

Clinton School Online Master of Public Service Catalog and Handbook 2021-2022

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POLICY STATEMENT REGARDING HANDBOOK

Procedures stated in this handbook require continual evaluation, review and approval by appropriate University of Arkansas Clinton School of Public Service officials. UACS operates under applicable University of Arkansas Board policies. The policies and procedures in the Student Handbook and Catalog do not supersede or negate Board of Trustee policies, System-wide administrative memoranda or UACS campus policies, but supplement such policies. All statements contained herein reflect policies in existence at the time this Handbook went to press, and UACS reserves the right to change policies at any time and without prior notice. Students are responsible for its contents and expected to comply with all policies of the institutions with which the School affiliates.

HANDBOOKS OF OTHER COLLEGES

The handbooks of other University of Arkansas colleges and schools may publish information about the Clinton School of Public Service programs relating to their course of study. This is provided as an information service only and in no way replaces or supersedes the UACS Student Handbook.

UNIVERSITY OF ARKANSAS
Clinton School of Public Service



Dear Class Members:

On behalf of our faculty and staff, welcome to the University of Arkansas Clinton School of Public Service's Online (CSO) program. You are part of a select, impressive, and talented group.

The Clinton School, the seventh university-based program named for a former President, is the only college or university in the world offering an MPS degree. This program, offered through the University of Arkansas for Medical Sciences which is one of our sponsoring institutions, complements our on-site MPS program which enrolled its first class in 2005.

In addition to a strong academic curriculum, your Clinton School experience will be enriched with online access to a series of distinguished visitors and public speakers as well as special programming opportunities.

I hope you will find this handbook helpful. Please look over the faculty and staff list and feel free to contact any of us if you need additional information or have any questions.

Again, congratulations on your admission and I look forward to getting to know you.

All The Best,

A handwritten signature in black ink that reads "Skip Rutherford III". The signature is written in a cursive, flowing style.

James L. "Skip" Rutherford III
Dean

The mission of the University of Arkansas for Medical Sciences is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high-quality, innovative, patient- and family-centered health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

Clinton School of Public Service Vision and Mission Statements

Vision of Professional Public Service

We believe in the right of all individuals, without exclusion, to participate fully and democratically in the social, cultural, economic, and political systems that affect their lives. Therefore, professional public servants must understand, engage, and transform these complex systems to ensure equity, eliminate injustice, and effect positive social change.

We believe in the right of all individuals to reach their full potential and to embody the spirit of democracy. Therefore, public servants must join with those who are marginalized so they are advocates for bettering their own lives and developing their own communities.

We believe in moral leadership that includes integrity, compassion, and a commitment to social justice. Therefore, public servants must listen to and learn from diverse groups, compromise and build alliances, and take strategic and decisive action to advance the common good.

Mission

The mission of the University of Arkansas Clinton School of Public Service is to educate and prepare professionals in public service who understand, engage, and transform complex social, cultural, economic, and political systems to ensure equity, challenge oppression, and effect positive social change.

We will realize our mission by:

1. Operating at the intersection of theory and practice.
2. Establishing, nurturing and maintaining a community of students, scholars, and experienced public servants.
3. Creating and sustaining partnerships and alliances with public, for-profit, non-profit, philanthropic, and volunteer sectors.
4. Systematically evaluating the School's effectiveness in fulfilling its mission.

History and Organization

University of Arkansas

The University of Arkansas was established in Fayetteville in 1871 under provisions of the Federal Land-Grant Act of the same year. The purpose of this act was to provide a public system of higher education for all qualified persons, regardless of their economic or social status. The University of Arkansas remains committed to this policy. Its basic aim is to provide the finest educational opportunities to all students, irrespective of handicaps, sex, race, color, creed or national origin.

Originally named the Arkansas Industrial University, it enrolled its first students in January of 1872 and graduated the first class of five men and four women in 1876. The institution was renamed the University of Arkansas in 1899. In 1879 the University accepted responsibility for academic management and operation of a privately established not-for-profit medical campus in Little Rock; this merged into the University System in 1911 and is now known as the University of Arkansas for Medical Sciences (UAMS). In 1969, Little Rock University joined the UA System, becoming the University of Arkansas at Little Rock (UALR).

The University has grown considerably during the past century. In addition to the UA flagship campus in Fayetteville and the UALR and UAMS campuses, the system now has eight additional campuses: UA at Pine Bluff, UA at Monticello, Phillips Community College of the UA, UA at Fort Smith, Cossatot Community College of the UA, UA Community College at Batesville, UA Community College at Morrilton and UA Community College at Hope. Each of the 11 campuses has its own Chancellor, and the system is administered by a President and Board of Trustees. Because of its land-grant origin, the Division of Agriculture has special identity within the UA System, and the Arkansas Archeological Survey, the Criminal Justice Institute and the Winthrop Rockefeller Institute are special units. The most recent additions to the UA System are the Arkansas School for Mathematics, Sciences and the Arts (Hot Springs) and the Clinton School of Public Service, both added in 2004.

