

3.B.1.

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Awaiting AA review materials to be release from the School of Arts and Sciences

3.B.2.

The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Awaiting AA review materials to be release from the School of Arts and Sciences

3.B.3.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

- Collecting, analyzing, and communication information is demonstrated in the general education outcomes (PG 80-81 ASUMH Catalog) (**Finding: Are certificate programs considered degree programs? How are the general education outcomes demonstrated in certificate programs that do not require general education**)
- Syllabi indicate specific collecting, analyzing, and communication methods
- Refer to program specifics 3.B.4
- Curriculum is designed to necessitate students are competent in all forms of communication and critical thinking.
- Each degree encourages courses that fall beyond the standard general education curriculum.
- Courses are encouraged to utilize external, alternative, and open sources learning materials (books, workbooks, training materials, and software)
- “Active and Collaborative Learning” is encouraged - APEX Series, Honors Program, Listen & Lunch Presentations
- Service learning is integrated into many courses such as sociology & psychology
- Research is encouraged in many courses such as Composition I & II
- Internships are available for many programs such as criminal justice, graphic & web design, CISCO, and funeral science.

- 1st Year Experience Course available/required to help students master college level inquiry, skills, and creative work.
- Technical programs encourage and support alternative and creative modes of skill adaptation through community service projects. Changing environments are especially important in Voc/Tech field.
- Complete syllabus list available in supporting documents to provide evidence to varying levels of modes and mastery

3.B.4.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Diversity in the Classroom

ASUMH offers a culturally diverse array of various degrees that allow students the opportunity to explore different fields of study. They are challenged to explore different point of views. They are exposed throughout their course of study to topics that address various forms of diversity.

- [3.B.4 Supporting Document - School of Business](#)
- [3.B.4 Supporting Document - ASUMH Degrees](#)
- [3.B.4 Supporting Document - Community Education](#)
- [3.B.4 Supporting Document - Secondary Center](#)
- [3.B.4 Supporting Document - Youth Program](#)
- [3.B.4 Supporting Document - Young Manufacturer's Academies.pdf](#)
- [3.B.4 Supporting Document - Top School in Military Education & Transitions](#)

Supporting Diversity Among the Students

ASUMH offers several opportunities to assist students from all walks of life and providing the opportunity to attend college. Whether the non traditional student to the traditional student assistance is provided to ensure a diverse body of students are able to attend college free of discrimination & harassment.

- [3.B.4 Supporting Document - Affirmative Action & Diversity](#)
- [3.B.4 Supporting Document - ACE](#)
- [3.B.4 Supporting Document - Types of Aid](#)
- [3.B.4 Supporting Document - Title IX](#)
- [3.B.4 Supporting Document - Myths on Affirmative Action](#)
- [3.B.4 Supporting Document - Student Support Services](#)
- [3.B.4 Supporting Document - Minority Recruitment & Retention](#)
- [3.B.4 Supporting Document - Student Emergency Fund](#)
- [3.B.4 Supporting Document - Disability Services](#)
- [3.B.4 Supporting Document - Cultural & Religious Observances](#)
- [3.B.4 Supporting Document - Diversity Mission Statement](#)
- [3.B.4 Supporting Documents - Newsletter](#)

- World Peace Day Peace Flags
- No H8 Campaign

Bringing Diversity Through Organizations & Activities

ASUMH fully supports offering a multitude of ways for students to connect within one another through various campus related activities and organizations they are encouraged to explore. It offers ample opportunity for them to discover areas they may not have been previously exposed to.

- [3.B.4 Supporting Document - Student Activities](#)
- [3.B.4 Supporting Document - Student Organizations](#)
- [3.B.4 Supporting Document - Career Placement](#)
- [3.B.4 Supporting Document - Career Pathways](#)
- [3.B.4 Supporting Document - Career Expo](#)

Bringing Students to Diversity Off Campus

ASUMH takes pride in providing students the opportunity to travel outside the campus to other areas where they are given exposure to different events.

- [3.B.4 Supporting Document - Charity for Seniors](#)
- [3.B.4 Supporting Document - Teach by Travel Program](#)
- [3.B.4 Supporting Document - State Capitol](#)
- [3.B.4 Supporting Document - Leadership Conference](#)
- [3.B.4 Supporting Document - IT Skills Competition](#)

Bringing Diversity to the Campus

ASUMH has consistently brought various forms of diversity to the campus through shows, listen at lunch events, displays, and even hands on activities the students are encouraged to participate in.

