansas.gov

ADMINISTRATIVE DIRECTIVE

SUBJECT: Volunteer/Intern/ Student Services

NUMBER: 13-05

SUPERSEDES: 11-26

APPLICABILITY: All staff having responsibility for supervision of
volunteers/Interns/Students in the Department;
all volunteers

REFERENCE: AR 881 - Volunteer Services

PAGE 1 of 8

APPROVED: Original signed by Ray Hobbs

EFFECTIVE DATE: 03/29/2013

I. POLICY:

Volunteer participation is encouraged in various programs for the purpose of enhancing and expanding services to inmates. Volunteers will assist but may not supplant paid staff.

II. EXPLANATION:

Effective use of volunteers /interns or students in state services requires guidelines for the development of programs and the utilization of volunteers.

III. Definitions of Volunteers:

- Volunteers are unpaid individuals from the community who volunteer their time to work with the Inmates within the agency.
- Interns volunteer in the agency for college credits.
- Work students volunteer for classroom hours and for the experience in their study field.

IV. PROCEDURES:

- A. Volunteers may apply or may be recruited for involvement in various programs operated by the department. Volunteers may serve in direct service roles, including but not limited to serving as advisors, interpreters or counselors.
1. Any individual wishing to become a Regular Service Volunteer will be provided a copy of this Administrative Directive and an Inmate Handbook. The individual must then complete an Application Form and sign a Volunteer Agreement.
 2. Any individual wishing to be an Occasional Service Volunteer at a department sponsored function for inmates will apply directly to the department employee supervising the program in which the volunteer will participate.
- B. Regular Service Volunteer applications will be forwarded to the Coordinator of Volunteer Services or the Administrator of Chaplaincy Services as appropriate, who will screen the application to ensure that the person applying to be a volunteer is:
1. 21 years of age, or older;
 2. has no criminal record, or has fully disclosed that record, and is not on active parole from the department, or if on parole has been specifically approved by the chief executive of the facility;
 3. is not a relative of an inmate at the unit to which volunteer/Internship or Work Student services are being offered;
 4. Is qualified, if qualifications are necessary, to provide the services for which the individual has volunteered. If professional services are being offered, a copy of the appropriate certificate or license must be provided and maintained on file;
 5. Has signed Form 881, Application and Volunteer Agreement, informing the individual of the obligations being undertaken, and the limits of the Department's liability;
 6. Has agreed by signing the Volunteer Agreement to abide by Department regulations and practices including those pertaining to security and confidentiality.

Any individual applying to participate as an Occasional Service Volunteer at a department sponsored function should be known to department staff, or be vouched for by an individual or agency of

good repute, and must meet the condition regarding criminal record, unless this condition is waived by the chief executive of the facility.

- C. The Coordinator will copy the application for Regular Service Volunteer status to the supervisor of the program and to the chief executive of any facility in which the volunteer's services will be provided. The Administrator of Chaplaincy Services will coordinate this process for Religious Volunteers.
- D. Approvals of the program administrator and the chief executive of the facility must be obtained before the individual is approved for Regular Service Volunteer/Internship or Student status. The applicant may enter the facility prior to completion of the formal process by prior approval only.
- E. Following approval, the applicant for Regular / Occasional Service Volunteer status will participate in such orientation and/or training as required by the supervisor of the program and/or chief executive of any facility for which the volunteer is approved.

This requirement may be deferred if the training program is not scheduled in the immediate future. In which case, the supervisor of the program is responsible for interim orientation.

Occasional Service Volunteers will be oriented by the supervisor of the program and/or security staff, as needed.

- F. Upon completion of required orientation and training, the volunteer will be issued an identification badge, which is clearly differentiated from staff identification badges by color or distinguishing logo. Regular Service Volunteers will be instructed as to which areas of the facility they are granted access. Regular volunteers may be required to have staff escorts in certain areas, at the discretion of the chief executive of the facility.

Occasional Volunteers will be issued identification badges. These Volunteers must be escorted in all movements within the facility, and may be restricted from certain areas at the discretion of the chief executive of the facility.

- G. The supervisor of the program in which Regular Service Volunteer or the Occasional Service Volunteer is participating will have the following responsibilities:
 - 1. to obtain signed clearance form from the chief executive of the facility prior to each admittance of the Regular Service Volunteer or Occasional Service Volunteer into the unit/center;

2. To ensure proper conduct of the volunteer while at the unit/center. This includes making sure that privileges are not abused and that no personal visiting occurs.
 3. To log the names of volunteer, the date and time at the unit/center, and the name of the function.
 4. To send a copy of such logs to the Coordinator of Volunteer Services on a monthly basis.
- H. Any problem or incident involving a volunteer shall be immediately brought to the attention of the duty chief executive of the facility and to the supervisor of the program area.
- I. The services of a volunteer may be limited or discontinued for any violation of rules or regulations, or when those services no longer support the mission and goals of the department. Any restrictions on activity or discontinuation of services shall be done through the supervisor of the program or the chief executive officer of the facility. The reasons shall be explained to the volunteer in a face-to-face meeting, if feasible, and shall be documented in a letter to the Volunteer/Intern or student, with a copy to the Coordinator of Volunteer Services.
- J. Any volunteer may be escorted from the unit at the direction of the Duty Officer, should conditions at the unit place the volunteer/intern or student at possible risk, or if the behavior or presence of the volunteer disrupts the good order of the institution.
- K. Any Regular Service Volunteer wishing to discontinue services must notify the Department staff person who has supervised the work of the volunteer. The identification badge is the property of the Department of Correction and must be returned to the Coordinator of Volunteer Services when the volunteer is no longer active. The identification badge will be retained in the volunteer's file.
- L. Department staff members that are supervising the activities of Volunteers/Interns or Students are to document the contributions of those persons to the Coordinator of Volunteer Services on a monthly basis. The Coordinator of Volunteer Services will consolidate those reports into a monthly report for the Assistant Director for Public Services.
- M. Inmates are to be notified of scheduled volunteer services through the mechanisms provided by the facility for event notices.
- N. Volunteers may be reimbursed transportation and subsistence costs only with prior approval of the appropriate Assistant or Deputy Director.

