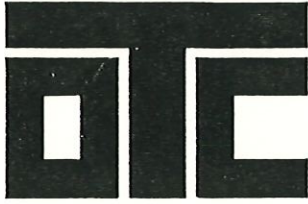


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BOIST PROGRAM PROPOSAL

SPRING 1993



*Ouachita Technical College*

OFFICE OF THE PRESIDENT

May 27, 1993

Dr. John McKay  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, Arkansas 72201-3818

Dear Dr. McKay:

Enclosed for your perusal please find our program proposal for the Associate in Applied Science Degree in Business Information Technology. I am sure you will agree the staff feels strongly that this program rates among the most critical in the transition from OVTC to OTC. Mrs. Jessica Beard deserves particular thanks for coordinating this effort and in preparing the (final) document.

Please let us know if some embellishments would enhance this proposal with the State Board.

Sincerely,

A handwritten signature in cursive script that reads "Ken Martin".

Ken Martin, Ph.D.  
President

BUSINESS, OFFICE & INFORMATION SYSTEMS

TECHNOLOGY DEPARTMENT

*PROGRAM PROPOSAL*



A PROPOSAL FOR NEW PROGRAMS SUBMITTED TO  
THE ARKANSAS DEPARTMENT OF HIGHER EDUCATION BY

**Ouachita Technical College**

New Programs Entitled

Associate of Applied Science in Business Information Technology  
with majors in

Accounting  
Automated Office Technology

CIP \_\_\_\_\_  
CIP \_\_\_\_\_

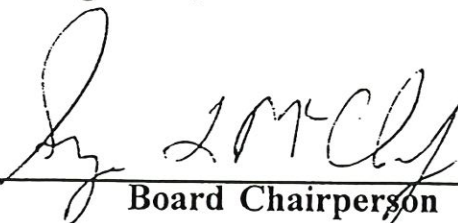
Technical Certificates in

Computer Applications Technology  
Automated Office Technology

CIP \_\_\_\_\_  
CIP \_\_\_\_\_

Proposed Starting Date: August 23, 1993

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Board Chairperson

June 1, 1993

## TABLE OF CONTENTS

General Description . . . . .	1
BOIST Department Philosophy . . . . .	3
BOIST Department Goals . . . . .	3
Program within the Role and Scope of the Institution . . . . .	6
Availability of Students . . . . .	7
Need for the Program . . . . .	10
Program Duplication . . . . .	16
Administration of the Program . . . . .	19
Faculty Resources . . . . .	20
Curriculum . . . . .	21
Library Resources . . . . .	27
Physical Facilities . . . . .	29
Equipment . . . . .	31
Academic Foundations for Proposed Programs . . . . .	32
Program Enrollment Requirements . . . . .	33
Approval by the President and Board of Trustees . . . . .	35
Accreditation . . . . .	35
Desegregation Impact . . . . .	36
Program Cost and Financing . . . . .	38
Productivity . . . . .	39
Appendix A . . . . .	Mission Statement
Appendix B . . . . .	OTC General Education Philosophy
Appendix C . . . . .	BOIST Curricula
Appendix D . . . . .	Map of OTC Service Area
Appendix E . . . . .	Charts
Appendix F . . . . .	Chart of Major Industries in OTC Service Area
Appendix G . . . . .	OTC Organizational Chart
Appendix H . . . . .	Faculty Vitae
Appendix I . . . . .	Advertisement for BOIST Department Vacancy
Appendix J . . . . .	Advisory Committee Minutes
Appendix K . . . . .	Review of Consultant Reports
Appendix L . . . . .	Guidelines for Degree and Certificate Programs
Appendix M . . . . .	Semester by Semester Sequence of Curricula

Appendix N ..... Program-Specific & Gened Course Descriptions  
Appendix O ..... OTC Placement Chart  
Appendix P ..... Guaranteed Skills  
Appendix Q ..... Board Resolution  
Appendix R ..... OTC Programs Productivity Chart  
Appendix S ..... Budget  
Appendix T ..... Syllabus for Technical Writing

**OUACHITA TECHNICAL COLLEGE**

**ASSOCIATE DEGREE OF APPLIED SCIENCE  
IN BUSINESS INFORMATION TECHNOLOGY  
WITH MAJORS IN  
ACCOUNTING AND AUTOMATED OFFICE TECHNOLOGY**

**TECHNICAL CERTIFICATES IN  
COMPUTER APPLICATIONS TECHNOLOGY AND  
AUTOMATED OFFICE TECHNOLOGY**

**I. GENERAL DESCRIPTION**

Ouachita Vocational-Technical School became Ouachita Technical College under the terms and provisions granted in Arkansas Legislative Acts 617 and 1244. OTC is now a part of the Arkansas Technical and Community College System and under the direction and leadership of the Arkansas Department of Higher Education.

This conversion inspired the adoption of a higher education philosophy incorporating a holistic view of education. This is evidenced in the College's mission, "to enable individuals to develop to their fullest potential..." No longer will technical training and job placement of graduates be the only goals of this institution. Instead students will be prepared "with the general and technical education needed for successful careers or for continuation in further higher education." (See Appendix A) To further promote the College's new educational focus, a General Education Philosophy was adopted by the OTC faculty. This philosophy states that general education "is a driving force of this institution," and that "the College is dedicated to emphasizing general education criteria across the curriculum." (See Appendix B)

With the new educational focus expressed in the Mission Statement and general education philosophy, curriculum reform became imperative. Requests from local and

state employers for workers who are technically competent and also possess communication skills, thinking skills, and human relation skills further supported the need for curriculum revisions.

The curriculum of the Business, Office, and Information Systems Technology Department of OTC, formerly the Business Education Department of OVTS, now reflects the transition from vocational-technical school to technical college.

When OTC functioned as a vocational-technical school, the Business Department awarded Business Data Processing and Secretarial/Word Processing diplomas. These were one-year programs which offered technical training only. The aforementioned transition to higher education necessitated the department's modification of these programs to include general education which is essential for success in the workplace and/or continued higher education. This revision led to four (4) educational plans. Each plan consists of a Broad Technology Core (BT), a Specialty Technology Core (ST), and a General Education Core. To provide entry-level skills for employment, two (2) technical certificate programs will replace the Secretarial/Word Processing and Business Data Processing diploma programs. The department will now offer one-year programs of study in Computer Applications Technology (CAT) and Automated Office Technology (AOT). (See Appendix C--Parts 1 and 3)

To expand educational opportunities for students who wish to develop expertise in a specialized field, the department has developed and implemented a two-year curriculum. When approved, this program will become an Associate of Applied Science Degree in Business Information Technology with a major in either Automated Office Technology or Accounting. (See Appendix C--Parts 2 and 4)



## Philosophy

The Business Office Information Systems Technology Department (BOIST) strives to help students develop knowledge, skills and attitudes that are adaptive and relevant to the market demands of business and industry.

Within the framework of the Ouachita Technical College (OTC) mission and purpose, the philosophy of the BOIST Department is to provide a well-rounded education in business leading to the Associate of Applied Science Degree (AAS) in Business Information Technology (BIT) with majors in accounting and automated office technology and the Technical Certificate (TC) in computer applications technology and automated office technology.

## Goals

The AAS degree focuses on career options and provides students with an opportunity to select a specialty core. The TC is designed to give students broad transferable skills with reinforcement of basic skills throughout all courses.

The goals the BOIST Department expects students to attain are in three areas, with desired goals specified for each area:

**Area I: Common Goals**

**Area II: Technical Goals**

**Area III: Specialization Goals**

All students who earn a degree or certificate are expected to attain proficiency in Area I. Students who earn a technical certificate are expected to demonstrate program-specific proficiency in Areas I and II. Students who earn an AAS degree are expected to demonstrate program-specific proficiency in all three areas.

### **Area I: Common Goals**

1. Students will develop keyboarding and basic formatting techniques.
2. Students will develop the communication skills necessary to read for understanding, to follow written or verbal directions, and to speak and write clearly.
3. Students will utilize machines, computers, peripheral equipment, and popular software commonly used in a business environment.
4. Students will understand and solve problems using basic principles of mathematics.
5. Students will demonstrate willingness to work with others.
6. Students will use critical thinking to identify problems, analyze alternate solutions, and make decisions.
7. Students will develop the ability to use resources, time, material, and equipment efficiently.

### **Area II: Technical Goals for Accounting/ Computer Applications Technology**

1. The student will develop an understanding of accounting principles and practices in order to effectively use accounting information in the decision-making process.
2. The student will further develop knowledge and skills fundamental to the operation of Lotus 123, dBASE III PLUS, and WordPerfect 5.1.

### **Area II: Technical Goals for Automated Office Technology**

1. The student will further develop keyboarding skills with emphasis on mailable document production.
2. The student will develop the ability to read and write an alphabetic shorthand system and to take and transcribe dictated material.
3. The student will develop the basic skills necessary to transcribe documents from machine-dictated material.

4. The student will develop the knowledge and skills necessary to complete the accounting cycle.
5. The student will develop knowledge of administrative practices and procedures used in a business office.

### **Area III: Specialization Goals for Accounting and AOT**

1. The student will develop the capability for self-direction.
2. The student will develop mathematical and scientific understanding.
3. The student will develop an understanding of the nature of man.
4. The student will develop a basic understanding of law and its application to business and industry.

### **Area III: Specialization Goals for Accounting**

1. Students will further develop knowledge and skills of accounting, of its theoretical foundations, and of the way in which data can be interpreted and used by businesses, investors, and creditors.
2. Students will develop knowledge of tax regulations applicable to individuals and businesses and of tax determination and planning.
3. The student will demonstrate the ability to use accounting software and to transfer knowledge of accounting principles and concepts to computerized accounting applications.

### **Area III: Specialization Goals for Automated Office Technology**

1. Students will develop in-depth knowledge and proficiency in WordPerfect 5.1 and demonstrate decision-making and problem-solving skills in the preparation of business documents.
2. Students will develop proficiency in an alphabetic shorthand system with emphasis on producing mailable documents.
3. Students will develop proficiency in transcribing mailable documents from machine-dictated material.

4. Students will develop the basic knowledge and skills necessary for effective records management.
5. Students will develop an understanding of the human relations, business and social skills necessary for employment success.

## **II. PROGRAM WITHIN ROLE AND SCOPE OF THE INSTITUTION**

On July 1, 1991, the Arkansas State Board of Higher Education, under the authority of Act 1244, the "Two-Year Postsecondary Education Reorganization Act," established a system to meet the two-year postsecondary needs of the state by creating the Arkansas Technical and Community College System. Under the authority of Act 617 enacted on July 1, 1991, Ouachita Vocational Technical School, now distinguished by the name of Ouachita Technical College, became a part of the Arkansas Technical and Community College System. The College operates under the auspices of the State Board of Higher Education and is governed by a local Board of Trustees. As designated in Act 1244 and Act 617, the College is "responsible for the provision of services to meet the two-year postsecondary educational needs of the citizens located within the service area of the College." According to Act 1244 and Act 617, Ouachita Technical College "shall work to achieve higher education institutional accreditation from the North Central Association--Commission on Institutions of Higher Education." In order to meet the recently approved new General Institutional Requirements (GIRs) of the North Central Association, Ouachita Technical College must have a degree program in operation to become an accredited institution. Understanding the urgent need for technical colleges to obtain degree-granting status, the State Board of Higher Education, at its quarterly meeting held on April 15-16, 1993, at Westark Community College, Fort Smith,

Arkansas, resolved to "authorizes . . . Ouachita Technical College . . . to award associate degrees effective July 1, 1993." The State Board lifted the moratorium on program proposals and resolved to consider "requests for Associate of Applied Science degree programs from institutions seeking accreditation by the North Central Association--Commission on Institutions of Higher Education."

The College's Mission, in accordance with Act 1244 and Act 617, is to provide "courses and programs . . . to individuals, communities, and businesses and industries." The proposed curricula are evidence that the Business, Office, and Information Systems Technology Department (BOIST), supports the College's Mission of "preparing residents of Arkansas with the general and technical education needed for successful careers or for further higher education."

### **III. AVAILABILITY OF STUDENTS**

Ouachita Technical College serves a five-county area in south central Arkansas. These counties include Clark, Dallas, Grant, Hot Spring and Saline. (See Appendix D) According to the 1990 U.S. Census, all of these counties, with the exception of Dallas County, increased in population from 1960 to 1990. (See Appendix E--Population Growth for Service Area)

Nineteen public school districts exist within the service area. The dropout rate for Arkansas high school students is 3.0 percent as compared to 2.6 percent for the service area. According to the Department of Higher Education, in 1991 approximately 52 percent of Arkansas seniors entered college. Over 57 percent of the seniors in OTC's service area entered college. These statistics indicate that OTC's pool of high school

graduates is interested in obtaining higher education. Approximately 23 percent of OTC's fall 1992 student population were recent high school graduates.

The College operates a Secondary Vocational Center as a training site for area high schools. High school students can enroll in Welding, Small Engine Repair, Automotive Services, Cosmetology, or Health Occupations. Although a business program is not offered by the Secondary Vocational Center, in their exposure to the college environment, students become aware of the business department and its curricula. The recruitment of these high school students will become a part of the proposed Enrollment/Marketing Plan to be implemented for the 1993-1994 academic year. According to a 1989 BUSINESS WEEK article, a major shift in society's demographic makeup to that of an aging population is occurring. The work force will diversify as women, minorities, and older individuals enter in record numbers throughout this last decade of the twentieth century. By the year 2000, the median age of the work force will be 39. According to the 1990 U.S. Census, the median age for the service area is 34. (See Appendix E--Median Ages within the Service Area) OTC is already experiencing the impact of these trends. According to responses on the Student Survey conducted in the fall of 1992, 16 percent of students were 26 to 30 years of age, 37 percent were 31 years of age or older, and 50 percent were women. The 1992-1993 business department enrollment reflected this trend with 33 percent of students ages 30 years or older and 86 percent women.

The 1990 U.S. Census data for the service area indicate that about 13.2 percent of persons age 25 and over have less than a ninth grade education and only 37.8 percent are high school graduates. Census data also indicate that about 15.4 percent

of persons age 25 and over have college credit below an associate degree. This segment of the service area population could benefit from a technical certificate or an associate of applied science degree program. (See Appendix E--Educational Attainment of Service Area)

Forty-five percent of former Business Department graduates who responded to a departmental follow-up survey in the fall of 1991 indicated an interest in continuing their education--many expressed an interest in an associate of applied science degree program. An associate of applied science degree would provide extensive training for the technical occupations such as word processing specialists, accounting technicians, and related data processing occupations need for jobs available in the 21st century. To qualify for these better paying technical jobs and to compete effectively in the job market, further postsecondary training beyond a certificate will be required.

The average per capita income for the service area is \$10,447, 26 percent below the state average of \$14,176 and 45 percent below the national average of \$19,082. Seventy-eight percent of those responding to a student survey conducted in the fall of 1992 indicated they received financial aid to attend college. These data provide strong evidence that students in this area have a need for inexpensive, high-quality education. Although Ouachita Baptist University and Henderson State University are located in OTC's service area, tuition rates at these four-year institutions are much higher. In the fall of 1992, OBU and HSU charged approximately \$160 and \$68 per credit hour, respectively, as compared to OTC's charge of \$25 per credit hour. The tuition rate per credit hour for the 1993 fall semester at OTC will be \$34.25. This amount is still considerably less than the four-year institutions located in the service area.

Enrollment data from the Business Department for the academic years 1990-91 through 1992-93 indicate an average enrollment of 40 students each fall semester and 25 each spring semester. Based on the development and implementation of a new marketing/enrollment management plan, the ability to offer college-level education, the incorporation of an eight-week summer term, and the expanded scheduling options via night courses, OTC projects the BOIST Department to increase enrollment during the next three years as indicated by the table below.

BOIST ANNUAL ENROLLMENT PROJECTIONS		
YEAR	HEAD COUNT	% INCREASE
1993-1994	90	38
1994-1995	120	33
1995-1996	150	25

#### IV. NEED FOR THE PROGRAM

According to the November 1991 issue of U.S. MONTHLY LABOR REVIEW, an increase of approximately 23.3 million jobs is projected to occur in the service-producing sector of the economy. The two largest industries in this division, health services and business services, will account for 6.1 million of the projected increase in jobs, or about one-fourth of the total. The occupation, secretaries, is expected to employ 3.3 million workers in 2005, an increase of 248,000 jobs over the 1990 employment level.