- [3.B.4 Supporting Document - To Kill a Mockingbird](#)
- [3.B.4 Supporting Document - Tibetan Monks](#)
- [3.B.4 Supporting Document - Justice Scalia](#)
- [3.B.4 Supporting Document - Roosevelt Lecture Series](#)
- [3.B.4 Supporting Document - Relocation Camps Lecture](#)
- [3.B.4 Supporting Document - Civil War Exhibit](#)
- [3.B.4 Supporting Document - Giving Voice](#)
- [3.B.4 Supporting Document - African American History Month Listen @ Lunch](#)
- [3.B.4 Supporting Document - Ryan Ray Lecture](#)
- [3.B.4 Supporting Document - Diversity Ball](#)
- [3.B.4 Supporting Document - Army Band Free Concert](#)

Diversity in the School of Health Sciences (From Dr. Julia Gist)

Paramedic/EMT - We have specific chapters in our text that discuss interaction with patients from a wide variety of ethnic and socioeconomic backgrounds. We discuss medical practices and remedies

incorporated into the lifestyles of various cultures. We also study the differences in caring for patients in every age group, with various physical or mental handicaps, and with various long term disease processes.

CNA - We teach a chapter on knowing your resident to each of my classes. We cover different cultural and religious beliefs and learning to respect them. We include class discussion, recent newspaper articles and the book chapter.

LPN - In Maternity, we discuss the way different cultures experience and express pain. We also talk about the diversity of diets in the hospital for those of different cultures. Also, we learn how different cultures experience spirituality and death. In addition, in illness, different cultures accept touch, eye contact, formal vs. informal language as well as those that will accept pain medication and those that prefer to feel pain. We invited the Buddhist monk to speak to our class on Love and Compassion. It is taught through modules/chapters, student presentations, and lectures.

RN – Cultural awareness and considerations are discussed in textbooks and we have one class devoted to the overview of cultural awareness. Throughout our program there is a cultural awareness thread so as we discuss different topics related to healthcare we discuss the cultural implications.

Phlebotomy - We cover a bit of that in the first two chapters of the book. We talk about how Mtn. Home is not very diverse culturally but that we need to respect the differences that the patients may have.

Healthcare Billing and Insurance - There is no cultural diversity education in my class

3.B.5.

The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

The faculty are required to participate in at least two professional development activities per calendar year (See II.h.6 Faculty Professional Development in the *April 2013 Faculty Handbook*)

Faculty Professional Development (2014-2015)

- ACC: Office held by Eddie Dry

Campus Professional Development 2014-2015 (source email from Human Resources dated 3/9/15 and 10/30/14)

- Using Blackboard Gradebook, October 2014
- Community Education: Public Speaking, November 2014
- Giving Voice Diversity Awareness Workshop, November 2014
- Academic Advising Workshop, March 2015
- Google Docs II, March 2015
- Wellness Transformations, March 2015
- Writing across the Curriculum, March 2015
- DPS Travel Training, April 2015

- Enhancing Blackboard Classes with Graphics, April 2015

Faculty Professional Development (2015-2016)

- ACC: Arts and English presentation, October 2015—Kellie Thomas and Debra Hargrove, presenters
- ACC: Office held by Eddie Dry

Campus Professional Development 2015-2016 (source email from Cindy Kirksey dated xx

- Appreciative Advising Part I, August 2015
- Appreciative Advising Part II, February 2016
- Screen Capture and Video Recording, October 2015
- Google Docs, October 2015
- Blackboard Basics, October 2015
- Blackboard Graphics, November 2015
- Rubrics in Blackboard, March 2016

Student Activities promoting scholarship, creative work, and the discovery of knowledge

- APEX award: Anthony Sanderson (March 2016)
- Digital Photography Contest (yearly)
- Art Display: Resource ASUMH website article (yearly)
- Journalism in Action: *The Discoverer*: Student Publication (Began Fall 2015)
- Student-editing: Jim Gaston, *An Ozark Perspective* (student editor--Patricia Esperon)
- CSI demonstration at local schools: Resource *Baxter Bulletin* article ("Fake crime scene, real learning: MH schools host annual CSI project" KAITLYN SCHWERS, kschwerts@baxterbulletin.com 3:27 p.m. CST February 24, 2016)
- Insectival: Resource, Insectival documents (Yearly, Began April 2001)
- Research writing across disciplines. Resource: Syllabi (Part of the original Strategic Plan)
- Web Design class
- Creation of Community Objects: Welding students' signage and ASUMH lectern
- Phi Theta Kappa Honors in Action: Image and Identity Project (Spring 2015-Fall 2016)

Faculty Special Certifications:

- Skills USA (Tech Center)
- Continuing Education and/or Certification Requirements: Nursing, EMT, Funeral Science, Hospitality, Computer Science faculty (pending evidence). These faculty have attended several hours of professional field development yearly to maintain their individual certifications and/or licenses.

Program Reviews with advisory councils from business and industry.