- O. Volunteers may be authorized to operate a departmental vehicle upon the approval of the appropriate Assistant or Deputy Director, providing an employee for other state business does not need the vehicle and provided the volunteer/intern show a current valid Arkansas Driver's License.
- P. Volunteers may be protected by the state's sovereign immunity while carrying out those volunteer services agreed upon between the volunteer and the Department of Correction.
- Q. Interns/Students will, meet the same requirements as Regular/Occasional Service Volunteers. Additionally, an internship agreement will be negotiated and signed by Department staff providing supervision/training, the instructor or other individual structuring the internship, and the student.
 - 1. Copies of the agreement shall be distributed to: (1) chief executive(s) of the unit(s)/center(s) where internship activities occur, (2) the administrator of the treatment program (if applicable), (3) all parties directly involved, and (4) the Coordinator of Volunteer Services.
 - 2. A badge will be issued after completing an eight-hour unit orientation approved by the Warden and the Volunteer Services Coordinator.
- R. Volunteers, who retired from employment in good standing with the Arkansas Department of Correction, will meet the same requirements as Regular Service Volunteers.
 - 1. Additionally, they must sign a confidentiality agreement.
 - 2. Their orientation and duties will be at the sole discretion of the unit Warden.
 - 3. Their badge request will come from the unit Warden after the appropriate orientation. Documentation of the orientation will be sent to the Volunteer Services Coordinator.
 - 4. Badges will be turned in to the Unit Human Resource Manager when the Retired Services Volunteer is terminated.
 - 5. The Unit Human Resource Manager is responsible for returning badges of all terminated Retired Service Volunteers to the Assistant Human Resource Administrator.
- S. Volunteers may offer suggestions regarding the establishment of policy and procedure related to the Volunteer Services Program with which they are associated.

- T. Volunteers and volunteer programs will be reviewed and evaluated annually by Department personnel as designated by the appropriate Deputy/Assistant Director.

**ARKANSAS DEPARTMENT OF CORRECTION
VOLUNTEER APPLICATION**

Last Name _____ First _____ Initial _____ Date ____/____/____

Address _____ Phone _____

Date of Birth ____/____/____ Social Sec. # ____-____-____ Sex () Male () Female Education ____
Yr.

Driver's License # _____

Special training or skills _____

Can you speak a language other than English? () Yes () No
(If yes, are you willing to serve as a volunteer interpreter?) () Yes () No

Are you skilled in sign language? () Yes () No
(If yes, are you willing to utilize these skills as a volunteer?) () Yes () No

Service you wish to offer _____

Reason for volunteering _____

Name, address and phone number of two references whom we may contact about you:

1. _____

2. _____

Name & phone of person
to contact in emergency _____

Have you been convicted of a felony?

() NO (go to next question)

() YES (offense and date) _____

Are you currently on parole or probation?

() NO (go to next question)

() YES (Name supervision officer) _____

Are you related to, or on the visitation list of any inmate currently in ADC?

() NO (go to next question)

() YES (name and relationship) _____

**VOLUNTEER HANDBOOK
FOR NON-RELIGIOUS SERVICES**
Arkansas Department of Correction

Wendy Kelley
Director

May 2015



Arkansas Department of Correction

Dear Volunteer,

Welcome to the Arkansas Department of Correction's Volunteer Services Program. The ADC depends on volunteers to enhance the programs and services available to inmates, and your willingness to donate your time and energy is appreciated and applauded.

We look forward to all of your contributions, and we know that you will be most effective when you understand the operation of the institution, its security needs and what is expected of you while you are a volunteer. If we are successful in working together as a team, we will all enjoy the satisfaction of knowing inmates have the opportunities they need to improve their lives.

As a volunteer, it is important that you fully understand and follow the rules, regulations and guidelines of the ADC. To help you, the agency has prepared a handbook that will familiarize you with the overall function of the institution and its programs and explain your role with inmates, staff and general correctional policy. If you have questions or need assistance, please ask a staff member for help.

Working as a volunteer can be very rewarding, and we hope you find your experience with us to be enjoyable and fulfilling. On behalf of the people of Arkansas and the inmates of the Arkansas Department of Correction, I thank you for your gift of service.

Sincerely,

Wendy Kelley
Director

Regular Service Volunteer

A Regular Service Volunteer is one who participates in Volunteer Services Programs at the Department of Correction on a regular basis. An individual wishing to become a Regular Services Volunteer will be provided a copy of the Volunteer Services Administrative Directive and a Inmate Handbook. The individual must then complete an Application Form and Volunteer Agreement. The Regular Services Volunteer must be processed by the Volunteer Services Coordinator at Central Office. The process will include an interview, background check and drug test. Once the volunteer is approved the information will be forwarded to the Warden, at the institution where the potential volunteer is requesting to participate to be approved.