The same publication indicates that the national median annual earnings of administrative support occupations is \$17,120. With a high school education, the national average annual earnings is \$16,554. However, the income level increases with



one to three years of college training by \$937 annually. An increased educational level can contribute to the economic and social well-being of the individual.

Ouachita Technical College serves a five-county area in south-central Arkansas. The counties include Clark, Dallas, Grant, Hot Spring, and Saline. The five-county service area has experienced a steady growth in employment since 1960. This growth reflects the need for educating potential workers for major industries (See Appendix F). The manufacturing industry employs the largest number of workers in the five-county service area, retail trade employs the second largest number of workers. According to the November 1991 issue of the U.S. MONTHLY LABOR REVIEW, manufacturing jobs, on the national level, will not increase between the years 1990 and 2005 . However, the manufacturing jobs available will require technical education beyond high school. The same publication indicates that retail trade is predicted to increase over the next 15 years by an annual growth rate of 2.5 percent. This surge of expected employment growth in these industries suggests that additional administrative support personnel will also be required. In THE OCCUPATIONAL PROJECTIONS AND TRAINING DATA BULLETIN, May 1992, the Department of Labor projects that administrative support occupations will increase by 13.1 percent between 1990 and 2005. This percentage represents the creation of nearly 2.9 million new occupational jobs in administrative support services.

The Arkansas Employment Security Division predicts in its publication entitled INDUSTRIAL AND OCCUPATIONAL TRENDS: 1986-2000, CENTRAL ARKANSAS, that clerical and administrative support occupations should increase 17 percent in Central Arkansas. The same source projects that business services, including accounting,

auditing, and bookkeeping services will be leading industrial groups during the 1990s. The following table was extracted from the aforementioned source and shows the average annual job demand by occupation in central Arkansas.

CLERICAL AND ADMINISTRATIVE SUPPORT	
OCCUPATION	AVERAGE ANNUAL JOB DEMAND
General Secretaries	65
Bookkeeping and Accounting Clerks	37
General Office Clerks	37
First Line Supervisors, Clerical	15
Receptionists, Information Clerks	10

The Arkansas Employment Security Division's INDUSTRIAL AND OCCUPATIONAL TRENDS: 1986-2000 SOUTHWEST ARKANSAS, predicts that clerical occupations will grow by one percent per year with an average of 500 job openings annually. The following table was extracted from the aforementioned publication and demonstrates the average annual job demand in southwest Arkansas.

CLERICAL AND ADMINISTRATIVE SUPPORT	
OCCUPATION	AVERAGE ANNUAL JOB DEMAND
General Secretaries	108
General Office Clerks	79
Bookkeeping and Accounting Clerks	67
Receptionists, Information Clerks	21
Traffic, Shipping, and Receiving Clerks	20
Hotel Desk Clerks	17

As shown in INDUSTRIAL AND OCCUPATIONAL TRENDS: 1986-2000, ARKANSAS, general secretaries are listed in the top five occupations in numeric growth in Arkansas and the top twelve nationally. General office clerks are listed ninth in the nation's top 20 occupations in numeric growth.

The Business, Office, and Information Systems Technology Department conducted a telephone interview in early May, 1993, with 67 randomly selected businesses and industries located in the five-county service area. The businesses and industries ranged in size from 1 to 445 full-time workers and 0 to 35 part-time workers. The median business/industry employed 50 full-time and 1.4 part-time workers. From the ranges given above, the range for office workers was 0 to 255 with the median business/industry employing 14.5 office workers. For the average to large business/industry, the human resources manager was interviewed and for the smaller businesses, the owner/proprietor was interviewed.

Thirty-one percent of the businesses and industries surveyed planned to hire additional office workers within the next three years. Seventy-nine percent of those businesses and industries preferred to hire a new employee with educational training beyond high school. Seventy-one percent of the 67 businesses and industries participating in the survey indicated OTC as a possible training provider for updating and refining skills of currently employed office workers. Employers stated that their current office staff needs more expertise in the following three skill areas: training on the computer and knowledge of new software packages, knowledge of accounting theory and practices, and refinement of general office skills. The business curriculum provides state-of-the art training in all of the preceding areas.

The Business Department graduated 30 students during the academic school year 1991-92. The following table shows the employment status of these graduates.

EMPLOYMENT STATUS OF 1991-92 BUSINESS DEPARTMENT GRADUATES	
STATUS	PERCENT
EMPLOYED IN FIELD OF TRAINING OR RELATED	37
EMPLOYED IN UNRELATED FIELD OF TRAINING	20
UNEMPLOYED	13
UNAVAILABLE FOR EMPLOYMENT (health-related problems, continuing education, etc.)	13
UNAVAILABLE FOR COMMENTS (moved, no forwarding address, no phone, etc.)	17

Although the above percentages for employment in the field of training may, at first glance, appear to be relatively low, the socioeconomic status of the students had a direct impact on this percentage. In the past, OTC has attracted students from lower socioeconomic levels with poor academic preparation. In view of the transition from a vo-tech to a technical college, which includes a substantial strengthening of the entire curriculum, the BOIST Department will attract a higher quality student which will improve the results of employment statistics of the future graduates.

Of the graduates employed, 65 percent are working at an occupation in their field of training or related to their field of training.

According to the DEMAND OCCUPATIONS TRAINING LIST prepared by the Arkansas Employment Security Department (ESD) dated August 20, 1992, Administrative Assistant/Secretarial Science, General is recognized as an occupational field that is in substantial and recurring demand statewide. A training program for the occupations classified under Administrative Assistant/Secretarial Science, General is described by the ESD as follows:

An instructional program that generally prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers. Includes instruction in business communications, principles of business law, word processing and data entry, office machines operation and maintenance, office procedures, public relations, secretarial accounting, filing systems and records management, and report preparation.

Documented in the same publication for West Central Arkansas is the occupational cluster entitled Banking and Financial Support Services. The occupations in this cluster are considered to be in substantial and recurring demand for the West Central Arkansas service delivery area. A training program for the occupations classified under Banking and Financial Support Services is described by the ESD as follows:

An instructional program that prepares individuals to perform a wide variety of customer services in banks, insurance agencies, savings and loan companies, and related enterprises. Includes instruction in communications and public relations skills, business equipment operation, and technical skills applicable to the methods and operations of specific financial or insurance services.

The proposed curricula of the Business, Office, and Information Systems Technology Department at OTC supports occupational training for these jobs considered by ESD to be in demand.

## **V. PROGRAM DUPLICATION**

Ouachita Technical College is the only technical college in south central Arkansas. The proposed Associate of Applied Science Degree in Business Information Technology is unique to OTC's five-county service area in the south central part of the state.

Two other institutions of higher learning, Ouachita Baptist University and Henderson State University, are located in Clark County just twenty-five miles south of OTC. Tuition rates at these four-year universities ranges from 3 to 5 times higher than the tuition rate at OTC. This allows student attending OTC to earn a quality education at a more economical rate.

The School of Business at Henderson State University offers a Business and Office Education program with two specialized degree plans: Bachelor of Science in Education and the Associate Degree in Office Administration. Courses taken for the B.S.E. are designed for teacher training. Courses taken for the associate degree are transferrable to the four-year degree. HSU offers no associate degree in accounting.

The School of Business at Ouachita Baptist University does not offer an associate degree in any business field. OBU does offer a two-year, 64 semester hour, terminal

program in Office Administration. Students completing this program are awarded the Office Administration Certificate.

After reviewing the required curricula of these four-year institutions, it is evident the goals of these programs are quite different from those of the proposed associate of applied science degree. The A.A.S. is designed to be a terminal degree and the required curriculum prepares highly qualified office personnel through the expanded knowledge of business and office practices and the acquisition of technical skills developed on state-of-the-art equipment.

Garland County is adjacent to the OTC service area. The institution of higher learning in this county, Garland County Community College, is located approximately 30 miles from the OTC campus and, therefore, is not conveniently accessible for most students in the service area.

Although GCCC offers an Associate of Applied Science in Office Administration with options in secretarial science and/or word processing and an Associate of Applied Science in Accounting, OTC is proposing an innovative associate degree concept which will provide flexibility in meeting the needs of students and business/industry in the service area. OTC's Associate of Applied Science Degree in Business Information Technology (BIT) will serve as the Business Department's umbrella degree and will be the cornerstone from which additional programs of study will be implemented. This will allow BOIST programs to reflect current trends in business/industry and will ensure that the curriculum remains up to date. The OTC Business Department plans to add additional majors in such fields of study as retailing, marketing/management, and computer information technology under this umbrella degree.

GCCC's associate degree in accounting includes five accounting courses. However, the accounting major in OTC's associate degree includes a sequential specialty core of eight accounting courses providing the student with intensive training for para-professional accounting occupations.

Students from the OTC service area who choose to attend Garland County Community College must pay out-of-county tuition rates of \$37 per credit hour as opposed to OTC's more economical rate of \$34.25 per credit hour. GCCC offers no resident housing, therefore, the cost of transportation makes GCCC an unfavorable choice for students in the OTC service area.

In the fall of 1991, OTC entered into a formal contract with ADHE and Henderson State University. Under this agreement, HSU is to provide developmental and college-level general education courses at OTC. Having not yet received NCA candidacy status, this allows OTC to expand general education offerings and to make college-transfer courses available immediately. The positive association with HSU benefits OTC. OTC looks forward to being able to offer all general education courses under its own aegis and the Vice President/Dean of Instructional and Student Affairs is already discussing articulation with HSU. Formalized articulation agreements will specify transferable technical and general education courses as well as the maximum number of credit hours to be accepted by the senior institution.

Articulation dialogue with area high schools has been initiated including provisions for a Tech Prep program, 2 + 2 agreements, and arrangements for dual credit.



## VI. ADMINISTRATION OF THE PROGRAM

Formerly the Business Education Department (OVTS), the Business, Office, and Information Systems Technology's (OTC) new name allows for future expansion and mirrors departmental and curricular changes. As delineated by the OTC organizational chart, the administrative framework of the proposed program has been strengthened by the adoption of the collegiate model which incorporates a department head. The BOIST Department will operate under the auspices of the local Board of Trustees, the President, and will report directly to the Vice President/Dean of Instructional and Student Affairs. (See Appendix G)

For the 1992-93 academic year the Business Department employed four full-time faculty members teaching five courses each semester and one part-time faculty member teaching two classes each semester. A vacancy created by the retirement of a faculty member will be filled during the summer of 1993. However, the faculty employment status will remain the same for the 1993-94 academic year. No additional full-time faculty members are needed to operate the initial program. However, as student enrollment increases, the employment of associate faculty will be a welcomed consideration for the department. The credentials required of full-time faculty members including a master's degree plus 18 hours in the field will also be required of associate faculty members.

The department does have a designated chairperson whose responsibilities include assigning teaching and academic advising duties, purchasing equipment, maintaining departmental records of former and current students, acting as the official spokesperson for the department, disseminating information deemed relevant for the

business faculty, and assisting in articulation efforts. The department chairperson will have a reduced classload of four classes each semester in order to carry out the administrative duties for the department.

The Technical Certificate programs and the A.A.S. degree program will not require any additional facilities, equipment, or instructional resources. These educational programs are a result of extensive curricular revision and transformation of existing programs.

## VII. FACULTY RESOURCES

Faculty members of the Business, Office and Information Systems Technology Department (BOIST) of Ouachita Technical College exceed the minimum educational requirements for teaching courses leading to an Associate of Applied Science degree.

The Arkansas Department of Higher Education sponsors an individually designed Professional Growth Plan (PGP) for each faculty member hired prior to April 10, 1992, who wishes to pursue an appropriate degree in his/her teaching field from an accredited institution. Two of the BOIST Department's full-time faculty members are active in a PGP plan. The following table lists the names of the BOIST Department faculty, their degrees, and PGP status.

BOIST DEPARTMENT TECHNICAL FACULTY CREDENTIALS			
NAMES/DEGREE(S)	MEETS MINIMUM REQUIREMENTS	PGP ON FILE	DEGREE OBJECTIVE
Jessica Beard, B.S.E.	Yes	Yes	M.S.E.
Nancy Huber, B.S.E., M. Ed., Ed. S.	Yes	No	n/a
June Prince, B.S.E.	Yes	No	n/a
Bob Smith, B.S.B.A.	Yes	'Yes	M.S.E.

The curricula vitae of all full-time faculty members of the BOIST Department are included in the appendices. (See Appendix H)

A recent retirement has necessitated the College to begin searching for a new full-time faculty member. This opening must be filled during the summer of 1993, and the candidate must meet the minimum requirements and possess the credentials as listed in the advertisement placed in the CHRONICLE OF HIGHER EDUCATION. (See Appendix I)

Faculty members will not be diverted from other educational programs since the four education plans (TC--Automated Office Technology or Computer Application Technology) and (AAS--Business Information Technology with majors in Accounting or Automated Office Technology) represent an evolution of the existing programs.

## **VIII. CURRICULUM**

With the transition to technical college status, OTC's educational focus changed. The faculty adopted higher education's philosophy of teaching the "total student," and of emphasizing the importance of the "life-long learning" process. The changed educational focus, the need to implement "true" general education courses into the curriculum, the commitment to the College mission statement, and the adoption of the OTC General Education Philosophy all served as catalysts for curricular revisions in the BOIST Department.

The members of Advisory Committee for the Business, Office, and Information Systems Technology Department had input into the development of the four new curricular models. The committee members discussed the knowledge and technical

skills employers expect employees to demonstrate on the job. Minutes of the May 12, 1992 and March 18, 1993, meetings are included. (See Appendix J)

Program reviews conducted by ADHE and ADHE-sponsored, out-of-state consultants also provided input for curricular revisions. Action taken on their recommendations is listed in Appendix K.

The College Operating Policies and Procedures Manual (COPP) was adopted by the local Board of Trustees in March 1993. COPP 4.01 sets forth the new guidelines for degree and certificate programs. (See Appendix L) In response to ADHE's concern on the Humanities/Social Science requirement, the following table shows that Humanities has been removed as a general education option.

	TECHNICAL CERTIFICATE	ASSOCIATE OF APPLIED SCIENCE
GENERAL EDUCATION	Credits	Credits
Social Sciences	0	3

Although the requirements for algebra and science seem rigorous, these courses are in keeping with OTC's new philosophy of general education. This philosophy states that OTC is committed to providing its students with an education "designed to ensure breadth of knowledge and to promote intellectual inquiry." These courses clearly promote critical thinking skills which are an integral requirement for graduates entering today's competitive job market. Furthermore, these courses were chosen because they offer the student the greatest flexibility for transferability and the pursuit of further educational goals.

Students pursuing a technical certificate may select either Technical Math or Intermediate Algebra to meet the state's 3 hour college-level math requirement.

Students pursuing an associate's degree may select Technical Math or College Algebra to meet the state's 3 hour college-level math requirement. For students interested in completing the requirements for a terminal degree, Technical Math will be the suggested math course. For students interested in transferability, Intermediate Algebra and College Algebra will be the suggested math courses. (See Appendices C and M)

Although the course prefix for Technical Math (MATH 1133) does seem lower than the course prefixes for Intermediate Algebra (MTH 1213) and College Algebra (MTH 1243), please disregard. The numbers represent a sequential order of courses from separate institutions. OTC's Technical Math is being upgraded from developmental to college level and will meet the general education requirement for TCs and AAS degrees.

The lab requirements for physics and/or physical science will be in place by Fall 1993. Portable lab facilities will be purchased from Workforce 2000 monies.

All TC and AAS degree-seeking students will be required to take Freshman English A. Under the AAS general education requirements, the student must also take 3 credit hours in Technical Writing. The table below demonstrates the English general education requirements.

GENERAL EDUCATION	TECHNICAL CERTIFICATE	ASSOCIATE OF APPLIED SCIENCE
English	Credits	Credits
	3	6

Appendix C delineates the credit hour requirement for the general education core, broad technology core, and specialty core for each of the four proposed educational plans.

Although the course prefix for Technical Writing (ENGL 1203) does seem to indicate a lower sequenced course than the prefix for Freshman English A (ENG 1463), the courses' prefix numbers should be disregarded. The numbers reflect a sequential order of courses from separate institutions. Technical Writing requires Freshman English A as a prerequisite and therefore is considered a higher level course. The course syllabus for OTC's ENGL 1203 Technical Writing can be found in Appendix T.

General education now plays a more dominant role than the former vocational "related instruction" courses. OTC offers general education courses which are **not transferrable to a senior institution of higher learning**, however, these courses may count as general education credit toward an OTC technical certificate or associate degree. Developmental and college-transfer general education courses are currently taught on the OTC campus by Henderson State University. The general education courses offered by HSU and OTC including course descriptions are outlined in Appendix N.

OTC is dedicated to providing quality general education courses. As evidenced by the new organizational structure (See Appendix G) a new department entitled General Education and Support Services has been created to carry out the College's General Education Philosophy by teaching "true" general courses across the curriculum. The following table lists the names of the OTC General Education faculty, their degrees, and PGP status.

GENERAL EDUCATION FACULTY CREDENTIALS			
NAMES/DEGREE(S)	MEETS MINIMUM REQUIREMENT	PGP ON FILE	DEGREE OBJECTIVE
Terri Colananni, B.S.E.	No	Yes	M.S.E.
Ronnie Thompson, B.S.E., M.S.E.	Yes	Yes	n/a

The following comparison of the former vo-tech curricular model for the Secretarial/Word Processing and Data Processing diplomas and the new Automated Office Technology and Computer Applications Technology technical certificate curricular models serve as evidence that curriculum revisions reflect the collegiate model.

### OLD VO-TECH CURRICULUM MODEL

#### Secretarial Option

#### Data Processing Option

#### First Semester

BUS 1003 Business English  
 BUS 1103 Business Math  
 BUS 1203 Keyboarding  
 BUS 1303 Computer Applications/Bus  
 BUS 1113 Business Machines  
 BUS 1543 Shorthand I  
**18 credit hrs**

BUS 1003 Business English  
 BUS 1103 Business Math  
 BUS 1203 Keyboarding  
 BUS 1303 Computer Applications/Bus  
 BUS 1113 Business Machines  
 BUS 1123 Accounting I  
**18 credit hrs**

#### Second Semester

BUS 1313 Software Applications  
 BUS 1503 Word/Information Processing  
 BUS 1213 Keyboarding Applications  
 BUS 1523 Machine Transcription  
 BUS 1123 Accounting I  
 BUS 1553 Shorthand II  
**18 credit hrs**

BUS 1013 Business Communications  
 BUS 1503 Word/Information Processing  
 BUS 1373 Database Management  
 BUS 1133 Accounting II  
 BUS 1383 Spreadsheet Applications  
 BUS 1223 Data Entry  
**18 credit hrs**

### Summer Session

BUS 1013 Business Communications  
BUS 1563 Admin. Support Procedures  
**6 credit hrs**

BUS 1323 BASIC Programming  
BUS 1143 Computer Applications/Acctg.  
**6 credit hrs**

### NEW COLLEGIATE CURRICULUM MODEL

#### Automated Office Technology

#### Computer Applications Technology

##### First Semester

ENG 1463 Freshman English A  
BOIS 1113 Business Math/Calculators  
SECR 1103 Intermediate Keyboarding  
DATA 1113 Computer Fundamentals  
ACTG 1103 Financial Recordskeeping  
**15 credit hrs**

ENG 1463 Freshman English A  
BOIS 1113 Business Math/Calculators  
SECR 1103 Intermediate Keyboarding  
DATA 1113 Computer Fundamentals  
ACTG 1113 Principles of Accounting I  
**15 credit hrs**

##### Second Semester

DATA 1213 Word Processing I  
SECR 1213 Office Procedures  
SECR 1223 Speedwriting I  
SECR 1203 Advanced Keyboarding  
MATH 1123 Elementary Algebra or Higher  
**15 credit hrs**

ACTG 1203 Principles of Accounting II  
DATA 1213 Word Processing I  
DATA 1233 Database Management  
DATA 1243 Spreadsheet Applications  
MATH 1123 Elementary Algebra or Higher  
**15 credit hrs**

A complete semester by semester sequential listing of required courses for the technical certificate programs and the associate degree are provided. The department also offers short-term Certificates of Proficiency which are planned sequences of credit courses, totaling 15 credits, that train students for specific occupations. Credits earned in a Certificate of Proficiency are transferrable to technical certificate and degree programs. (See Appendix M)



The Clerk Typist is a 15 credit hour program. It should be noted that students must demonstrate basic keyboarding skills by typing 20 wpm on a 3-minute timed writing or have completed the Beginning Keyboarding course to be eligible for enrollment in Intermediate Keyboarding. Intermediate Keyboarding is a prerequisite for Advanced Keyboarding. Computer Fundamentals serves as a prerequisite for Word Processing I.

The Accounting Clerk is a 15 credit hour program. It should be noted that Accounting I and Business Math/Calculators require a prerequisite of a score of 36 or higher on the math section of the ASSET test. Students not meeting this requirement are enrolled in MATH 1003 Introduction to Math. Accounting I serves as a prerequisite to Computer Applications/Accounting. Computer Fundamentals is a prerequisite to Spreadsheet Applications.

A list of all BOIST Department courses included in the College 1993 Catalog is provided. (See Appendix N)

The department is seeking information about accreditation standards for membership in the Association of Collegiate Business Schools and Programs (ACBSP). The department plans to pursue affiliation with ACBSP by beginning the accreditation process in the fall of 1994.

## **IX. LIBRARY RESOURCES**

OTC hired a professional librarian with a Master's Degree in Library and Information Science from a university program accredited by the American Library Association in July 1992. The Library/Learning Resource Center officially began operation during the 1992 fall semester. The emphasis on acquisitions during the 1992-93 academic year and for the 1993-94 academic year is on building a core reference

collection and on developing a collection to support the first Associate of Applied Science degree programs to be implemented by the College.

The Library Director has been working with the faculty of the BOIST Department to assure that adequate library resources will be available to support the Technical Certificates and the Associate of Applied Science educational plans and is helping the faculty develop library instruction and assignments appropriate to individual courses in the BOIST curriculum.

At the present time, the Library/Learning Resource Center (Library/LRC) subscribes to approximately 85 current hard copy periodicals, of which 16 apply directly to the BOIST Department. The Library/LRC also subscribes to general interest journals and newspapers which can be utilized by students and faculty of the BOIST Department. The LRC subscribes to EBSCO's Academic Abstracts Full-Text Elite, an index of over 750 periodicals from many fields of interest including business, accounting, and office automation. Of this periodical list, over 90 are also available in full-text and stored electronically on CD-ROM. Of the 90 full-text periodicals, 8 related directly to the BOIST Department. Online access to the Dow Jones News Service will be acquired to support the Accounting program and other programs offered by the BOIST Department.

Back issues of some periodicals are conveniently located at the Hot Spring County Library located in Malvern within close proximity of the OTC campus.

The book collection totals approximately 1800 volumes and over 250 of these books related directly to the BOIST Department. The general reference collection also contains materials that would be useful for BOIST students. The LRC has ten videos which are business related.

While some of the book collection consists of older materials, only items with information that is relevant and valid are in the collection. The collection that existed prior to the arrival of the current Library Director has been recently evaluated and outdated material has been discarded. Some new materials have already been received and many others will be arriving within the next two months.

## X. PHYSICAL FACILITIES

The physical facilities of the BOIST Department include three classrooms, one laboratory room, and four offices, totaling 4,443 square feet of operational space. The following table discloses pertinent information regarding the physical facilities of the department.

DESCRIPTION	DIMENSIONS	TOTAL SQUARE FT.	MAX STUDENT CAPACITY	USE OF FACILITY
Classroom 1	34' x 38'	1,292	20	Computer-related instruction
Classroom 2	30' 4" x 25' 6"	773	20	Laboratory
Classroom 3	30' 4" x 30' 6"	924	25	Lecture
Classroom 4	30' x 34' 4"	1,030	25	Keyboarding and related instruction
Office 1	9' x 9'	81	NA	Office space for full-time instructor
Office 2	9' x 9'	81	NA	Office space for full-time instructor
Office 3	10' 8" x 9'	96	NA	Office space for full-time instructor
Office 4	14' x 7'	98	NA	Shared office space for two full-time instructors

Classroom 1 is the main computer classroom and is used to teach all computer-related courses because of its ample space to comfortably house 20 PC computer/printer workstations. Offices 1 and 2 are located adjacent to Classroom 1 and must be accessed through the classroom's only entrance.

Classroom 2 is use strictly as a lab facility and is open to students at any time during the College's daily operating hours. It has sufficient equipment including 10 computer stations, 6 typewriters, and 6 electronic calculators for students to use in completing out-of-class assignments. The department's part-time tutor works in the lab and is available to assist students with assignments and with the operation of the equipment. Office 3 is accessed through the lab facility.

Classroom 3 is primarily used for courses that require lecture as the main method of instructional delivery. It is used for teaching all of the accounting courses except computerized accounting and for the business math/electronic calculator course. The tables in this room provide ample space for the use of electronic calculators needed in working accounting assignments and business math problems.

Classroom 4 provides adequate space for 25 typing tables. This room is used for teaching all the keyboarding, speedwriting, and machine transcription courses. Office 4 is located outside the entrances to Classrooms 3 and 4. Originally an equipment storage closet, this space was converted into office space in the 1980s. It currently houses two full-time instructors.

Problems do exist with the location of instructors' offices. Offices 1, 2, and 3 are accessible only through the entrance of a classroom. This creates class disruptions when students and faculty members enter or exit offices housed in the classrooms.

Office 4, which is small and narrow, is currently shared by two full-time instructors. This arrangement does not provide privacy for student conferences or advising.

Since the curricular reforms described in this proposal are revisions of existing programs, no additional physical facilities will be required to implement the changes. The flexibility of offering more than one section of a course and the ability to schedule courses at night should alleviate any scheduling and classroom overloading problems. Until the student population grows considerably, the size of the department's physical facilities should not impede the operation of the program.

## **XI. EQUIPMENT**

The department has state-of-the-art equipment available to support the instructional purposes of the technical courses of the proposed technical certificate and associate degree curricula. During the 1992-1993 academic year, the BOIST Department was budgeted \$81,000 from the WorkForce 2000 monies for the purchase of new equipment. The table below provides an overview of the type, quantity, and condition of the equipment considered relevant to the operation of the four educational programs.

TYPE OF EQUIPMENT	QUANTITY	CONDITION
Swintec Model 7040 Typewriters	22	Good, purchased in Fall 1989
Transcribing Machines, Old	15	Fair
Transcribing Machines, New	5	Excellent, purchased in Spring 1993
Electronic Calculators, Old	20	Fair
Electronic Calculators, New	5	Excellent, purchased in Fall 1992
Electronic Calculators, New	5	Excellent, purchased in Spring 1993
Computers, New	33	Excellent, purchased in Spring 1993
Dot Matrix Printers, Old	16	Fair, purchased in 1984
Dot Matrix Printers, New	10	Excellent, purchased in Spring 1993
DeskJet Printer, Old	1	Excellent, donated to dept in 1989
DeskJet Printers, New	2	Excellent, purchased in Spring 1993
LaserJet Printers, New	4	Excellent, purchased in Spring 1993

## XII. ACADEMIC FOUNDATIONS FOR PROPOSED PROGRAM

The two proposed technical certificate programs in automated office technology and computer applications technology are replacing the old curricular models instituted under the vo-tech system. These were well established one-year programs, and the curricular revisions made to these programs only strengthen their popularity and viability since they now consist of general education and technical courses required in the first year of the newly developed Associate of Applied Science Degree in Business Information Technology. The technical certificates serve a dual purpose. For the student, the certificate provides appropriate training in a relatively short time for entry or re-entry into the workforce. For the department, the certificate programs accumulate potential students for transfer to the associate degree program.

The associate degree is a continuation of the technical certificate programs. It provides in-depth subject knowledge and develops advanced skills of the trade. The associate degree is considered the capstone of educational achievement at the technical

college level. However, through effective articulation agreements, some college credit can be transferable to a four-year institution for continuation of the "life-long" learning process.

Many individual courses offered through these programs will complement and strengthen other OTC technical programs. During the 1992-1993 academic year, all technical programs implemented curricular reforms. Many of these programs now require the BOIST Department's Computer Fundamentals course in their broad technology curriculum. This concept of coring and clustering, new to OTC, will lead to additional intradepartmental students in other BOIST courses.

### **XIII. PROGRAM ENROLLMENT REQUIREMENTS**

It is OTC's policy to provide open admissions to the residents of the service area. The College does not require an admissions test. However, in compliance with Arkansas state law, all first-time entering students must demonstrate proficiency in English, reading, and mathematics.

Like the College, the BOIST department honors the "open door" policy. All first-time entering student are placed in the appropriate general education course(s) and/or basic skills advancement course(s) based on ASSET or ACT test scores. (See Appendix O) Students requiring non-degree credit, basic skills advancement courses in reading, math, and English are placed in limited program-specific courses (Beginning Keyboarding and/or Computer Fundamentals). These program-specific courses provide motivation for the "at risk" student and helps prevent their loss of interest in pursuing their educational goal.

Admission to the College does not ensure acceptance in particular program-specific courses. Enrollment in certain business courses is dependent upon the student's satisfying prescribed prerequisites. To further facilitate appropriate course placement and to ensure student success, all students are assigned BOIST faculty advisors who provide academic counseling and specialized help.

Additionally, the College has established Standards of Progress, requiring a student who has declared a degree or certificate objective and has 15 or more cumulative quality hours to maintain a 2.00 minimum cumulative GPA. A student who fails to maintain satisfactory academic progress will be subject to a series of intervention activities and related restrictions until satisfactory progress is restored or dismissed as a degree/certificate-seeking student due to repeated unsatisfactory progress. A student dismissed for unsatisfactory progress faces one term of non-enrollment status. Upon re-enrollment, the student is placed on academic probation.

The College is committed to ensuring the technical competencies of its graduates as evidenced by its policy of Guaranteed Skills. (See Appendix P) The BOIST Department will promote that commitment and require a grade of "C" or better in each specialty-core course for the technical certificates and the associate degree program beginning in the fall 1993 semester.

#### **XIV. RESEARCH ARRANGEMENTS FOR GRADUATE**

##### **FACULTY MEMBERS**

(NONAPPLICABLE FOR THIS PROPOSAL)



## **XV. FUNDS FOR DOCTORAL FELLOWSHIPS AND ASSISTANTSHIPS**

(NONAPPLICABLE FOR THIS PROPOSAL)

## **XVI. APPROVAL BY THE PRESIDENT AND BOARD OF TRUSTEES**

The Business, Office, and Information Systems Technology Department (BOIST) received formal approval of this program proposal on April 28, 1993. The department presented the proposal to the President and local Board of Trustees. The Board unanimously voted to approve and authorize the BOIST Department to award the Associated of Applied Science degree in Business Information Technology and the Technical Certificates as set forth in this program proposal. The resolution, signed by the Board Chairperson, George McClure, Jr., and the Board Secretary, LaNoire Dawkins-Leeper can be found in the appendices. (See Appendix Q)

## **XVII. ACCREDITATION**

Ouachita Technical College was granted institutional accreditation by the Arkansas Department of Education, Vocational and Technical Division on July 1, 1988.

Ouachita Technical College will be seeking North Central accreditation using as guides the standards of the Arkansas Department of Higher Education and the North Central Association of Colleges and Schools.

Ouachita Technical College has initiated the process leading to the NCA-CHIC candidacy program. The first on-site team evaluation visit is scheduled for September

13-15, 1993. Plans are to have a second team evaluation visit in September 1995. If necessary, the third team evaluation for initial accreditation will be February 1997.

### **XVIII. DESEGREGATION IMPACT**

Recruiting minority students to the program will be accomplished by an aggressive minority recruitment plan which has been put into place by the College's minority recruitment committee. This committee is composed of a cross-segment of personnel from the College, community, and business. In the plan formulated by the committee, minority students are actively pursued by employing such strategies as advertising in minority publications, community centers, churches, and the regional housing authorities. Furthermore, this plan calls for the utilization of minority faculty and currently enrolled minority students to promote the merits of the college and its programs to the minority community. Also addressed by the minority recruitment committee is the issue of employing additional minority faculty members at the college. Although the ratio of minority faculty members for minority students is proportional, it is recognized that additional male minority faculty members are needed in order to achieve an optimal balance of minority role models of both gender. The following table indicates present faculty by race and gender.