When the volunteer has been approved he/she will be oriented at the unit level and allowed to participate in services at the warden's discretion. The volunteer will also be required to attend Volunteer and Contract Worker Training. Volunteers who participate nine hours or less per week will attend an eight hour training course. Volunteers who participate more than nine hours a week will attend a sixteen hour training course. After completing training the Regular Service Volunteer will receive a Volunteer badge.

Occasional Service Volunteer

An individual wishing to be an Occasional Service Volunteer at a Department sponsored function for inmates will apply directly to the Department employee supervising the program in which the Occasional Service Volunteer will participate. Occasional Service Volunteers will be oriented by the supervisor of the program and/or security staff, as needed. Occasional Service Volunteers will not be issued identification badges other than the visitor badges used at the facility.

Intern Volunteer???

Interns will be oriented at the site by the Program Manager and the Volunteer Services Coordinator and are required to have an escort at all times. Due to the limited time they are volunteering at the unit after orientation they will be issued a badge requiring an escort.

Rules and Regulations

The following is a collection of Departmental Rules and Regulations which will be of use to you as a volunteer. Much like an employee, the volunteer is also part of the correctional system and must abide by the Rules and Regulations of the Arkansas Department of Correction. A complete list of Administrative Regulations and Employee Rules are available in the administrative offices of each unit.

1. Use of Volunteer Services

The Department of Correction has established a Volunteer Services Program to assist in programs for inmates in its institutions. We encourage volunteer participation in various programs for the purpose of enhancing and expanding services to inmates.

2. Becoming a Volunteer

Individuals interested in volunteering for the Department of Corrections must complete an Application Form and Volunteer Agreement. Each applicant will be interviewed and screened according to the Department of Correction guidelines. All volunteers are subject to a thorough background check and drug testing. Volunteers will be utilized on an as needed basis.

3. General Conduct

Volunteers must conduct themselves in a manner which reflects favorably upon themselves and the Department of Correction. Essential requirements of all volunteers include ability, earnestness, good character, efficiency, and professionalism while participating. Appearance, conduct, language and attitude reflect your character and integrity. If you demonstrate good taste, you will gain respect.

Volunteers are invited into the facility to provide specific services, but in so doing he/she must not interfere with the custodial responsibilities of the administrators and/or correctional officers.

4. Confidentiality

The records or files of an inmate relative to medical reports, psychiatric reports, working documents, etc. When in doubt about the confidentiality of information consult department staff. Remember all information concerning inmates is confidential and is not to be discussed with anyone outside of the institution.

5. Contraband

Contraband is defined as any article not officially issued or purchased through departmental channels or any article or thing brought onto the grounds or into an institution other than through proper channels. Volunteers who take such onto state property or into state institutions will have their volunteer privileges revoked and may be

subject to criminal prosecution. You are not allowed to bring anything into the facility for an inmate at any time, no matter how innocent or trivial it may seem. We suggest you adopt a policy of saying “no” to any request by an inmate. For example: cigarettes, money, magazines, letters, etc. any request made by an inmate for such items must be reported. If in doubt, ask a staff member.

Likewise you are not to take anything out of the facility for an inmate, no matter how trivial it seems. Even letters to be mailed are not permitted to be taken out by volunteers. Inmate mail must be channeled through the institution mail room.

6. Appearance

Volunteers are expected to have a neat appearance at all times. Dress simply and appropriately. Do not wear short skirts, shorts, or excessive amounts of jewelry. Do not expose your body and do not make your clothing an issue. Very often your physical appearance will help you establish a good working relationship with the inmates and staff.

7. Attitude

As a volunteer, you will find a pleasant, patient attitude is a must in your experiences inside the institutions. Such an attitude will be the difference between a successful or unsuccessful volunteering experience. You should be aware of the importance of establishing and maintaining a positive relationship with the administrators, correctional staff and inmates.

8. Drug and Alcohol Use

Volunteers are strictly prohibited from reporting to the institution under the influence of drugs or alcohol. Volunteers reporting to the institution with liquor on their breath, possession of intoxicating liquor on the premises or found in possession, or under the influence of illegal drugs will have their volunteer privileges revoked and may also face criminal prosecution. Prescription drugs which impair your awareness or judgment should also be avoided prior to reporting to a facility.

9. Drug and Alcohol Testing

Before being approved as a volunteer, you will be drug tested and will be subject to random drug testing. Any person found to have a positive drug test will immediately lose their volunteer privileges. If the drug is one that has been prescribed by your physician, you will have to bring in a current prescription before your privileges may be reinstated.

10. Hostage Situation

Any person taken hostage will immediately lose all authority over any institutional personnel. No hostage may give orders relative to the situation. The Warden or his/her design will decide if communication is to be established with the inmates and who will contact them. Promises to inmates should be avoided; however, every effort must be made

to secure the safety and release of the hostages as soon as possible. The use of outside resources will be at the discretion of the Warden. Under no circumstance will inmates be released or freed as a result of their having a hostage. In the event of a riot, insurrection, or insurrection, or other like disturbance at the correctional units, the Department of Correction will do everything possible to protect the lives of inmates, volunteers, and staff.

11. Use of Force

You are not permitted to strike or lay hands on an inmate unless it is in self-defense. Only the amount of force necessary for your self-defense is to be used. Call for help immediately. You will be given the Administration Regulation 409 on Use of Force, please read it and make sure you understand its contents. Feel free to ask staff personnel any questions that you may have.