<b>NAME</b>	<b>RACE</b>	<b>GENDER</b>
Jessica Beard	White	Female
Nancy Huber	White	Female
June Prince	White	Female
Bob Smith	White	Male
New Instructor to be hired Summer 1993		

Since minorities are traditionally underrepresented in business professions, this program will have a positive impact on the ability of minorities to qualify for successful positions in areas relating to Automated Office Technology and Accounting. As a result of completing the AAS in Business Information Technology, minority students will be able to find employment in positions such as accounting technicians, payroll clerks, administrative secretaries, clerk- typists, data entry clerks, and word processing specialists.

The table below reflects the projected minority enrollment out of the total student enrollment for the program during the 1993-1993 academic year.

TOTAL ENROLLMENT	# OF MINORITIES	% OF MINORITIES
90	18	20

The table below gives a overview of the Business Department for the last five academic years recording by semester the numbers of first-time students enrolled, the ethnic ratio of these students, and the number of these students that graduated.

Sem/Yr Enroll	Total Head Count	White Male			White Female			Black Male			Black Female		
		# Enroll	# Grad	% Grad	# Enroll	# Grad	% Grad	# Enroll	# Grad	% Grad	# Enroll	# Grad	% Grad
F 1989	23	0	0	0	21	10	48	1	1	100	1	1	100
Sp 1990	24	2	0	0	21	10	48	0	0	0	1	1	100
F 1990	30	1	0	0	25	14	56	1	1	100	3	1	33
Sp 1991	24	2	0	0	17	6	35	1	0	0	4	2	50
F 1991	50	4	2	50	40	24	60	0	0	0	6	1	17
Sp 1992	31	3	2	67	24	9	37	0	0	0	4	2	50
F 1992	38	1	NA	NA	30	NA	NA	1	NA	NA	6	NA	NA
Sp 1993	18	3	NA	NA	11	NA	NA	0	NA	NA	4	NA	NA

The business department, as evidenced by the above chart, has graduate approximately 46 percent of each ethnic group enrolled for the past four years. Graduation rates for the 1992-1993 academic year are not available since the majority of these students have not completed the prescribed number of courses to earn a certificate or degree.

## **XIX. PROGRAM COST AND FINANCING**

The budget was prepared by the College President, the Vice President/Dean of Instructional and Student Affairs, the Dean of Finance and Administration, and the BOIST Department chairperson.

No new revenues are being requested to implement the new curricula. The state revenue that funded previous business programs (OVTS) has been reallocated to fund BOIST proposed programs (OTC). The projected budget and sources of funding are disclosed on the income and expenditure schedules. (See Appendix S)

Since ADHE last reviewed the budget, some changes have been made. The proposed tutor has been cut from the business department's budget. The monies for this position will be funded under a new line item for tutors in the 1993-94 operational budget. When monies are available, this position will be reinstated within the business department's budget.

The budget for maintenance and utilities has been increased to reflect the estimated \$2 per square foot as suggested by ADHE.

The budgeted amount for library resources to support the proposed programs of study has been increased from \$500 to \$5,000. This money will come from the WorkForce 2000 monies.

## XX. PRODUCTIVITY

The table outlining OTC's enrollment and graduation statistics for the last five years clearly demonstrates an overall positive trend for the viability of OTC's entire instructional program, as well as, the viability of resources for the proposed program. (See Appendix R) OTC is generating well above the state guidelines for program graduates. The only program which does not meet recommend guidelines is Welding. However, with the hiring of a new full-time instructor for the Industrial Maintenance Program, enrollment in the Welding Department is expected to increase significantly since the Industrial Maintenance Program emphasizes welding in the majority of its courses. Furthermore, the Welding Program serves as a foundation for all other programs in the Trade & Industry programs.

## OUACHITA TECHNICAL COLLEGE MISSION STATEMENT

Ouachita Technical College is a public, open-access, community-based, affirmative action, equal opportunity technical college. The College mission is to enable individuals to develop to their fullest potential and to support the economic development of Arkansas. Ouachita Technical College prepares residents of Arkansas with the general and technical education needed for successful careers or for further higher education. The College provides courses, programs, counseling and related services, technical assistance, and community service to individuals, communities, and businesses and industries in its service area. Ouachita Technical College promotes educational mobility through partnerships with local schools and other higher education institutions.

### College Goals, 1993-2003

1. To promote and expand access to programs and services that meet students' abilities, interests, and potentials.
2. To ensure that every graduate of a Ouachita Technical College program possesses the technical skills to be successful in the workplace.
3. To provide a wide range of continually improving educational programs and services to individuals, businesses, industries, and communities.
4. To contribute to area economic development by providing the skilled workforce needed to attract and retain businesses and industries.
5. To serve multiple and diverse populations.
6. To promote opportunities for individuals who have the ability, potential, and desire to continue their education at a four-year institution.
7. To promote mastery of the general education skills needed to be successful in the workplace and/or higher education.
8. To increase educational participation.
9. To organize human, physical, and financial resources for the effective delivery of quality higher education.

## GENERAL EDUCATION PHILOSOPHY OF OUACHITA TECHNICAL COLLEGE

Ouachita Technical College prepares students with general and technical education needed for successful careers or for further higher education. General education is recognized as that area which is common to all fields of study and "is intended to impart common knowledge, intellectual concepts and attitudes that every educated person should possess." Since general education is a driving force of this institution, the College is dedicated to emphasizing general education criteria across the curriculum.

**Technical Certificate -- Computer Applications Technology**

9 Credit Hours

**Broad Technology Core**

BOIS 1113  
Business Math/Calculators

DATA 1113  
Computer Fundamentals

SECR 1103  
Intermediate Keyboarding

15 Credit Hours

**Specialty Technology Core**

ACTG 1113  
Principles of Accounting I

ACTG 1203  
Principles of Accounting II

DATA 1233  
Database Management

DATA 1243  
Spreadsheet Applications

DATA 1213  
Word Processing I

6 Credit Hours

**General Education Core**

ENG 1463  
Freshman English A

MTH 1213  
Intermediate Algebra  
or  
MATH 1133  
Technical Math

PART 2

**Associate of Applied Science -- Business Information Technology  
Major: Accounting**

21 Credit Hours

**Broad Technology Core**

BOIS 1113  
Business Math/Calculators

DATA 1113  
Computer Fundamentals

SECR 1103  
Intermediate Keyboarding

DATA 1243  
Spreadsheet Applications

DATA 1213  
Word Processing I

BOIS 2303  
Legal Environment

DATA 1233  
Database Management

24 Credit Hours

**Specialty Technology Core**

ACTG 1113  
Principles of Accounting I

ACTG 1203  
Principles of Accounting II

ACTG 1223  
Managerial Accounting

ACTG 2303  
Intermediate Accounting I

ACTG 2313  
Payroll Accounting

ACTG 1213  
Computer Applications/Accounting

ACTG 2413  
Intermediate Accounting II

ACTG 2413  
Federal Income Tax

15 Credit Hours

**General Education Core**

ENG 1463  
Freshman English A

MTH 1243  
College Algebra  
or  
MATH 1133  
Technical Math

ENGL 1203  
Technical Writing

PSY 1013  
General Psychology

XXXX XXX3  
Life or Physical Science Elective

2403



**Technical Certificate -- Automated Office Technology**

9 Credit Hours	15 Credit Hours	6 Credit Hours
<b>Broad Technology Core</b>	<b>Specialty Technology Core</b>	<b>General Education Core</b>
BOIS 1113 Business Math/Calculators	SECR 1213 Office Procedures	ENG 1463 Freshman English A
DATA 1113 Computer Fundamentals	SECR 1223 Speedwriting I	MTH 1213 Intermediate Algebra or MATH 1133 Technical Math
SECR 1103 Intermediate Keyboarding	SECR 1203 Advanced Keyboarding	
	DATA 1213 Word Processing I	
	ACTG 1103 Financial Recordskeeping	

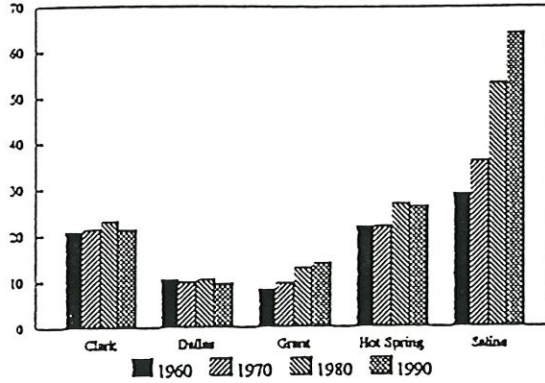
## PART 4

**Associate of Applied Science -- Business Information Technology  
Major: Automated Office Technology**

21 Credit Hours	24 Credit Hours	15 Credit Hours
<b>Broad Technology Core</b>	<b>Specialty Technology Core</b>	<b>General Education Core</b>
ACTG 1103 Financial Recordskeeping	SECR 1213 Office Procedures	ENG 1463 Freshman English A
BOIS 1113 Business Math/Calculators	SECR 1223 Speedwriting I	MTH 1243 College Algebra or MATH 1133 Technical Math
DATA 1113 Computer Fundamentals	SECR 1203 Advanced Keyboarding	ENGL 1203 Technical Writing
SECR 1103 Intermediate Keyboarding	DATA 2303 Word Processing II	PSY 1013 General Psychology
DATA 1213 Word Processing I	SECR 2303 Speedwriting II	XXXX XXX3 Life or Physical Science Elective
BOIS 2203 <del>2303</del> Legal Environment	BOIS 2403 Professional Development	
DATA 1233 Database Management OR DATA 1243 Spreadsheet Applications	SECR 2403 Machine Transcription	
	SECR 2413 Records Management	

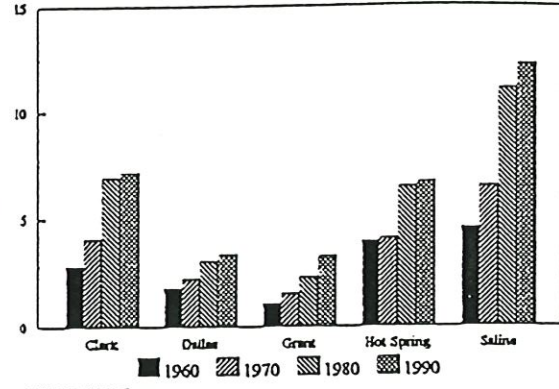


Population Growth for Service Area  
Population in Thousands



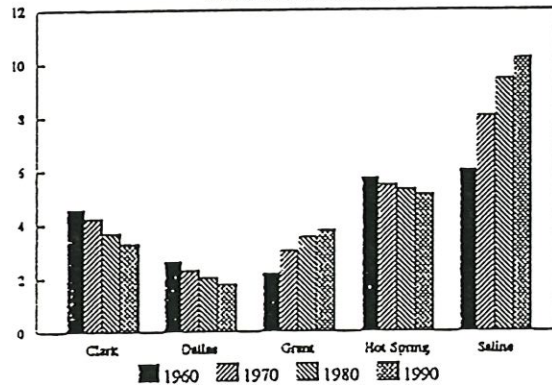
SOURCE: U.S. Census

Employment Growth for Service Area  
Employment in Thousands



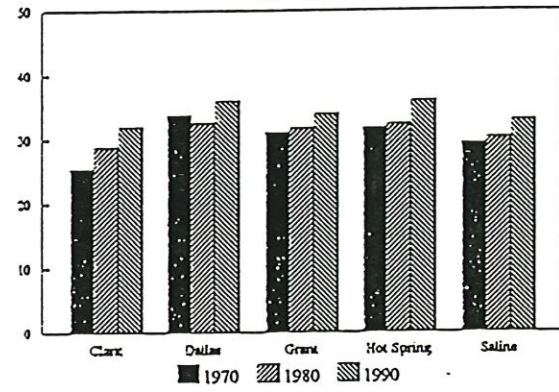
SOURCE: U.S. Census

Public School Enrollment for Service Area  
Enrollment in Thousands



SOURCE: Ark. Department of Education

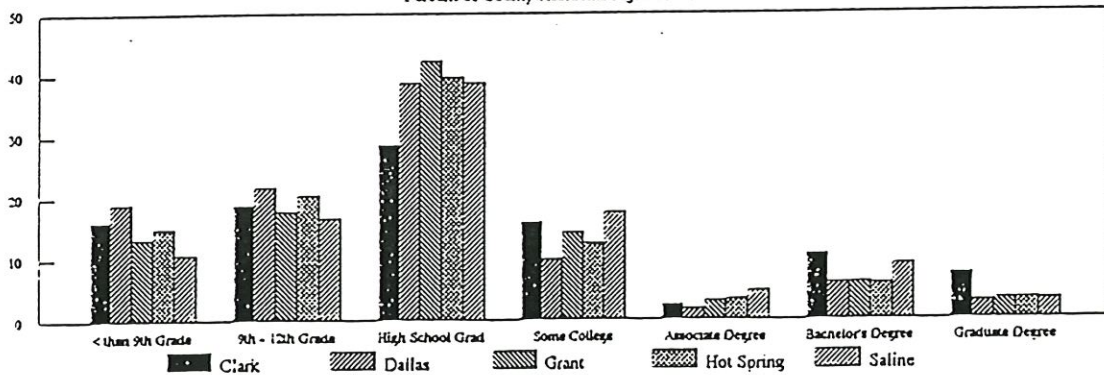
Median Ages within the Service Area  
1970 - 1990



SOURCE: U.S. Census

Educational Attainment of Service Area

Percent of County Residents Aged 25 and Over

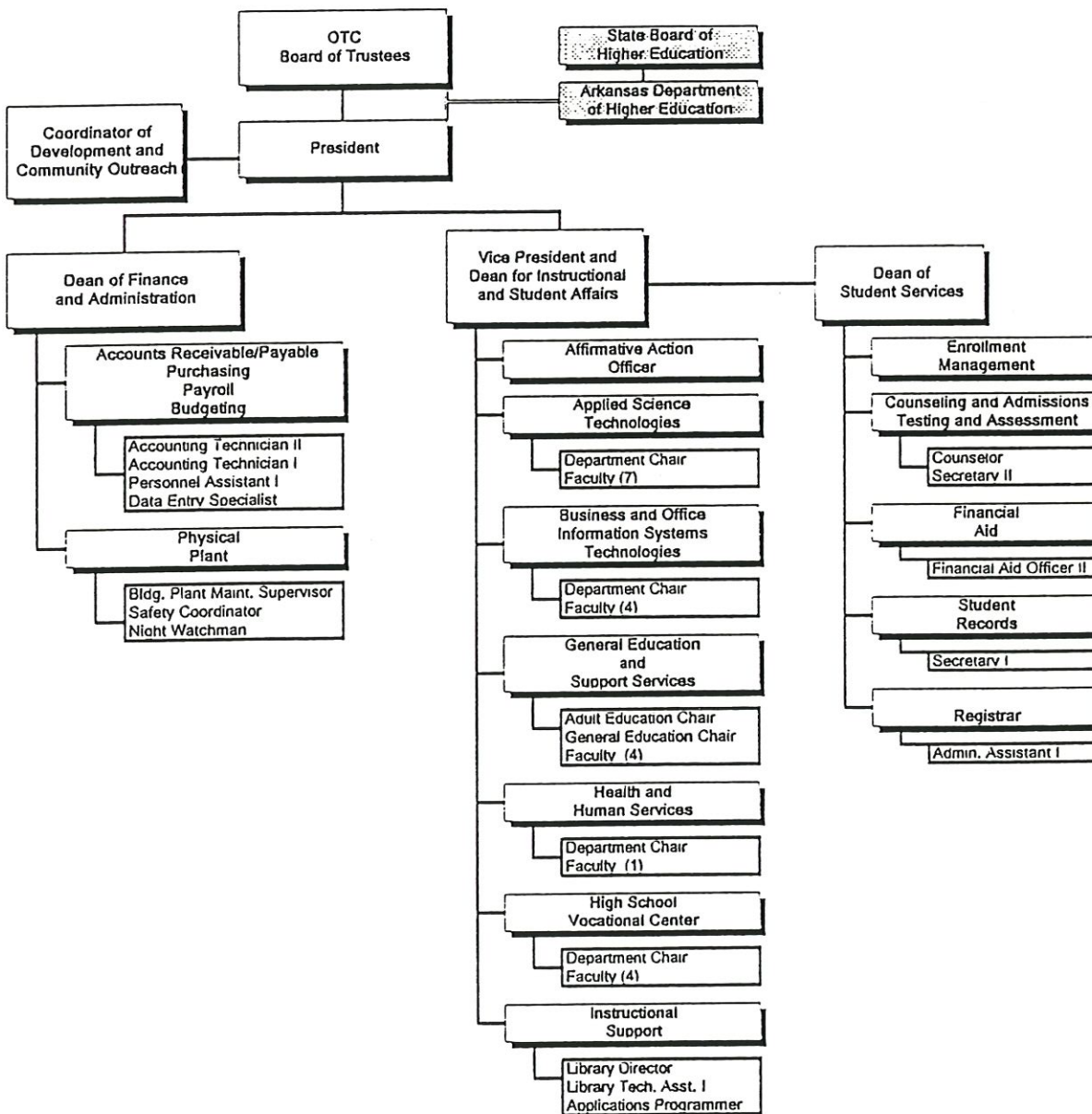


SOURCE: 1990 U.S. Census

## Persons Employed in Major Industries in OTC's Service Area

MAJOR INDUSTRY	CLARK	DALLAS	GRANT	HOT SPRING	SALINE	TOTAL
Manufacturing	1,698	1,482	1,639	2,569	5,203	12,591
Retail Trade	1,607	538	1,011	1,768	5,302	10,226
Health Services	620	295	402	912	3,646	5,875
Educational Services	1,686	341	457	850	1,612	4,946
Construction	376	189	481	816	2,880	4,742
Other Professional/and Related	602	142	224	357	1,526	2,851
Wholesale Trade	203	106	253	334	1,775	2,671
Transportation	264	164	384	442	1,375	2,629
Finance, Insurance, Real Estate	296	17	272	371	1,639	2,595
Public Administration	429	107	399	342	1,249	2,526
Business/Repair Service	356	93	218	351	1,429	2,447
Communications/Public Utilities	170	105	225	281	876	1,657
Personal Service	316	103	129	296	721	1,565
Agriculture, Forest, Fish	297	53	126	323	312	1,111

## Ouachita Technical College Organizational Chart



## JESSICA L. BEARD

RT 2 BOX 282  
MALVERN AR 72104

HOME: 337-0387  
WORK: 332-3658

### WORK EXPERIENCE

**BUSINESS, OFFICE, AND INFORMATION SYSTEMS TECHNOLOGY DEPARTMENT**  
**CHAIR & INSTRUCTOR** July 1988 to Present  
 Ouachita Technical College, Malvern, AR 332-3658  
 Dr. Ken Martin, President

#### Departmental Chair Responsibilities:

- \* revise and update BOIST curriculums
- \* assign teaching and academic advising duties
- \* purchase equipment and departmental supplies
- \* maintain departmental records on former and current students
- \* assist in articulation efforts

#### Teaching Responsibilities:

- \* prepare course objectives and lesson plans, present lesson plans, and assess student achievement in the following business secretarial courses: Speedwriting I & II, Word Processing I & II, Office Procedures, Machine Transcription, and all levels of Keyboarding
- \* prepare and distribute course syllabi
- \* participate in academic advising
- \* counsel with students about course work, grades, and progress in class

#### College Service:

- \* Currently serve as Business Department Chair for the 1992-93 school year
- \* Currently serve as secretary for the NCA Self-Study Assessment Committee for the 1992-93 school year
- \* Currently serve as secretary for the Faculty Council for the 1992-93 school year
- \* Currently serve as a member of the Scholarship Committee for the 1992-93 school year

### SECONDARY SCHOOL TEACHER

Malvern Junior High School, Malvern, AR  
 Mr. Steve Williams, Principal (currently MHS Principal)

August 1981 to July 1988

337-7571

#### Teaching responsibilities:

- \* prepared course objectives and lesson plan based on the Arkansas State Content Guide, presented lesson plans, and assessed student achievement in the following subjects: Chapter 1 Reading (1981), 7th grade English (1982-85), and 8th grade Career Orientation (1985-88)
- \* designed and implemented the school's Vocational Career Orientation course mandated by the Arkansas Legislature

Teaching Responsibilities (continued):

- \* served as cheerleader sponsor for two years
- \* served as student council sponsor for one year

**SECRETARY**

Natural Gas Pipeline, Malvern, AR  
Mr. Norman Guthrie, Supervisor

March 1980 to August 1981  
337-7731

Job Responsibilities:

- \* typed and filed general correspondence for supervisors
- \* prepared purchase orders, travel expense reimbursement forms and monthly/quarterly reports
- \* ordered office supplies
- \* answered phone, transferred calls and/or took messages
- \* maintained time sheets for hourly and salaried employees
- \* in-processed new employees

**EDUCATION**

MSE: Currently working on Master's Degree in Business Education  
Henderson State University  
Have completed 15 hours of the required courses  
Projected date of completion: December 1994

BSE: Received a BSE in Business Education  
Southern Arkansas University, Magnolia, AR  
Cum Laude Graduate  
Graduated December 1979

Arkansas Teacher's Certificate  
Endorsements in Business Education and English  
Completed nine (9) Vocational Education hours to be qualified to teach  
Career Orientation

High School Diploma  
Fairview High School (Camden, AR)  
Honor Graduate, May 1976

**PERSONAL INFORMATION**

Age--34; Health--Excellent; SSN--431-25-1804  
Married to W. Paul Beard, Senior Forester with International Paper Company  
One Child, W. Taylor Beard, age 3  
Hobbies-cooking, swimming, water skiing, and fishing

PROFESSIONAL DEVELOPMENT

Workshops

Intermediate WordPerfect  
UALR Spring 1989

Advanced WordPerfect  
UALR Spring 1989

Professional Development Institute  
Arkansas Department of Education  
Vocational & Technical Division  
Spring 1989

Stress Management  
Inter-Agency Training Program for Arkansas State Employees  
Fall 1992

WordPerfect for Windows Seminar  
Little Rock  
Spring 1993

Continuing Education

Investigative Word Processing  
1 Hour Course  
GCCC, Fall 1988

Word Processing Concepts  
3 Hour Course  
GCCC, Spring 1989

Accounting I  
3 Hour Course  
OTC, Fall 1990



NANCY STEELE HUBER

140 Sunshine Valley Terrace  
Pearcy, AR 71964  
(501) 767-0368

TEACHING EXPERIENCE

1992 to present	Ouachita Technical College Malvern, AR 72104	BOIST Department Instructor
1976-1992	Truett McConnell College Cleveland, GA 30528	Business Division Faculty and Department Head
Courses taught:	Introduction to Business Principles of Accounting I and II Computer Applications for Accounting Keyboarding/Typewriting Beginning, Intermediate, and Advanced Gregg Shorthand Computer Fundamentals Lotus 1-2-3, WordPerfect, dBASEIII Plus Wordstar Word Processing Electronic Calculators with Business Math Applications Records Management Office Procedures Business Communications	
1970-71	Eastanollee Elementary Eastanollee, GA 30538	Teacher

ADMINISTRATIVE EXPERIENCE

1992-1993	Steering Committee Member for NCA Self-Study Chair of History, Mission, Planning Committee for NCA Self-Study Faculty Library Committee Member BOIST Department Advisory Committee Secretary	
1976-1992	Office Systems Department Head Truett McConnell College	

Duties: curriculum revision, budget control, equipment purchases, adjunct faculty supervision, student advising, full teaching load



# JUNE F. PRINCE

2410 S. Main, Malvern AR 72104, 337-9794

## WORK EXPERIENCE

**BUSINESS, OFFICE, and INFORMATION SYSTEMS TECHNOLOGY DEPARTMENT FACULTY and SELF-STUDY COORDINATOR** August 1991 to Present

Ouachita Technical College  
Dr. Ken Martin, President  
Malvern, AR 72104; 332-3658

### TEACHING RESPONSIBILITIES:

- Preparing course objectives, educating students, and assessing student outcomes in the following courses: Beginning, Intermediate, Advanced Keyboarding; Business Math/Electronic Calculator; Legal Environment; Professional Development
- Preparing and distributing course syllabi
- Advising and counseling students on academic matters

### DEPARTMENTAL RESPONSIBILITIES:

- Assisting in coordination of BOIST Department Advisory Committee
- Development and revision of curriculum

### COLLEGE SERVICE:

- Began serving as North Central Association Self-Study Coordinator in May, 1993
- Secretary of NCA Self-Study Steering Committee, 1992-93 school year
- Chairperson of NCA Self-Study Assessment Committee, 1992-93 school year
- Member of Faculty Council, 1992-93 and 1993-94 school year
- Member of Internal Family Campaign Committee in conjunction with the OTC Foundation Committee, 1992-93 school year

## ELEMENTARY SCHOOL COUNSELOR

December 1989-1992

Chesterfield County Public Schools  
Ettrick Elementary School  
John Temple, Principal  
Ettrick, VA 23803; 803-526-6800

### RESPONSIBILITIES:

- Establishing and coordinating the school's first guidance program
- Counseling individuals and groups (students and parents)
- Consulting on behavioral, emotional, social, educational concerns
- Testing and interpreting results
- Making referrals to appropriate agencies

## SCHOOL SERVICE:

- Served on Child Study Committee
- Served on Teacher's Assistance Team
- Organized and chaired school's Crisis Team
- Served on district-wide committee to develop a Mission Statement for school counselors in Chesterfield County

## HIGH SCHOOL SOPHOMORE COUNSELOR (half time)

August 1989-December 1989

Malvern High School  
Oren Ray Culpepper, Principal  
Malvern, AR 72104; 332-6905

## RESPONSIBILITIES:

- Scheduling sophomore class, placing new sophomore students
- Counseling individuals and groups
- Testing and interpreting results
- Consulting on behavioral, emotional, social, educational concerns
- Making referrals to appropriate outside agencies

## JUNIOR HIGH SCHOOL JOURNALISM TEACHER

1980-December 1989  
(half time August 1989-December 1989)

Malvern Junior High School  
Steve Williams, Principal  
Gail B. McClure, Assistant Principal  
Malvern, AR 72104; 337-7571

## RESPONSIBILITIES:

- Preparing course objectives, educate students, and assess student outcomes in the following courses: Introduction to Journalism, Newspaper Staff, Yearbook Staff
- Preparing school publications for printing

## SCHOOL SERVICE:

- Sponsored Student Council and Freshman Class

## JUNIOR HIGH SCHOOL EXPLORATORY BUSINESS TEACHER

1979-80 and 176-77

Malvern Junior High School  
Don Chenault, Principal  
Lynda White, Assistant Principal  
Malvern, AR 72104; 337-7571

## RESPONSIBILITIES:

- Preparing course objectives, educating students, and assessing student outcomes in Exploratory Business in the introductory units of keyboarding, shorthand, accounting, banking, taxes, marketing

## HIGH SCHOOL COORDINATED CAREER EDUCATION TEACHER

1977-1978

Malvern High School  
Don Henson, Principal  
Malvern, AR 72104; 332-6905

## RESPONSIBILITIES:

- Preparing educational objectives, educating special education students on vocational, living and basic skills, assessing students outcomes, making job placements, following up on student job performance
- Preparing Individual Education Plans
- Consulting with other faculty

## LEGAL SECRETARY

1974-1975 (part-time)

James C. Cole (now deceased)  
Attorney at Law  
Malvern, AR 72104

## RESPONSIBILITIES:

- Taking dictation, transcribing and typing correspondence and legal documents, filing
- Performing general administrative support duties

## EDUCATION

MSE in Counseling, August 1989

Henderson State University  
Arkadelphia, Arkansas

BSE in Business Education, Cum Laude Graduate May 1976

Henderson State University  
Arkadelphia, Arkansas

Arkansas and Virginia Teacher's Certificate Endorsements  
Business Education  
Journalism  
Counseling

Additional College Hours  
Special Education  
Vocational Education

High School Diploma, Honor Graduate May 1973

Malvern High School  
Malvern, Arkansas

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**PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 1992-93**

Stress Management In-service	Inter-Agency Training Program for State Employees
Time Management In-service	Inter-Agency Training Program for State Employees
Assessment Workshop	Arkansas Department of Higher Education
WordPerfect for Windows Seminar	WordPerfect
Assessing Quality & Effectiveness Workshop	ADHE
General Education In-Service	ADHE
North Central Association Annual Meeting	NCA
Self-Study Coordinators Meetings	ADHE

**ORGANIZATIONAL MEMBERSHIPS**

American College Personnel Association  
American Cancer Society, local Board, Public Education Chairperson  
First United Methodist Church, Education Committee

**PERSONAL INFORMATION**

Age: 37  
Health: Excellent  
Family: Married, children ages 14 and 11  
Hobbies: Water sports, golf, NASCAR races, reading

BOBBY J. SMITH  
108 Kingsbrook Steet  
Hot Springs, Ar 71901  
(501) 262-3222

#### WORK EXPERIENCE

##### Teaching:

1990-	Ouachita Technical College	Business Dept. Instructor
1988-1990	Ouachita Technical College	Math Instructor
1987-1988	Central High School Little Rock, Ar	Math Instructor
Spring 1988	Southern Technical College	Math & English Instructor

##### Business:

1985-1986	Major Construction Company	Owner
1980-1981	Arkansas Door & Window Co.	Manager
1960-1980	Arkansas Door & Window Co.	Manager/Owner
1959-1960	E. A. Nord Door Company	Timekeeper
1958-1959	Arkansas Door & Window Co.	Manager

Courses Taught: Beginning Keyboarding  
Computer Fundamentals  
Software Applications  
Spreadsheet Applications  
Database Management  
Financial Recordskeeping  
Managerial Accounting  
Data Entry  
Business Math  
Related Math (T & I Departments)  
WordPerfect 5.1  
Basic Math (High School-Little Rock)  
Basic Math & Basic English (Southern Technical  
College-Hot Springs, Ar.)

#### EDUCATION

1984	Bachelor of Science in Business Admin. (BSBA) Henderson State University-Arkadelphia, Ar.
1991-	Fifteen (15) Semester Hours-Master's Degree- Bus. Edu. Henderson State University-Arkadelphia, Ar.

#### COLLEGE ACTIVITIES

Co-Chairman--Human Resources Committee  
Participated on Steering Committee (NCA Accreditation)  
Attended General Education Workshop  
Attended Stress Management Workshop  
Attended Time Management Workshop

#### INTERESTS

Writing, Flying, Golf, Tennis

#### REFERENCES

Available on Request



Ouachita Technical College, located in beautiful south central Arkansas, 45 miles south of Little Rock and 20 miles east of Hot Springs, is searching for the following full-time faculty positions. In addition to regular teaching duties, the successful applicants will be expected to help develop these programs and will be heavily involved in advising, curriculum development, and related committee activities. The application deadline is June 1, 1993, with duties to begin in August, 1993.

**Computer Information Systems** - A Masters Degree is required in Computer Information Systems or a closely related area. A minimum of five years experience with mainframe and PC systems is required. College teaching experience with an understanding of the mission of the community/technical college is strongly recommended. Some maintenance of college computer equipment is expected.

**Industrial Maintenance Technology** - A Bachelors Degree in Industrial Technology, Mechanical Engineering, or a closely related field is required, as well as a minimum of three years experience in either pneumatics, hydraulics, or mechanical devices and systems.

To apply, please send a vita and college transcripts to:

Dr. Susan E. Prugh  
Vice President and Dean for Instructional and Student Affairs  
Ouachita Technical College  
One College Circle, P.O. Box 816  
Malvern, Arkansas 72104  
(501) 332-3658  
FAX (501) 337-9382

Ouachita Technical College is an Equal Opportunity  
Affirmative Action Employer



OUACHITA TECHNICAL COLLEGE  
ADVISORY COMMITTEE MEETING  
MAY 12, 1992

The advisory committee for the Business Department of Ouachita Technical College held a meeting on May 12, 1992, at 6 p.m. in the Ron Moore Community Room. Members present included Debbie Burks, Marsha Kinslow, and Nancy Whatley. Instructors present included J. Louis Moles, June Prince, and Jessica Beard.

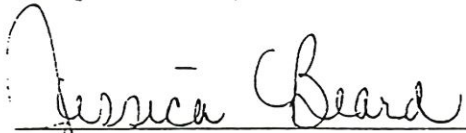
The members were given copies of the revised curriculum for the secretarial certificate and proposed curriculum for the vocational diploma. Members voiced approval of these curriculums which will be implemented in the coming semester.

Members also discussed the need for updated computer equipment. This equipment is vital if the department is to successfully implement an Associate of Applied Science Degree in Secretarial Science.