12. Personal Welfare

Any unusual situation that could threaten inmates, staff, property or security, must be reported immediately to staff personnel. This includes any information you become aware of. Volunteers by themselves are not allowed in most areas of the institution, and in many areas, not at all. Be certain that you know where you are permitted within the institution. Another safeguard is to know where the correctional officer is stationed and follow institutional rules while inside.

Remember, an inmate has been convicted of a crime. Many inmates have lived in harsh conditions where physical intimidation and violence are a common occurrence. Immediately seek staff assistance if an inmate becomes hostile, or attacks you or another volunteer, employee or inmate.

The ranking officer on duty, who is responsible for the institution, will take whatever action he/she deems appropriate should a controversy arise. You are expected to abide by this decision immediately. If you do not approve of the decision, you may discuss it with a higher authority at a later time.

13. Critical Incidents

Discuss what to do in an emergency with your program coordinator. During a critical incident or any dangerous situation, stay calm until staff secures the area. Do not act instinctively.

Volunteers are closely watched by correctional officers, and usually are quite safe while in the institution. However, in the event you are faced with an emergency, such as a fire, assault, escape or physical sickness, remain calm and in control. Locate the nearest staff member in person or by phone to report the emergency and get help. Always know what area of the institution you are in and where the emergency exits are located.

If you are surrounded, remain calm and do not appear frightened. Follow instructions until help arrives. If you are threatened, try not to exhibit fear or alarm, but report it at once to a staff member.

14. Department Liability

While the Department of Correction will make every effort to ensure your personal safety, the Department assumes no liability for loss or injury that may occur while on Department premises or while performing volunteer services.

15. Personal Search

When it is deemed necessary to search the person or belongings of a volunteer on state property, such search shall be conducted as provided for in policy. Refusal of a volunteer to be searched will be grounds for dismissal and barring from future work in the department.

16. Proper Language

Use of offensive, vulgar or profane language, racial slurs, etc., by volunteers is absolutely prohibited. All persons are entitled to humane and courteous treatment. Use appropriate language. Do not pick up the inmates slang or vulgarity. To use language that is not part of you can label you as a phony. Do not use words that are beyond the listener's comprehension; speak simply and directly.

17. Addressing Inmates

The recommended way to address an inmate is the use of the surname preceded by the word "inmate". Volunteers who engage in the unwarranted use of nicknames, or inappropriate titles in addressing inmates will be subject to dismissal.

18. Volunteer Responsibilities

You as a volunteer have the responsibility to abide by all the institutional rules and regulations.

Keep in contact with you program coordinator

Report periodically on the progress of your work with the inmates.

Inform the staff of any radical changes in an inmate's attitude or routine

Know the resources available to you at the institution and how to use them.

Arrive early enough for your program to allow the needed time to process your group through security.

Be patient and friendly with the correctional officers facilitating your entrance to or exit from your group, what they do is in the interest of your own safety.

Report any suspicious situations, no matter how unimportant they may seem.

Keep abreast of policy changes at the institution which may affect the program.

Always be honest with inmates.

Treat an inmate with respect.

Be professional at all times.

Be a role model.

Listen carefully and with sincerity.

Accept people with different values and backgrounds.

Be persistent and patient.

Be dependable.

Be objective.

Be mature and confident.

Be enthusiastic.

Use discretion and good judgement.

Never force your opinions on inmates.

Do not engage in activities that could compromise your integrity or effectiveness as a volunteer.

Refrain from using inappropriate signs of affection.

Check the facts; do not be manipulated.

Do not prejudge.

Be supportive, not subversive.

Cooperate fully with correctional staff.

If you can not keep an appointment notify the person in charge of your program.

Work within the boundaries of your specified assignment.

Avoid issues that do not apply to you or that may hamper staff.

Do not take a photograph on institutional property for any purpose without specific permission.

Do not bring in any item that has not been approved by security staff.



Department of Correction

VOLUNTEER CHECK LIST

Volunteer Name: _____

Date signed: _____

Date completed: _____

- ☐ Volunteer Orientation
- ☐ Volunteer Training Class
- ☐ Completed Application
- ☐ NCIC/ACIC Background check
- ☐ Volunteer Agreement Form and Volunteer Handbook
- ☐ Administrative Directives and policies
- ☐ Hostage Agreement
- ☐ Volunteer Services Waiver of Training
- ☐ Dress Code and Examples of Contraband
- ☐ Drug screening Completed
- ☐ Copy of Driver's License
- ☐ Badge Authorization Form
- ☐ eOMIS Staff Form
- ☐ Finger print card if applicable



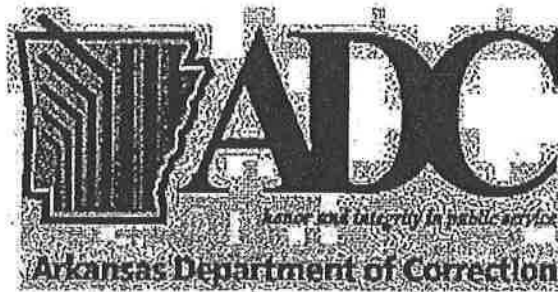
Volunteer/Intern/Student Services Policy

Acknowledgement of Receipt of AD 13-05

I have received a copy of the Arkansas Directive Volunteer/Intern/Student Services policy # 13-05, and understand it is my responsibility to read and become familiar with the standards of the Directive and the Volunteer Handbook. I understand I am expected to abide by these standards while participating as a volunteer for the Department of Correction.