Members were thanked for their participation and the meeting was adjourned.

A true record.

Respectfully submitted.



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Jessica Beard  
Business Instructor

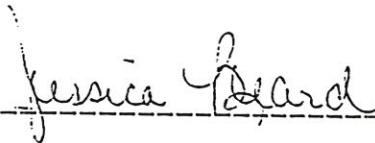
QUACHITA TECHNICAL COLLEGE  
Business, Office, and Information Technology  
Advisory Committee Meeting Minutes

March 18, 1993

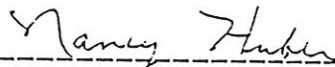
Members attending were Kathy Finley, Marsha Parsley, Sherwin Williams, Jessica Beard, Nancy Huber, June Prince and Bob Smith. Jessica Beard presided.

Faculty members discussed the new College mission statement and the transition from a votech to a technical college and made brief comments about NCA accreditation. Mrs. Beard gave members handouts on the College mission statement, duties of advisory committees, and the revised BOIST curriculum.

Advisory committee members discussed the certificate and AAS degree programs and were in agreement with the changes made in the curriculum.

  
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Jessica Beard, Department  
Chair

  
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Nancy Huber, Secretary

## ADHE PROGRAM AUDIT

JANUARY 1993

Strengths	Concerns	Recommendations	Action Taken
Faculty is knowledgeable about developing and delivering a quality associate degree level program and have done an excellent job in curriculum development.	Faculty and student services staff must carefully monitor course placement criteria.	A comprehensive needs analysis must be done.	<p>The College is making plans to conduct a comprehensive needs survey.</p> <p>In May, the BOIST Department conducted its own needs analysis of employers in the local service area via a telephone survey. Results are reflected in the proposal.</p>
External groups have had extensive input in the development of the proposed programs.		Program goals and outcome measures must be developed.	The BOIST Department has developed program goals and objectives. These are published in this proposal and the OTC Catalog.
Proposed curricula model is typical of A.A.S. programs.		Faculty must continue to expand the incorporation of general education into business courses. This should be indicated on syllabi.	<p>Faculty attended a gened workshop conducted by ADHE in April.</p> <p>An institution-wide syllabus format will be implemented for the 1993-94 academic year. Syllabi will emphasize gened concepts incorporated into technical courses.</p>

# CONSULTANT REVIEW OF BOIST DEPARTMENT

APRIL 1993

FACILITIES AND EQUIPMENT		
Strengths	Recommendations	Action Taken
Facilities are quite adequate for the enrollment.	Office space could be better placed. Some can only be entered through classrooms.	The need for general purpose classroom space is a higher facilities priority for the College and is currently being addressed. It is not financially feasible to act on this recommendation at this time.
New computers.	Charging a lab fee for certain supplies (typing paper, accounting forms, etc.) would insure uniformity and availability.	In keeping with the College's mission to provide affordable higher education for the service area, the BOIST department prefers to continue providing these supplies and absorbing this minimal expenditure.
Good ratio of typewriters and calculators to number of students.		
Classroom sizes good for current enrollment.		
Tables in classrooms are of good size for accounting work.		
Currently, bids are being accepted for new transcribers.		
COURSE SYLLABI		
Strengths	Recommendations	Action Taken
Several of the syllabi were excellent in format and content. The objectives and outcomes were clearly stated, as were the requirements and grading methods.	The department should adopt a standard format for their syllabi to be followed by each instructor. Thereby, all pertinent information on any syllabi could be easily located by any student or instructor.	Beginning with the 1993 fall semester, all BOIST course syllabi will follow a standard format.

Makeup test policy is wonderful.	Course outcomes should be stated using active verbs, not passive verbs. The reasoning for this is that outcomes must be measurable.	Course outcomes will be stated in measurable terms on syllabi.
	On the Business Math/Electronic Calculator syllabus, change the corequisite of the math score or MAT 1113 course to a prerequisite.	This recommendation has been implemented, however, the correct prerequisite is MAT 1003 rather than MAT 1113. See Appendix M--Course Descriptions.
	Probably do not need to tell students to bring paper and pencil to class on the syllabus for a college level course.	This phrase has been deleted from course syllabi.
	Name the textbook author and/or publisher on the syllabus.	This information will be provided on the standard syllabus format used by all faculty members.
	Computerized Accounting syllabus lists Keyboarding (BUS 1203) as a prerequisite, it would be clearer to state it as it was stated on other syllabi (BUS 1203 or equivalent) to show that typing skills are needed.	This recommendation has been implemented.
<b>SEQUENCE OF COURSES</b>		
<b>Strengths</b>		<b>Action Taken</b>
Automated Office Technology: The courses for the diploma/degree followed a logical sequence.	Automated Office Technology: Show the actual sequence of courses on the stop-out certificate, Clerk Typist.	This recommendation is referring to a Career Development Certificate (CDC). There is no sequential order to these courses as long as prerequisites are satisfied. (See Appendix L)

<p>Accounting: Computer Fundamentals is definitely a first semester course. Good placement.</p>	<p>Accounting: (1) Omit Intermediate Keyboarding - Semester I; replace with one of the two electives from Semester IV (Humanities/Social Science Elective or Life/Physical Science Elective. (2) Move Payroll Accounting from Semester III to Semester II - switch with Managerial Accounting (move from Semester II to Semester III). (3) Omit Word Processing I from Semester II and replace with Legal Environment (from Semester III). (4) Add Economics to Semester III in place of Legal Environment (previously relocated). (5) Add Managerial Finance to Semester IV replacing Database Management. (6) Add Professional Development to Semester IV replacing the elective that was moved to Semester I. (7) Show the actual sequence of courses on the stop-out certificate, Accounting Clerk.</p>	<p>(1) Input from Advisory Committee and service area employers indicates a need to continue requiring Keyboarding for all BOIST programs. (2) The prerequisite of Principles of Accounting II has been changed to that of Principles of Accounting I making Payroll Accounting allowing more flexible scheduling. (3) Input from Advisory Committee and service area employers indicates a need to continue requiring Word Processing I for all BOIST programs. (4) The need for Keyboarding and Word Processing I makes requiring Economics difficult. The BOIST department plans to offer Economics eventually (it is currently available on campus through HSU for interested students). (5) The recommendation to offer Managerial Finance requires more study and will be considered. (6) The BOIST Department recognizes Professional Development as a beneficial course for all AAS degree graduates. Although it is not a requirement for Accounting majors, students are encouraged to take it in addition to program requirements. (7) This recommendation is referring to a Career Development Certificate (CDC). There is no sequential order to these courses as long as prerequisites are satisfied. (See Appendix L)</p>
<p><b>DEPTH AND SCOPE OF PROGRAM CONTENT</b></p>		
<p><b>Strengths</b></p>	<p><b>Recommendations</b></p>	<p><b>Action Taken</b></p>
<p>Automated Office Technology: The courses are typical of an associate degree program.</p>	<p>Automated Office Technology: In the future an integrated software course should be added to the curriculum, since many managers use this type of software and their support staff need to be able to revise documents for their managers.</p>	<p>In addition to exposure to the software programs of DOS, dBASE, and Lotus provided in Computer Fundamentals, Automated Office Technology students get extensive training in WordPerfect. Input from external groups, including these consultants, indicate that the Automated Office Technology curricula models typical AAS programs.</p>

<p>Automated Office Technology: Our discussion and the courses syllabi show that courses are consistent with college level content.</p>	<p>Automated Office Technology Suggestion: Change the following course names to be more current -  a. from Intermediate Keyboarding - to Document Formatting; b. from Advanced Keyboarding - to Document Production.</p>	<p>No action was taken on this suggestion. To remain consistent with other state institutions of higher education and to eliminate confusion, these courses names were not changed.</p>
<p>Automated Office Technology: The setup of this program is strong and it shows a lot of thought and effort.</p>	<p>Accounting: When are accruals and deferrals addressed?</p>	<p>Accruals and deferrals are introduced in Principles of Accounting I.</p>
<p>Accounting: Computer Applications for Accounting--excellent use of commercial package and manuals for problem solving.</p>	<p>Accounting: Recognizing the differences in local needs, we still believe that more emphasis should be put on the math portion of the Business math course and less on the operation of the Ten-Key calculator.</p>	<p>As discussed with consultants, the math concepts covered in this course complement and reinforce mathematical concepts learned in general education math courses. The primary purpose of this course is to teach the operation of the electronic calculator. Local banks who employ many OTC graduates have emphasized the need for this course.</p>
<p>Accounting: From our discussion and your syllabi, it appears that the accounting courses listed are adequate for their purpose.</p>	<p>Accounting: The use of a financial calculator should be incorporated in the individual courses - it should be a required supply (examples: Texas Instruments BA35; Hewlet Packard 10B).</p>	<p>This recommendation will be considered by appropriate faculty members. However, making this a requirement could infringe upon their academic freedom.</p>
	<p>Accounting Suggestion: Omit Intermediate Keyboarding; Word Processing I; and Database Management from the curriculum.</p>	<p>This was addressed in a previous recommendation.</p>
	<p>Accounting Suggestion: Add Economics at least Microeconomics. (After consulting our Business Division Chairperson as to which would be more appropriate, Micro or Macroeconomics, if both could not be done, he concurred with our recommendation of Micro); Managerial Finance; and Professional Development to the curriculum.</p>	<p>This was addressed in a previous recommendation.</p>
	<p>Accounting: Change the name Managerial Accounting - to Cost Accounting.</p>	<p>Although already publicized for the current academic year as Managerial Accounting, this recommendation will be considered for the 1994-95 academic year.</p>

**POLICIES AND PROCEDURES  
OUACHITA TECHNICAL COLLEGE**

**SUBJECT AREA: Academic Policies and Procedures**  
**POLICY/PROCEDURE: Guidelines for Degree and Certificate Programs**

**DATE: January, 1993**

**NUMBER: 4.01**

General curriculum guidelines provide a basic framework for the development of all College degree and certificate programs.

To comply with the requirements of **COPP 4.00** the following standards are established for the Technical Certificate and the Associate of Applied Science Degree:

	T.C.		A.A.S.	
	<u>Credits</u>	<u>%</u>	<u>Credits</u>	<u>%</u>
<b>General Education</b>				
English	3		6-9	
Mathematics	0-3		3-6	
Humanities/Social Sciences	0-3		3-6	
Life/Physical Sciences	0-3		3-6	
<b>Subtotal, General Education</b>	<b>6</b>	<b>20%</b>	<b>15</b>	<b>25%</b>
<b>Technical Education</b>				
Broad Technology Core	3-9		18-24	
Specialty Core	15-21		24-27	
<b>Subtotal, Technical Courses</b>	<b>24</b>	<b>80%</b>	<b>45</b>	<b>75%</b>
<b>TOTAL CREDIT HOURS</b>	<b>30</b>		<b>60</b>	

A.A.S. degrees should be 60 credit hours. With appropriate justification, additional credits may be required, but never more than 66 credit hours.

AUTHENTICATION (Signature):

COPP

*Ken Martin*

President

*3/30/93*

(Date)

4.01

**POLICIES AND PROCEDURES**



**Associate of Applied Science Degree  
Major: Accounting**

**Semester I**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1113	Principles of Accounting I	3	3
BOIS 1113	Business Math/Calculators	3	3
DATA 1113	Computer Fundamentals	3	3
SECR 1103	Intermediate Keyboarding	3	3
ENG 1463	Freshman English A	3	3

**Semester II**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1203	Principles of Accounting II	3	3
ACTG 1223	Managerial Accounting	3	3
DATA 1243	Spreadsheet Applications	3	3
DATA 1213	Word Processing I	3	3
MTH 1243 or MATH 1133	College Algebra or Technical Math	3  3	3  3

**Semester III**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 2303	Intermediate Accounting I	3	3
ACTG 2313	Payroll Accounting	3	3
BOIS 2303	Legal Environment	3	3
ACTG 1213	Computer Applications/Accounting	3	3
ENGL 1203	Technical Writing	3	3

**Semester IV**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 2403	Intermediate Accounting II	3	3
DATA 1233	Database Management	3	3
ACTG 2413	Federal Income Tax	3	3
PSY 1013	General Psychology	3	3
XXXX XXXX	Life or Physical Science Elective	3	3

**Associate of Applied Science**  
**Major: Automated Office Technology**

**Semester I**

Course Number	Course Title	Contact Hours	Credit Hours
ACTG 1103	Financial Recordskeeping	3	3
BOIS 1113	Business Math/Calculators	3	3
DATA 1113	Computer Fundamentals	3	3
SECR 1103	Intermediate Keyboarding	3	3
ENG 1463	Freshman English A	3	3

**Semester II**

Course Number	Course Title	Contact Hours	Credit Hours
DATA 1213	Word Processing I	3	3
SECR 1213	Office Procedures	3	3
SECR 1223	Speedwriting I	3	3
SECR 1203	Advanced Keyboarding	3	3
MTH 1243 or MATH 1133	College Algebra or Technical Math	3 3	3 3

**Semester III**

Course Number	Course Title	Contact Hours	Credit Hours
BOIS 2303	Legal Environment	3	3
DATA 2303	Word Processing II	3	3
SECR 2303	Speedwriting II	3	3
ENGL 1203	Technical Writing	3	3
DATA 1243 or DATA 1233	Spreadsheet Applications or Database Management	3	3

**Semester IV**

Course Number	Course Title	Contact Hours	Credit Hours
BOIS 2403	Professional Development	3	3
SECR 2403	Machine Transcription	3	3
SECR 2413	Records Management	3	3
PSY 1013	General Psychology	3	3
XXXX XXXX	Life or Physical Science Elective	3	3

**Technical Certificate  
Computer Applications Technology**

**Semester I**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1113	Principles of Accounting I	3	3
BOIS 1113	Business Math/Calculators	3	3
DATA 1113	Computer Fundamentals	3	3
SECR 1103	Intermediate Keyboarding	3	3
ENG 1463	Freshman English A	3	3

**Semester II**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1203	Principles of Accounting II	3	3
DATA 1213	Word Processing I	3	3
DATA 1233	Database Management	3	3
DATA 1243	Spreadsheet Applications	3	3
MTH 1213 or MATH 1133	Intermediate Algebra or Technical Math	3  3	3  3

**Technical Certificate  
Automated Office Technology**

**Semester I**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1103	Financial Recordskeeping	3	3
BOIS 1113	Business Math/Calculators	3	3
DATA 1113	Computer Fundamentals	3	3
SECR 1103	Intermediate Keyboarding	3	3
ENG 1463	Freshman English A	3	3

**Semester II**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
DATA 1213	Word Processing I	3	3
SECR 1213	Office Procedures	3	3
SECR 1223	Speedwriting I	3	3
SECR 1203	Advanced Keyboarding	3	3
MTH 1213 or MATH 1133	Intermediate Algebra or Technical Math	3  3	3  3

**Certificate of Proficiency  
Clerk Typist**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
SECR 1103	Intermediate Keyboarding ■	3	3
SECR 1203	Advanced Keyboarding ■	3	3
DATA 1113	Computer Fundamentals	3	3
DATA 1213	Word Processing I ■	3	3
SECR 1213	Office Procedures	3	3

- Prerequisite Required

**Certificate of Proficiency  
Accounting Clerk**

<b>Course Number</b>	<b>Course Title</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ACTG 1113	Principles of Accounting I ■	3	3
BOIS 1113	Business Math/Calculators ■	3	3
DATA 1113	Computer Fundamentals	3	3
DATA 1243	Spreadsheet Applications ■	3	3
ACTG 1213	Computer Applications/Acctg ■	3	3

- Prerequisite Required

Certificates of Proficiency are planned sequences of credit courses that train students for specific occupations.

## **BOIST DEPARTMENT COURSE DESCRIPTIONS**

### **ACTG 1103 FINANCIAL RECORDSKEEPING**

Instruction covers the bookkeeping cycle, journalizing, posting to ledger accounts, taking a trial balance, preparing an income statement and balance sheet, and making closing and adjusting entries. In addition, special journals, ledgers, and other forms required for small businesses are included. (3 hours class)

### **ACTG 1113 PRINCIPLES OF ACCOUNTING I**

Instruction includes the fundamental principles of accounting as they apply to the sole-proprietorship form of business, including the preparation of basic financial statements. Prerequisite: Required math test score or MATH 1003 Introduction to Mathematics. (3 hours class per week)

### **ACTG 1203 PRINCIPLES OF ACCOUNTING II**

This is a continuation of Principles of Accounting I. Partnerships, corporations and financial statement analysis are covered. Prerequisite: ACTG 1113 Principles of Accounting I. (3 hours class per week.)