I also understand, if at any time I have any questions or problems, it is my responsibility to contact the supervisor of the program I am participating in, the unit Warden or the Volunteer Services Coordinator for assistance.

Volunteer Signature/ Date



HOSTAGE SITUATION

The following rules apply to any hostage situation:

- A. Any person taken hostage will immediately lose all authority over any institutional personnel. No hostage may give orders relative to the situation.
- B. The Warden or his/her designee will decide if communication is to be established with the inmates and who will contact them.
- C. Promises to inmates should be avoided; however, every effort must be made to secure the safety and release of the hostages as soon as possible.
- D. The use of outside resources will be at the discretion of the Warden.
- E. Under no circumstances will inmates be released or freed as a result of their having a hostage.

I have read and understand the above regarding Hostage Situations.

NAME

Date

Ref. AR 409-Use of Force



Volunteer Services Waiver

- ☐ This waiver acknowledges that the volunteer has attended Volunteer/Contract Worker/Intern or Student training.
- ☐ This waiver acknowledges that the volunteer has not attended Volunteer/Contract Worker/Intern or Student training.

The Volunteer has been oriented at the unit level but understands that the orientation does not supersede the training requirement. The volunteer has been cleared by the Warden as the facility to come into the unit and participate in Volunteer Services. The volunteer understands he/she must attend the first available scheduled training and understands that if he/she does not attend training his/her volunteer privileges will be revoked. The Warden at his discretion can make an extension to this agreement if the volunteer is not able to attend training the first scheduled session, but he/she must attend training within six months of becoming a volunteer.

By signing this waiver the volunteer agrees the Arkansas Department of Correction is not liable for anything that may happen to him/her as a result of not being officially trained.

This waiver acknowledges the volunteer must be escorted at all times while in the facility.

Volunteer Signature _____ Date _____

Program Coordinator's Signature _____

Warden's Signature _____



Dress Code and Contraband

Visitors, Volunteers, Interns or Students cannot wear sleeveless tops, halter tops, tank tops, hats, shorts, mini-skirts/dresses, see through clothing or camouflage attire to any correctional facility. Brief cut or otherwise provocative clothing will not be permitted. Children age 10 or younger may be allowed to wear shorts during visitation. The department can deny visitations to any person who is

Contraband

Volunteers and employees must leave all tobacco products in their vehicle. Bringing tobacco products into a facility will result in loss of volunteer privileges.

Cell phones, pagers or any electronic devices must be left in your vehicle. Bringing cell phones, pagers, or electronic devices into a facility will result in loss of volunteer privileges.

Gum is considered contraband at most units. Pencils and pens are considered contraband at most units. Inmates are allowed to use flex pens and 3" pencils without erasers obtained at the unit.

Carrying in a letter or taking out a letter is strictly forbidden.

Other contraband will be addressed in your training class. Anything you bring into a unit must be approved by the Warden. For example, most units do not allow purses, food or drinks to be brought in.

Entrance into Correctional Institutions

Any person or vehicle entering a correctional unit can be searched for contraband. Volunteers in wheelchairs and those wearing wigs or religious headgear are also subject to being searched.

If a wig is being worn for medical reasons and a medical prescription is provided, the visitor will be searched privately. Volunteers must also pass through a metal detector.

Units randomly drug test Volunteers by use of an Ion scanner or random urine drug tests. A positive scan can lead to a search of the volunteer and his / her vehicle.

Volunteers are not allowed to bring cameras, pagers, cellular phones, pocket knives or food into a unit.

I have read and understand the dress code and contraband rules for the Department of Correction.

Signature of Volunteer, Intern or Student

Date

**ARKANSAS DEPARTMENT OF CORRECTION
VOLUNTEER AUTHORIZATION FORM**

PLEASE PRINT ALL INFORMATION

VOLUNTEER'S NAME _____

DRIVER'S LICENSE _____

VOLUNTEER UNIT OF ASSIGNMENT: _____

POSITION TITLE: _____

DATE BACKGROUND CHECK COMPLETED: _____

DATE OF DRUG: _____

TRAINING COURSE ATTENDING: () 40HRS () 16HRS () 8HRS

DATE(S) OF TRAINING: _____

VOLUNTEER I.D. BADGE # _____
(COMPLETED BY HUMAN RESOURCES)

SIGNATURE OF PERSON RECEIVING BADGE

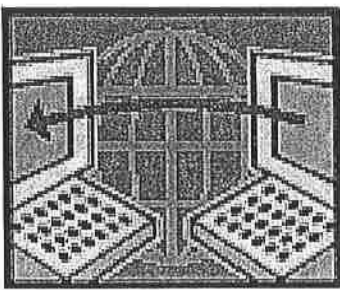
DATE

**THIS FORM IS DUE TO HUMAN RESOURCES NO LATER THAN THREE
WORKING DAYS PRIOR TO THE START OF TRAINING.**

ATTN: TRACY ROBERTSON - HR

SIGNATURE OF VOL COORD / PROGRAM COORD

DATE



eOMIS Staff Record Form

PLEASE PRINT OR TYPE
PLEASE COMPLETE ENTIRE FORM

Last Name _____ First Name _____

Middle Initial _____ Date of Birth _____

Social Security Number _____ - _____ - _____

Driver's License # _____ DL State _____

Badge # _____

Sex (check one): Male _____ Female _____ Race _____

Volunteer _____ School _____ Riverside Vo-Tech _____

Assigned Unit _____

Work Assignment (Volunteer, Teacher, Secretary, etc.) _____

Home Address _____

City _____ State _____ Zip Code _____

Home Phone _____ Work Phone _____

Cell Phone _____

Email Address _____

Do you know anyone that is or has ever been an offender or an inmate? _____ YES _____ NO

If yes, please complete the following:

Offender/Inmate Name: _____

Offender/Inmate # (if known): _____

Relationship to offender/inmate: _____

Signature _____ Date _____

Please return form to ADC.eOMIS.Support@arkansas.gov or fax to 870-850-8551

Revised 10/25/2012

**ARKANSAS DEPARTMENT OF CORRECTION
VOLUNTEER AGREEMENT**

I hereby certify that this application is true and complete to the best of my knowledge. I understand that any misrepresentation or falsification could lead to termination of my services as a volunteer.

I hereby authorize the Arkansas Department of Correction to contact the references that I have listed, to conduct an NCIC (National Crime Information Center) check, and such other background checks as may be considered necessary for the security and good order of institutions of the Department. I also waive my right to view or receive copies of any documents provided by individual references.

I am aware of the inherent dangers associated with working in a correctional setting. I agree to read the copy of Administrative Regulation 409 provided to me. I understand that, while the Department of Correction will make every effort to ensure my personal safety, the Department assumes no liability for loss or injury that may occur while on Department premises or while performing volunteer services.

I expect no reimbursement for my services. I will not commit the Department to any financial obligations.

The services that I offer will be open to all inmates, unless restrictions have prior approval of the supervisor of the program under which I am operating. I understand that I may not use my role as a volunteer to develop or to continue a personal relationship. I will do no favors for individual inmates, nor will I be the vehicle for movement of goods, funds or communications in or out of the institution. I will enter no financial agreements with, or on behalf of, inmates. I understand that abuse of my position as a volunteer may result in termination of my services.

I agree to participate in training for volunteers, if such is required in the service for which I am volunteering. I agree to read the Inmate Handbook which will be provided, and abide by the rules and policies therein. I will promptly follow the directions of those in authority, and voice any concerns or complaints that I have to the proper authority, at the proper place and time.

I agree that my person and possessions may be searched for contraband. I will not bring any camera or recording device into an institution for the purpose of recording inmates or staff, except under the supervision of the individual responsible for the program to which I am volunteering.

I will not breach any implied or understood confidentiality with inmates.

I will report problems or conflicts in the Department only through appropriate channels. I speak to the media about the Department of Correction only if the interview has been previously approved by the Public Information Officer.

I will limit my activities to those services agreed upon. I will not use my volunteer badge to gain entry to any other Units of the Department of Correction without prior consent from the individual supervising the program to which I am volunteering. I will return my Volunteer Badge when asked to do so, or when I no longer wish to continue to volunteer my services.

I understand that the continuation of my volunteer services and this agreement is subject to review at the discretion of staff of the Department.

(Signed) _____ Date ____/____/____

F-881

ABOUT ARKANSAS COMMUNITY CORRECTION (ACC)

History & Goals

In 1993 the Arkansas Legislature passed the Community Punishment Act (548) establishing the Department of Community Punishment (DCP). The purpose of this act was to establish an agency to assume the responsibilities of management of all community punishment facilities and services, execute the orders of the criminal courts of the State of Arkansas and provide for the supervision, treatment, rehabilitation and restoration of adult offenders as useful law-abiding citizens within the community.

During the 83rd Session of the General Assembly, a bill was filed primarily to rename the Department of Community Punishment. The bill was signed by the Governor as Act 323 of 2001 changing the name of the agency to the Department of Community Correction (DCC). This act also changed the Board of Correction and Community Punishment to the Board of Corrections (BOC).

In 2013, the Department of Community Correction became known as Arkansas Community Correction (ACC).

Goals:

- To provide appropriate and effective supervision of offenders in the community
- To provide for the confinement, care, control and treatment of offenders sentenced to or confined in community correction centers in an adequate, safe and secure environment.
- To develop and implement sanctions, programs and services needed to function within the scope of the mission.
- To improve staff recruiting, retention and training efforts.

Mission Statement:

“To enhance public safety by enforcing state laws and court mandates through community partnerships and evidence-based programs that are cost efficient and hold offenders accountable while engaging them in opportunities to become law-abiding, productive citizens.”

Philosophy:

"We place our priority on public safety while providing opportunities for positive change."

Motto:

"Serving Justice"

ACC SITE DIRECTORY

Texarkana

Shaunda Scoggins	870-779-2244
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West Memphis

Janice Gray	870-400-3101
Brenda Walker	870-400-3101

ACC SITES

West Memphis



Texarkana



Volunteer Training Agenda

9:00-10:15am: PREA

10:15-10:20am: Break

10:20-10:30am: ACC Philosophy and Organization

10:30-10:45am: Personal Safety and Facility Information

10:45-11:05am: Emergency Plan and Hazmat

11:05-11:10am: Break

11:10-11:20am: Security Procedures for Tool and Key Control

11:20-11:35am: Ethics of Code of Conduct

11:35-11:45am: Drug Free/Tobacco Free

11:45-11:55am: Cultural Diversity/Dynamics of Addiction

11:55-12:00: General Topics and Questions

**Arkansas Department of Community Correction
VOLUNTEER ORIENTATION CHECKLIST**

Volunteer Name: _____ Address: _____

Telephone Number(s): _____ Email: _____

Instructions. Supervisors of Volunteers must work with the Volunteer Coordinator to ensure initial orientation and training are accomplished as described in the training paragraph; assess further training needs and provide for on-the-job training. At a minimum these topics must be addressed, check items when done, and ensure each volunteer receives training necessary to enable them to safely, efficiently, and effectively fulfill the job responsibilities prior to assignment. Some training material is available on EagleNet in the Volunteer team website.