### **ACTG 1213 COMPUTER APPLICATIONS FOR ACCOUNTING**

Computer Applications for Accounting provides an innovative, integrated learning program that covers the major components of a computerized accounting system. Prerequisite: ACTG 1113 Principles of Accounting I. (3 hours class per week)

### **ACTG 1223 MANAGERIAL ACCOUNTING**

This course emphasizes the way in which data can be interpreted and used by management in planning and controlling business activities and discusses the use and application of cost accounting concepts and techniques by investors. Prerequisites: ACTG 1113 Principles of Accounting I. (3 hours class per week)

### **ACTG 2303 INTERMEDIATE ACCOUNTING I**

This is a comprehensive overview of accounting and its theoretical foundation. The course covers the analysis of financial reporting including cash, receivables,

inventories and plant and property. Prerequisite: ACTG 1203 Principles of Accounting II. (3 hours class per week)

### **ACTG 2313 PAYROLL ACCOUNTING**

This course emphasizes methods of computing wages and salaries, keeping records, preparation of government reports, and automated payroll. A payroll project is included. Prerequisite: ACTG 1113 Principles of Accounting I. (3 hours class per week)

### **ACTG 2413 FEDERAL INCOME TAX**

The course covers tax regulations applicable to individuals and business enterprises with emphasis on tax determination and planning. Prerequisite: ACTG 1203 Principles of Accounting II. (3 hours class per week)

### **BOIS 1113 BUSINESS MATH/CALCULATORS**

Business Math/Calculators provides instruction in problem solving related to business situations and financial management. The course includes fundamentals of operating an electronic calculator and its use in solving mathematical problems. Emphasis is also placed on developing speed and accuracy through touch operation of ten-key keypads. Prerequisite: Required math test score or MATH 1003 Introduction to Mathematics.

### **BOIS 2203 LEGAL ENVIRONMENT**

Legal Environment is a study of the law and its application to business and industry. (3 hours class per week)

### **BOIS 2403 PROFESSIONAL DEVELOPMENT**

Professional Development is designed to give students a basic understanding of the business and social skills needed for employment success. Topics include self-awareness, human relationships, time management, stress management, decision making, and adapting to changes in the business environment. (3 hours class per week)

## **DATA 1113 COMPUTER FUNDAMENTALS**

This course stresses a working knowledge of computer hardware and software and the associated terminology. It also introduces the student to various software programs and gives them opportunities for hands-on application. Corequisite: SECR 1003 Beginning Keyboarding or equivalent. (3 hours class per week)

## **DATA 1213 WORD PROCESSING I**

Word Processing I is designed to introduce theories and practical applications of a popular word processing software package. The student will create, revise, store, retrieve, and print acceptable business documents. Prerequisite: SECR 1003 Beginning Keyboarding or equivalent and DATA 1113 Computer Fundamentals. (3 hours class per week)

## **DATA 1233 DATABASE MANAGEMENT**

Database Management systems familiarize students with the capabilities of a standard DBMS package. This course stresses creation and application of basic models including data-entry techniques for improving speed and accuracy. Prerequisite: SECR 1003 Beginning Keyboarding or equivalent and DATA 1113 Computer Fundamentals. (3 hours class)

## **DATA 1243 SPREADSHEET APPLICATIONS**

Spreadsheet Applications gives practical experience in the development of spreadsheets. Activities will include creating templates and financial models for entering and processing data. Prerequisites: SECR 1003 Beginning Keyboarding or equivalent and DATA 1113 Computer Fundamentals. (3 hours class per week)

## **DATA 2303 WORD PROCESSING II**

Word Processing II is a continuation of DATA 1213 Word Processing I and is designed to develop in-depth knowledge and applications proficiency in word processing. The course introduces advanced features of the software package. Application of decision-making and problem-solving skills in the preparation of mailable business documents is emphasized. Prerequisite: DATA 1213 Word Processing I. (3 hours class per week)



### **SECR 1003 BEGINNING KEYBOARDING**

Beginning Keyboarding is designed for students with no previous keyboard training. It includes correct keyboarding techniques, the touch system, speed and accuracy drills, and language skills improvement. No graduation credit is given for this course. (3 hours class per week, 3 non-graduation credit hours per week)

### **SECR 1103 INTERMEDIATE KEYBOARDING**

Intermediate Keyboarding places emphasis on formatting different styles of business letters, tabulations, and manuscripts. Special emphasis is placed on developing proofreading skills to produce accurate documents. Drills to further improve keyboarding speed and accuracy are included. Prerequisite: SECR 1003 Beginning Keyboarding or placement test score of 20 wpm on a three-minute timed writing. (3 hours class per week)

### **SECR 1203 ADVANCED KEYBOARDING**

Advanced Keyboarding is a continuation of SECR 1113 Intermediate Keyboarding. Application of composition and decision-making skills required for the preparation of mailable business documents and the further development of speed and accuracy are emphasized. An introduction in the use of a transcribing machine, including operation, spelling, punctuation, and other aspects of producing accurate documents is included. Prerequisite: SECR 1103 Intermediate Keyboarding. (3 hours class per week)

### **SECR 1213 OFFICE PROCEDURES**

Office Procedures emphasizes administrative practices and procedures used in a business office. Topics include personal development; interpersonal relations; mail handling; telecommunications and telephone usage; travel arrangements; receptionist duties; records management; decision making; organization concepts; skills and procedures; traditional and electronic information resources; time and stress management; and purchasing procedures. (3 hours class, 1 hour lab per week)

### **SECR 1223 SPEEDWRITING I**

Speedwriting I is designed to teach the student an alphabetic shorthand system. Principles of construction are introduced and emphasis is placed on developing the ability to read and write shorthand and to take and transcribe dictated material. (3 hours class, 1 hour lab per week)

## **SECR 2303 SPEEDWRITING II**

Speedwriting II is a continuation of SECR 1223 Speedwriting I. Further emphasis is placed on building speed and accuracy and the ability to take and transcribe dictated material. Intensive practice for refining these skills is provided.

Prerequisite: SECR 1223 Speedwriting I. (3 hours class, 1 hour lab per week)

## **SECR 2403 MACHINE TRANSCRIPTION**

Machine Transcription is designed to develop proficiency in the operation of a transcribing machine to produce mailable documents. Keyboarding speed, accuracy, and proofreading skills are emphasized. Language skills are refined through a review of spelling, punctuation, and grammar. Prerequisite: SECR 1203 Advanced Keyboarding. (3 hours class per week)

## **SECR 2413 RECORDS MANAGEMENT**

This course is designed to introduce students to the scope of records management including the life cycle of records, alphabetic, subject, numeric, geographic, and chronological filing system. Records management technology and records control are also studied. Prerequisite: SECR 1213 Office Procedures. (3 hours class per week)

## GENERAL EDUCATION

### (HSU CLASS DESCRIPTIONS)

Henderson State University provides developmental and college courses on the Ouachita Technical College campus. HSU is Arkansas' public liberal arts university. True to the century-long tradition that has distinguished Henderson since its founding, the University remains dedicated to providing excellent undergraduate curricula. HSU is accredited by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education as a bachelors and masters degree-granting institution.

The courses are designed to meet the needs of students who intend to pursue programs of study leading to an associate degree and for students who plan to transfer to other state colleges or continue toward a degree from HSU. Henderson has developed a program based on a comprehensive core of courses in the arts and sciences called the general education program.

An advisor will guide students in selection of courses. Any student whose scores indicate need must successfully complete a developmental program.

General education courses offered at OTC and their descriptions follow. All classes are not available each semester.

## COMMUNICATION

### COM 2013 Oral Communication

A course designed to guide the student in examining and understanding the communication process. Experience is provided in improvements of one-to-one communication, group discussion, and public speaking.

## ENGLISH

### ENG 1033 Developmental Composition

A course of study designed to develop writing and grammar skills necessary for entrance into ENG 1463 Freshman English A. It will teach students to understand and apply the basic principles of effective written composition. The course begins with a focus upon the writing of acceptable sentences and paragraphs. The student will learn something of the basic language of syntax, grammar, and usage; experiment with various patterns of sentence and paragraph organization; practice writing original sentences and paragraphs; and take examinations to measure his ability to apply the principles of effective basic writing. (Non-degree credit)

### ENG 1463 Freshman English A

A course designed primarily to develop in the student the ability to think coherently and to write clearly and effectively, to gain some knowledge of the structure of the language, and

to read with understanding appreciation. The course includes the study of grammar and its application in the short essay (350-500 words). Prerequisite for other courses in English.

### **ENG 1473 Freshman English B**

A course designed as a sequel to ENG 1463 to refine the ability to think logically and coherently, to write clearly and effectively, to gain further knowledge of the structure of the language, and to read with understanding, critical acumen, and appreciation. The study of short stories, poetry, drama, and essays provides topical ideas for more lengthy essays (500-1000 words). Prerequisite for other courses in English.

### **ENG 2683 Masters of Western Literature**

A general education course designed to provide the student with the opportunity to read, analyze, evaluate, discuss, and come to appreciate representative works by such masters of Western literature as Homer, Sophocles, Virgil, Dante, Chaucer, Montaigne, Cervantes, Shakespeare, Milton, Voltaire, Swift, Goethe, Wordsworth, Keats, Emerson, Whitman, Tennyson, Dostoevsky, Ibsen, Joyce, O'Neill, and Faulkner. Prerequisites: ENG 1463, 1473 (or equivalent preparation).

## **HUMANITIES/SOCIAL SCIENCES**

### **ART 2033 Humanities: Art**

An art appreciation course for non-majors including films, slides, and lectures.

### **ECO 2013 Macroeconomics**

A study of macroeconomic principles including market system, national income equilibrium, money and the banking system. Emphasis is placed on policies regarding inflation, unemployment, economic growth and the government's effect on general business conditions.

### **ECO 2023 Microeconomics**

A study of microeconomic principles, including the foundation of demand (consumer theory), supply (theory of the firm), the operation of the market system, and government intervention. Emphasis is placed on application of these principles for business and government decision-making. This course may be taken prior to ECO 2013 Macroeconomics.

### **HIS 1013 Civilization to 1660**

A survey of civilization focusing on the evolution of ideas, politics, and society in western civilization since 1660.

### **HIS 1023 Civilization Since 1660**

A survey of civilization focusing on the evolution of ideas, politics, and society in western civilization since 1660.

### **HIS 2053 U.S. To 1865**

A survey of the nation's political, economic, social, and military past in the colonial and early national periods through the American Civil War.

### **HIS 2063 U.S. History Since 1865**

A survey of the nation's political, economic, social, and military past since the American Civil War.

### **MUS 2033 Humanities: Music**

A course designed to heighten the student's awareness of music's role in society, to introduce the elements of music, to assist in the development of analytical listening skills, and to broaden the student's musical appreciation.

### **PHI 2003 Humanities: Ideas**

This general education course designed for sophomores is a survey of the philosophical, political, economic, aesthetic, and religious ideas which have been influential in the history of Western culture from the ancient Greek period to the present. Students will be introduced to the major thinkers and systems of thought in Western intellectual history and will be assisted to understand better the relation of these ideas to significant historical developments. Required of all students, but Introduction to Philosophy may be elected as an alternative.

### **PHI 2013 Introduction to Philosophy**

An exploration of some fundamental problems of human life and its meaning. Critical thinking about the nature of human knowledge and belief, the character of ultimate reality, and the status of values and the shape of the moral life will be stressed.

### **PSC 1013 American National Government**

The principles, organization, and functioning of the national government of the United States.

### **PSY 1013 General Psychology**

An introduction to the study of human behavior. Aspects include heredity, environment, intelligence, personality, learning, motivation, and emotions.

### **SOC 1013 Introduction to Sociology**

A basic course in Sociology.

## LIFE/PHYSICAL SCIENCES

-3

### BIO 2283 Environmental Science

A study of how ecosystems function in terms of nutrient cycles, energy flow, and population dynamics, with considerations of imbalances in various areas of human concern such as agriculture, resource, utilization, waste disposal, energy sources, and the human population.

### PHS 1053 Earth Science

A description and analysis of the physical universe with emphasis upon the evolutionary processes, basic forces, and interrelations which mark peoples use and understanding of the universe. This course includes the study of selected concepts from the fields of astronomy, climatology, meteorology, oceanography, and geology.

## MATHEMATICS

### MTH 1013 Developmental Math

A course designed to help students with a weak mathematics background to succeed in Elementary Algebra. Topics include basic arithmetic, ratio and proportions, percents, and informal geometry. (Non-degree credit)

### MTH 1033 Elementary Algebra

A course designed to help students succeed in Intermediate Algebra. Topics include operations with real numbers, operations with algebraic expressions, linear equations, and quadratic equations. (Non-degree credit)

### MTH 1213 Intermediate Algebra

A course designed to strengthen the mathematical background of students in the area of algebra. Topics include operations with real numbers; operations with polynomial expressions; properties of exponents and radicals; operations with rational expressions; solving quadratic equations and inequalities; linear and quadratic functions; solutions of systems of linear equations. (Non-degree credit)

### MTH 1243 College Algebra

A course designed to prepare students to pursue degrees in mathematics, business, or the sciences. Topics include quadratic equations and inequalities; polynomial, rational, exponential, and logarithmic functions; graphing functions; inverse functions; zeros of polynomial and rational functions with approximation techniques; solving systems of linear equations, linear inequalities, and non-linear equations; binomial theorem. Prerequisite: MTH 1213 Intermediate Algebra, with a grade of C or better; or required math test score.

## READING

### RDG 1043 Academic Reading

Students will improve their comprehension and critical thinking skills first by intensive, analytical practice with short reading passages followed by the application of these skills to longer and increasingly difficult essays and articles. (Non-degree credit)

All of the above courses are accredited by Henderson State University

## OTC GENERAL EDUCATION CLASS DESCRIPTIONS

The following courses are offered by the General Education faculty of Ouachita Technical College and are **not transferrable to a senior institution of higher education**. However, these courses may count toward graduation from an OTC Technical Diploma or Certificate program.

## ENGLISH

### EGL 1003 Basic English\*

A beginning English course for students who need special help in learning the parts of speech, sentence structure, and the organization of paragraphs. This course does not count toward graduation requirements.

### EGL 1103 Introduction to Technical Writing

A course of study designed to teach the student to understand and develop writing skills necessary for letters, memorandums, and a variety of informal reports commonly used in business.

### EGL 1203 Technical Writing

This course is designed to give students application in organizing and writing support documents for business reports found in business and industry. Emphasis will be placed on style, audience analysis, editing, and graphs. Prerequisites: ENG 1463 Freshman English A or EGL 1103 Introduction to Technical Writing.

\* Not for certificate or degree credit.

## LIFE\PHYSICAL SCIENCES

### APHY 1104 Applied Physics

## MATHEMATICS

### MAT 1003 Introduction to Math\*

A course designed to help students with a weak mathematics background to succeed in higher-level math courses. Topics include basic arithmetic, fractions, and decimals. Emphasis is placed on practical application to everyday use. This course is not applicable to any certificate, diploma, or degree program at OTC.

### MAT 1113 College Mathematics

A course designed to expose students to a broad range of mathematical topics and to help students to succeed in Elementary Algebra or Technical Math. Topics include ratio and proportion, percents, consumer and business applications, and an introduction to algebra. This course is not applicable to any diploma or degree program at OTC. Prerequisite: MAT 1110 Introduction to Math, with a grade of C or better; or required math test score.

### MAT 1123 Elementary Algebra

A course designed to help students succeed in Intermediate Algebra. Topics include operations with real numbers, operations with algebraic expressions, linear equations, and quadratic equations. This course is not applicable to any diploma or degree program at OTC. Prerequisite: MAT 1113 College Mathematics, with a grade of C or better; or required math test score.

### MAT 1133 Technical Math

Designed for students in technical programs, this course includes fundamentals of algebra, use of equations and formulas, basic geometry, and trigonometry, with emphasis on industrial and other practical application. Prerequisite: MAT 1113 College Mathematics, with a grade of C or better; or required math test score.

\* Not for certificate or degree credit



PLACEMENT RECOMMENDATIONS BASED ON ASSET ASSESSMENT RESULTS

<u>Skill Area</u>	<u>Scaled Score</u>	<u>Course Recommendations</u>
Numerical Skills	23-35	Intro to Math
	36-41	College Mathematics
	42-55	Elementary Algebra or Technical Math
Elementary Algebra	23-43	Elementary Algebra or Technical Math (if Numerical Skills score is less than 42, follow Numerical Skills recommendations)
	44-47	Decision Zone
	48-55	Intermediate Algebra
Intermediate Algebra	23-41	Intermediate Algebra
	42-49	Decision Zone
	50-55	College Algebra
Writing	23-36	Basic English
Writing	37-41	Introduction to Technical Writing or Developmental Composition
Writing	42-above	Technical Writing and/or Freshman English A
Reading	below 41	Academic Reading

PLACEMENT RECOMMENDATIONS BASED ON ACT ASSESSMENT RESULTS

<u>Mathematics Score</u>	<u>Course Recommendations</u>
0-12	Placement determined by ASSET Numerical Skills score
13-14	Elementary Algebra or Technical Math
15-18	Intermediate Algebra
19 or above	College Algebra
<u>Writing Scores</u>	
0-15	Basic English
16-18	Introduction to Technical Writing and/or Developmental Composition
19 or above	Technical Writing and/or Freshman English A
<u>Reading Scores</u>	
below 19	Academic Reading

Course descriptions for all GenEd/DevEd courses offered by both OTC and HSU may be found on pages 31-36 in the OTC 1992-93 catalog.

POLICIES AND PROCEDURES  
OUACHITA TECHNICAL COLLEGE

SUBJECT AREA: **Academic Policies and Procedures**  
POLICY/PROCEDURE: **Guaranteed Skills**

DATE: **January, 1993**

NUMBER: **4.40**

Purpose

Technical competence in any area of employment benefits everyone. Technical competence ensures worker productivity, employer productivity, and ultimately, increased economic development for Arkansas and the nation.

The October 22, 1991 Wall Street Journal "Labor Letters" includes this statement from General Motors' National College Coordinator, John Choulochas: **We want people with good technical and social skills.** GM students, he says are encouraged to study social sciences and to develop problem-solving and communication abilities.

Ouachita Technical College has made a commitment to business and industry that all graduates will be technically competent and will have had preparation for the ethical, social, and knowledge demands of the modern workplace. The following guarantee is a statement of that commitment.

Policy

1. A graduate from a Ouachita Technical College associate degree or technical certificate program, who holds a cumulative GPA of 2.00 or above, is expected to perform competently.
2. An OTC graduate, judged by his/her employer to be deficient in technical job skills identified as exit competencies for his/her specific program, will be provided additional training of up to 12 tuition-free semester credit hours. The skills will be developed in collaboration with faculty, business/industry, and labor representatives; competencies to be guaranteed to employers will be listed for each program.
3. Ouachita Technical College recognizes that personal work-ethic behaviors, such as enthusiasm, judgment, interpersonal awareness, concern for effectiveness, etc., are just as important to both employer and employee as technical job skills. OTC graduates are required to enroll in courses that address the issue of ethical behavior in business and industry. It is the intent of the College to interrelate these topics throughout the curriculum, whenever possible, and to provide graduates with a well-rounded view of society and the work environment.

## Special Conditions

1. The guarantee of skills applies to OTC graduates who have earned and been conferred Associate of Applied Science Degrees or Technical Certificates on and after academic year 1994-95.
2. The graduate must be initially employed within twelve (12) months of graduation.
3. The graduate must have earned the degree or certificate in a specific program, as evidenced by the student's official transcript.
4. The graduate must have completed the last 15 semester credit hours at Ouachita Technical College, within four (4) years prior to initial employment.
5. The graduate must be employed full-time in an area directly related to the program in which he/she earned a degree or certificate, as certified by the College.
6. Within 90 days of the graduate's initial employment, the employer must inform the College in writing that the employee is deficient in technical job skills and must identify the deficiencies.
7. Retraining will be limited to 12 semester credit hours of regularly-scheduled classes related to the skill deficiencies agreed to by the College and the employer.
8. The employer, graduate, and the College will develop a written educational plan for retraining.
9. Retraining must be completed within one (1) year after the College has certified a plan of study for the employee.
10. The skills guarantee does not imply that the graduate will pass any licensing or qualifying examination for a particular career.
11. The graduate and/or employer is responsible for the cost of books, insurance, uniforms, fees, and other course-related expenses.
12. Students' sole remedy against the College and its employees for skill deficiencies shall be limited to twelve (12) semester credit hours of tuition-free education under conditions described above.

13. The program for remediation can be initiated through written contact with the President of Ouachita Technical College.

AUTHENTICATION (Signature):		COPP
<u>Ken Martin</u>	<u>3/1/93</u>	
President	(Date)	4.40

**OUACHITA TECHNICAL COLLEGE  
BOARD OF TRUSTEES RESOLUTION**

**APPROVAL OF BOIST DEPARTMENT PROGRAM PROPOSAL**

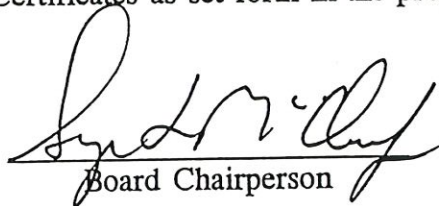
**Adopted April 28, 1993**

**WHEREAS:** The Board of Trustees is dedicated to the mission of Ouachita Technical College to prepare students with the general and technical education needed for successful careers or for further higher education; and

**WHEREAS:** The Board recognizes in order to fulfill the mission, the College must meet the needs of its service area; and

**WHEREAS:** The Board desires to broaden educational opportunities for individuals who aspire to pursue an Associate of Applied Science Degree; therefore be it

**RESOLVED:** That the Board formally approves and authorizes the Business, Office, and Information Systems Technology Department to award the Associate of Applied Science degree in Business Information Technology and Technical Certificates as set forth in the program proposal.

  
Board Chairperson

  
Board Secretary



## OTC ENROLLMENT AND GRADUATION DATA LAST FIVE YEARS

PROGRAM	1988-1989		1989-1990	
	Enrolled	Grad	Enrolled	Grad
AC&R	13	10	20	13
Automotive	18	16	11	9
Business	50	39	41	28
Diesel	14	7	11	8
Electronics	20	10	20	13
Food Service	17	14	12	10
LPN	18	16	16	16
Machine Shop	10	10	7	6
Welding	12	9	6	2
<b>TOTALS</b>	<b>172</b>	<b>131</b>	<b>144</b>	<b>105</b>

PROGRAM	1990-1991		1991-1992		1992-1993	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
AC&R	14	13	21	19	11	6
Automotive	18	6	17	17	18	7
Business	45	26	63	34	63	20
Diesel	19	11	15	4	17	5
Electronics	18	6	20	8	32	10
Food Service	20	9	11	8	11	7
LPN	17	14	18	16	31	*
Machine Shop	15	5	18	7	12	10
Welding	17	10	11	5	12	5
<b>TOTALS</b>	<b>183</b>	<b>100</b>	<b>194</b>	<b>118</b>	<b>207</b>	<b>70</b>

The above information was obtained from IPEDS submitted to the Arkansas Department of Education, Vocational and Technical Division. The enrollment figures represent the fall semester only.

\* 1992-93 LPN program will graduate July, 1993.

ESTIMATED APPLICATION OF FUNDS DURING THE FIRST FIVE YEARS OF THE PROGRAM

ITEM #	EXPENDITURE CATEGORY	NUMBER OF FTE	FISCAL YEAR 1993-94	NUMBER OF FTE	FISCAL YEAR 1994-95	NUMBER OF FTE	FISCAL YEAR 1995-96	NUMBER OF FTE	FISCAL YEAR
I.	INSTRUCTION:								
A.	ADMINISTRATIVE	.20	6,000.00	.20	6,300.00	.25	6,615.00		
B.	FACULTY	4.20	148,092.00	4.20	155,496.60	4.15	163,271.43		
C.	GRADUATE STUDENTS	-0-	-0-	-0-	-0-	-0-	-0-		
D.	SECRETARIAL/CLERICAL	-0-	-0-	-0-	-0-	-0-	-0-		
E.	OTHER	-0-	-0-	-0-	-0-	-0-	-0-		
F.	FRINGE BENEFITS @ <u>28</u> %		43,145.76		45,303.05		47,568.20		
	SUBTOTAL PERSONNEL	4.40	197,237.76	4.40	207,099.65	4.40	217,454.63		
II.	ACADEMIC SUPPORT:								
A.	FACULTY RESEARCH	-0-	-0-	-0-	-0-	-0-	-0-		
B.	FACULTY DEVELOPMENT	-0-	3,000.00	-0-	3,150.00	-0-	3,307.50		
C.	LIBRARY	-0-	5,000.00	-0-	5,250.00	-0-	5,512.50		
	SUBTOTAL ACADEMIC SUPPORT	-0-	8,000.00	-0-	8,400.00	-0-	8,820.00		
III.	MAINTENANCE & OPERATION:								
A.	INSTRUCTIONAL EQUIPMENT	-0-	40,000.00	-0-	38,000.00	-0-	39,000.00		
B.	OFFICE/CLERICAL EQUIPMENT	-0-	-0-	-0-	-0-	-0-	-0-		
C.	INSTRUCTIONAL SUPPLIES	-0-	10,342.00	-0-	9,632.60	-0-	10,431.09		
D.	OFFICE/CLERICAL SUPPLIES	-0-	800.00	-0-	800.00	-0-	800.00		
E.	TRAVEL	-0-	1,500.00	-0-	1,500.00	-0-	2,000.00		
F.	OTHER	-0-	-0-	-0-	-0-	-0-	-0-		
	SUBTOTAL MAINT & OPER	-0-	52,642.00	-0-	49,932.60	-0-	52,231.09		
IV.	FACILITIES: (SO. FT. <u>4,443</u> )								
A.	CONSTRUCTION/RENOVATION	-0-	-0-	-0-	-0-	-0-	-0-		
B.	UTILITIES	-0-	4,443.00	-0-	4,665.15	-0-	4,898.41		
C.	MAINTENANCE	-0-	4,443.00	-0-	4,665.15	-0-	4,898.41		
	SUBTOTAL FACILITIES	-0-	8,886.00	-0-	9,330.30	-0-	9,796.82		
	TOTAL ALL EXPENDITURES	4.40	266,765.76	4.40	274,762.55	4.40	288,302.54		

DATE: June 22, 1993

APPROVED BY: [Signature]



COMPLETED BY Jessica Beard

PROPOSED PROGRAM NAME A.A.S. in Business Info Tech

NEW PROGRAM - ESTIMATED INCOME

ITEM #	SOURCE OF FUNDS	INCOME ESTIMATED FROM EACH SOURCE DURING THE FIRST FIVE YEARS OF THE PROGRAM				
		FISCAL YEAR 1993-94	FISCAL YEAR 1994-95	FISCAL YEAR 1995-96	FISCAL YEAR	FISCAL YEAR
I.	UNRESTRICTED FUNDS:					
A.	STATE GENERAL REVENUE	-0-	-0-	-0-		
B.	TUITION AND FEES	49,698.00	52,183.00	54,792.00		
C.	OTHER LOCAL INCOME (FOOTNOTE SOURCE)	-0-	-0-	-0-		
D.	REALLOCATION OF EXISTING FUNDS	212,067.76	217,329.55	227,998.04		
	SUBTOTAL UNRESTRICTED FUNDS	261,765.76	269,512.55	282,790.04		
II.	RESTRICTED FUNDS:					
A.	FEDERAL	-0-	-0-	-0-		
B.	PRIVATE GIFTS/GRAANTS	-0-	-0-	-0-		
C.	ENDOWMENT FUNDS	-0-	-0-	-0-		
D.	OTHER RESTRICTED INCOME	5,000.00	5,250.00	5,512.50		
	SUBTOTAL RESTRICTED FUNDS	5,000.00	5,250.00	5,512.50		
	TOTAL ALL INCOME	266,765.76	274,762.55	288,302.54		

DATE June 22, 1993

CERTIFIED BY INSTITUTIONAL CHIEF FISCAL OFFICER [Signature]

Technical Writing EGL 1203  
Spring 1993  
Office Hours: M.W.F 12-12:50 pm  
T.Th 8-10:45 am

Ronnie Thompson  
Rm. 13 Communications  
332-3658

Text: Technical Report Writing Today. 4th Edition. By Pauley/Riordan.  
1990.

Course Description: Technical Writing 1203 is designed to improve the communication skills of students seeking a career in technical fields. The course is designed to give the student application in organizing and writing support documents for business reports found in business and industry. This is a sixteen week course that meets 3 hours a week (45 contact hours per semester). Either ENG 1463 Freshman English A or EGL 1103 Introduction to Technical Writing will serve as a prerequisite for the class.

Course Objectives: By the end of the semester, the student should be able to:

1. Write outlines and reports in a concise technical style that meets standard competencies in usage and mechanics.
2. Limit a topic, develop a main idea, and identify an audience appropriate to the writing assignment.
3. Organize material, both first- and second hand, according to the following: abstract/summary, technical description, process explanation, procedures/direction, proposal, reports, business letters, memo, application letter, and resume.
4. Evaluate information from other sources and to paraphrase and quote accurately from these sources.
5. Create visual aids for major reports.
6. Use headings and layout designs efficiently.
7. Present facts orally with poise and clarity.

Attendance: Many class sessions will follow a workshop format. During the workshop setting, we edit and discuss the writing done by outside authors, your colleagues, and you. Regular attendance and active participation in class discussion are therefore mandatory. For each absence beyond 3, five points will be deducted from your semester point total. On the seventh class absence, the student will be dropped from the class.

General Directions: All assignments should be typed on nonerasable paper. Use a good typewriter ribbon. If you use a word processor, print your document using letter-quality print.

Keep all work in a folder for review.

Deadline Matters: Unless absent from class, late work will not be accepted. Any missed test may not be made up. If a student does miss a test, his/her final exam grade percentage may be substituted for the missed test.

TENTATIVE COURSE SYLLABUS

- Week One INTRODUCTION AND TECHNICAL WRITING BASICS. Discussion of course goals and requirements. Read Chapters 1-3 and 4.
- Week Two TEST. Test covers 1-3 and 4. Also read chapters 14 and 15 as a prerequisite for your final report. 5
- Week Three SUMMARIZING INFORMATION. Read Chapter 6. Bring to class a copy of an article you have read in a periodical related to your major field or job. A list of three possible topics for your final project is due. Read Term Tech ...  
Workshop
- Week Four FORMATTING AND VISUAL AIDS. Read Chapters 12 and 7. Locate and bring at least one visual that you believe needs revision. Look in handbooks, manuals, newsletters, newspapers, and books. Summary assignment is due. Decision of final project in writing will be made.
- Week Five WRITING DESCRIPTION: Read Chapter 4. Visual assignment is due. Work on final project in your spare time. Sign up for office conferences on final project. 5
- Week Six MEMORANDUMS AND SHORT REPORTS. Read Chapter 11.
- Week Seven LETTERS. Read Chapter 18. Bring to class samples of different kinds of letters that you have recently received or sent either at work or at home. Memorandum Assignment and Progress Report due.
- Week Eight COMPOSING INSTRUCTION. Read Chapter 19. Business letter assignment due.
- Week Nine EMPLOYMENT CORRESPONDENCE. Read Chapter 10. If possible, bring to class a list of the procedure-related explanations you write on the job.
- Week Ten Library work for final project.
- Week Eleven Spring Break
- Week Twelve DEFINING YOUR TERMS. Read Chapter 8. Bring to class a list of three material items from a job that would require expanded definition for a layperson. Begin team project.
- Week Thirteen Meet with your group for Team Project. Begin writing final draft.
- Week Fourteen PUBLIC SPEAKING. Read Chapter 17. Revision Memo is due.

Week Fifteen ORAL REPORTS. Each student will give a 7-10 minute oral presentation of his/her final project with at least one visual.

Week Sixteen ORAL REPORTS AND LOOSE ENDS. Final copy of Final Project is due April 30.

Wk. Seventeen Final exams May 3-6.

Evaluation Process and Grading Scale: The grade for each student is determined by written exams, class participation, class attendance, and writing assignments. The grading scale is standard for all OTC English classes:

93% - 100% = A  
85% - 92% = B  
76% - 84% = C  
65% - 75% = D  
0% - 64% = F