Site Orientation & Safety Procedures

- ☐ History of Department
- ☐ Mission Statement
- ☐ Overview of DCC programs and services
- ☐ Explanation of Local Office Divisions
- ☐ Emergency Plan
- ☐ Reporting & Investigating Incidents & Hazards Policy
- ☐ Personal Safety
- ☐ Facility, Premises, or Site Rules
- ☐ Parking

- ☐ Supplies and Office Machines
- ☐ Access to Building or Office Areas
- ☐ Escort

General Topics

- ☐ Record Hours
- ☐ Volunteer Identification
- ☐ Limits of Liability
- ☐ Job Description, Duties, and Assignment
- ☐ Supervision of Activity, Clients, Residents
- ☐ Supervisor Chain-of-Authority
- ☐ Who and How to Contact Them
- ☐ Volunteer Input
- ☐ Evaluations and Suggestions
- ☐ Volunteer Guidelines, Release & Waiver of Liability Agreement Form (review this document)

Purpose of the Volunteer Program

- ☐ Benefits of Volunteering
- ☐ Benefits for DCC and DCC clients
- ☐ Employment Opportunities

Client Dynamics

- ☐ Dynamics of Addiction
- ☐ Cultural Diversity and Sensitivity

Ensure Training/Reading and Understanding of these Policies and Completion of the Related Test(s)

- ☐ Code of Ethics and Rules of Conduct
- ☐ Drug-Free Workplace
- ☐ Offender Records (with emphasis on confidentiality)
- ☐ Sexual Harassment
- ☐ Dress Code and Appearance
- ☐ Tobacco (Smoke-Free Workplace)
- ☐ Rape, Abuse, and Harassment Elimination
- ☐ Rape Elimination
- ☐ Other _____

Questions & Comments

My signature confirms that the items indicated on the Volunteer Orientation Checklist were included in my orientation training on this date. I agree to abide by confidentiality requirements and applicable policies. (4-APPFS-1C-07, 4-APPFS-3C-03[P])

Volunteer Signature At Completion of Orientation

Date

My signature confirms to the best of my knowledge this volunteer has adequate training and understanding to perform assigned duties.

Training Instructor Signature At Completion of Orientation

Date

ARKANSAS COMMUNITY CORRECTION
Volunteer Application

Instructions: Use this form to apply to volunteer at an Arkansas Community Correction (ACC) center or office. Background checks are required for all volunteers.

Name			
Home/Cell Phone:		Work Phone:	
Street Address:	City:	State:	Zip:
Email Address:			
Organization/Agency Representing (if applicable):			

BACKGROUND CHECK INFORMATION:

Driver's License Number:	State Issued	DOB
Social Security Number:		

VOLUNTEER PREFERENCES:

Volunteer Type: (Check all that apply)

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Mentor | <input type="checkbox"/> Faith-based | <input type="checkbox"/> Clerical/Administrative |
| <input type="checkbox"/> Treatment | <input type="checkbox"/> Education (Student/Intern) | |

Volunteer Preference:

- ☐ Direct contact with Residents/Offenders
☐ No direct contact with Residents/Offenders

Availability: (Check all that apply)

- | | | | |
|-----------------------------------|------------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Sunday | <input type="checkbox"/> Monday | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Wednesday |
| <input type="checkbox"/> Thursday | <input type="checkbox"/> Friday | <input type="checkbox"/> Saturday | |
| <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | |

Please provide a few sentences about your motivation for volunteering with ACC:

Name/Job Title:	Relationship:	Phone Number:
Name/Job Title:	Relationship:	Phone Number:

Employer Name and Address	Supervisor	Phone Number
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College:	
Degree Program:	Academic Advisor:
Advisor's Phone Number:	Advisor's Email:

_____ Volunteer Signature	_____ Date
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Volunteer Coordinator Signature

☐ Recommend ☐ Do Not Recommend

Center Supervisor/Area Manager Signature _____ Date _____

Shorter College Second Chance Pell

**Arkansas Community Correction
AUTHORIZATION FOR RELEASE OF INFORMATION**

Last Name (Print)	First	Middle	Maiden/Other	
Address Street	Address	City	State	Zip
Date of Birth (Month/Day/Year)	Place of Birth		<input type="checkbox"/> Male	<input type="checkbox"/> Female
Driver's License Number	State of Issue		Social Security Number	

I hereby give consent to past and present employers/supervisors to provide information with regard to my employment and further authorize any investigator or other duly accredited representative of the Arkansas Community Correction (ACC) to obtain information through a background investigation regarding my qualifications, experience, and activities, by contacting employers, individuals, schools, residential management agents, criminal justice agencies, or other sources of information.

I authorize release of my driving records to ACC staff. If I am an applicant for a position requiring a Commercial Drivers License (CDL), I hereby authorize a representative of the ACC to contact the Arkansas Office of Driver Services and request any necessary information from the Commercial Driver Alcohol and Drug Testing Database. I also understand that as an employee with a CDL, all positive drug and/or alcohol tests performed by ACC will be reported to the Office of Driver Services.

The information may include, but is not limited to, my academic, residential, performance, attendance, or disciplinary record; whether or not I was voluntarily or involuntarily separated; and my employment, wage, drug/alcohol test history (administered within one year of the date of this authorization) or criminal record information. Employers and other sources may also address any threats of violence, harassing acts, or threatening behavior related to the workplace or directed at another employee.

I authorize custodians of records and other sources of information pertaining to me to release such information upon request of the investigator or other duly accredited representative of the ACC, regardless of any previous agreement to the contrary. If applying for a community correction center position I also consent to release of information about sexual abuse in a prison, lockup, community confinement facility, juvenile facility, or other institution (as defined in 42 U.S.C. section 1997) and release of any information indicating harassment on my part. Further, I hereby release from liability and hold harmless all persons, organizations or entities supplying information to the ACC or its representatives. I understand that the information released by records custodians and sources of information is for official use by the DCC and that it may only be disclosed by the ACC as authorized by law.

I authorize custodians of the Department of Human Services registries for child and adult maltreatment to inform the ACC about any information contained in those registries pertaining to me. I understand that if my name appears in these registries my employment with ACC will be immediately terminated.

I further acknowledge that, should I be hired by ACC, my personnel files may be subject to review by representatives of the American Correctional Association (ACA) for purpose of accreditation. ACA is an independent organization that establishes performance and outcome standards for correctional operations; upon inspection, ACA grants accreditation when standards are met. Such reviews are for assessing the completeness and correctness of the files, and will not result in the copying or removal of any record by the ACA. I authorize the custodian(s) of ACC personnel records to release such information to ACA representatives. Further, I hereby release from liability and hold harmless the ACC and its employees supplying information to ACA auditors consistent with the purpose of this release authorization.

Copies of this authorization that show my signature are as valid as the original release signed by me.

Signature

Date

Arkansas Department of Community Correction (DCC)
VOLUNTEER GUIDELINES, RELEASE & WAIVER OF LIABILITY AGREEMENT

1. I will follow Volunteer Guidelines and DCC policy that would reasonably be considered applicable.
2. I will perform my volunteer services in compliance with the DCC Code of Ethics and Rules of Conduct policy.
3. I will not bring onto DCC property any of the following items: cell phones, explosive devices, firearms or other weapons, ammunition, alcoholic beverages, tobacco products, narcotics, or objects or materials of any kind that might be used to compromise the security and safety of the facility.
4. I will not participate in DCC activities or be on DCC property while under the influence of illegal drugs or alcoholic beverages. I understand that I am subject to drug and alcohol testing upon reasonable suspicion and approval of the Center Supervisor or Parole/Probation Manager.
5. I will leave my purse and unnecessary objects locked in the trunk of my vehicle when on DCC property. I understand that my person, personal items, and vehicle are subject to screening and/or search. I will provide a photo ID or a DCC volunteer badge upon request by DCC personnel. I will wear a DCC volunteer badge at all times while on DCC property.
6. I will dress appropriately while on DCC property. I understand that miniskirts, short dresses, shorts, halter tops or halter dresses, see through clothing, tight clothing, or other provocative clothing will not be allowed. My clothing will not promote alcohol or drugs, illegal actions, racial comments, vulgarity, sexual implications, or profanity.
7. I will not exchange any material with a client (offender) such as notes, correspondence, money, food, or gifts I will not participate in a personal relationship with a client or offender nor will I divulge personal information. I understand that this action could place me at risk.
8. I will keep all client (offender) information confidential. I will not commit DCC to any financial obligations. I will not speak on behalf of nor act as a representative of the DCC.
9. I will obey all safety and security instructions including all facility procedures. I will work within my job duties and my physical assignments. I will follow supervisory guidance.

For the good and valuable consideration of participating in the Arkansas Department of Community Correction (DCC) Volunteer Program, I, for myself, my successors, heirs, assign, executors, administrators, spouse, and next of kin, do hereby understand and agree to the following:

1. My participation as a volunteer may involve risk of serious injury or harm.
2. I hereby assume any and all liability and risks of injury or harm, including permanent or partial disability, medical bills, death, damage to my property, or death caused by or arising from my participation in the volunteer program.
3. I will not, nor will any person or entity on my behalf, initiate, pursue nor participate in a lawsuit or claim, including any for personal injury, property damage, or wrongful death, against the State of Arkansas, DCC, its employees, officers, agents, volunteers, the Parole Board, or the Board of Corrections, for damages arising out of or attributable to my participation in the volunteer program.
4. I release and discharge the DCC, its employees, officers, agents, volunteers, the Parole Board, and the Board of Corrections from any liability, loss, damage, claim, demand, or any cause of action against them arising out of or attributable to my participation in the volunteer program, whether the same arises from negligence or otherwise.

I

, _____, agree to serve in the Arkansas Department of Community Correction Volunteer Program. I commit to performing my assigned volunteer duties to the best of my ability and to follow DCC guidelines, policies, and procedures. I have read this document and understand that I am waiving substantial rights. I voluntarily sign this document and by doing so, assume all risks attendant and pertaining to participating in the DCC volunteer program.

_____ Volunteer's Printed Name	_____ Date	_____ Volunteer's Signature
_____ Volunteer Supervisors/Coordinators Name	_____ Date	_____ Volunteer Supervisors Signature