Board of Trustees

The Board of Trustees is a 10-member body appointed by the Governor, with concurrence of the State Senate, for ten-year terms with one term expiring each year. One member is appointed from each congressional district, the remainder being appointed at-large. The at-large members must be alumni of the University. The Board has constitutional status and exercises those powers and duties prescribed by state statutes.

The Board is the ultimate legal authority within the University. The Board functions primarily as a policy-making body, and all major official acts of the University require Board approval. Official acts include, but are not limited to, the sale or purchase of property, authorization of new building programs, annual operations and maintenance budget, granting of degrees, legislative requests, new degree-granting programs and faculty promotions.

Administration

The chief administrative officer of each campus generally is the Chancellor, who is responsible to the President of the University of Arkansas System, Dr. Donald R. Bobbitt. Under each Chancellor's leadership, campus affairs are conducted in keeping with general UA policies established through the President and the Board of Trustees.

Although the Clinton School's degree program operates under a consortium agreement with the UA Fayetteville, UA Little Rock and UAMS, the Dean is appointed by and reports directly to the UA System President, not to the Chancellors of the sponsoring institutions. The governance of the Clinton School therefore is unique within the UA System, and the administrative and academic policies are as spelled out in this Catalog and Handbook.

Clinton School of Public Service Accreditation

The University of Arkansas Clinton School of Public Service (UACS) was established by the Board of Trustees on January 29, 2004, as a new academic unit within the UA System. It receives its accreditation from the Higher Learning Commission through UA-Fayetteville, UA-Little Rock and UA-Medical Sciences. The concept of a graduate school attached to the William J. Clinton Presidential Center was a part of the plan by President and Secretary Clinton from the outset, and Professor Diane Blair from the University of Arkansas urged that it be a school of "public service" to fit with President Clinton's long-time principles. Then University of Arkansas System President Sugg supported the concept with enthusiasm, and the idea received an initial planning appropriation from the Arkansas General Assembly in 1997. In 2001, an additional grant was received from the Economic Development of Arkansas Fund to continue the planning.

UACS Administration

The chief administrative officer of UACS is Dean James L. "Skip" Rutherford, who is responsible to President Bobbitt and the University Board of Trustees for conducting UACS campus affairs in keeping with state law and general University policy. Dr. Susan A. Hoffpauir serves as Academic Dean.

Center on Community Philanthropy

The creation of the Clinton School provided an opportunity for individuals who are dedicated to lives of public service to view philanthropy as the means by which the resources of communities can be combined in a sense of common cause, of inclusive solutions and of building on a community's assets rather than its deficits.

The Center on Community Philanthropy, under the direction of Dr. Charlotte Williams, focuses on how philanthropy can unleash and expand the enormous individual, private and public assets that dwell in communities. It explores innovative behaviors and traditions of giving, raising to greater leadership and sustainable development. By virtue of its location in a new and highly visible graduate school of public service, it is uniquely positioned to concentrate on philanthropy as citizenship by exploring, researching, documenting and teaching non-traditional, culturally-appropriate philanthropic practices and sharing philanthropic traditions from across the world.

Public Programs

UACS sponsors academic conferences, public policy discussions and special events for the general public. UACS cooperates with the Clinton Presidential Center to bring internationally prominent leaders to Arkansas as participants in these programming initiatives. The School serves as a meeting place for scholars and practitioners in discussing complex and challenging social concerns and engages community participants in the development of innovative solutions. Public programs are live-streamed and recorded. They're available on the UACS website at <http://www.clintonschoolspeakers.com/>.

FACULTY AND STAFF

Faculty

Susan A. Hoffpauir, Ph.D.

Interim Dean
Professor of Social Work and Academic Dean

Al Bavon, Ph.D.

Professor of Public Administration

Nichola Driver, Ph.D.

Assistant Professor of Sociology
Director of the Office of Community Engagement

Chul Park, Ph.D.

Assistant Professor of Public Administration

Robert Richards, J.D., Ph.D.

Assistant Professor of Communication

Charlotte Williams, Dr.PH,

Associate Professor of Public Health
Director of the Center on Community Philanthropy

Affiliated Faculty

Malcolm Glover, PhD

Barb L'Eplattenier, PhD

STAFF

Nikolai DiPippa

Director of Public Programs and Strategic Partnerships

Clinton Everhart, EdD

UAMS Associate Provost of Enrollment Services and University Registrar

Annette Gary

Project Coordinator, Office of the Dean

Charlotte Gass

UAMS Associate University Registrar and Veteran Affairs Coordinator

Pattie Hamilton

UAMS Registrar for Enrollment and Registration

Tiffany Jacob

Director of International Programs and Outreach

Alisha McReynolds

UAMS Director of Student Financial Services

Patrick Newton

Director of Marketing and Communications

Steve Person

Director of Technology

Leandra Sanders

Senior Administration Director and Fiscal Support

Jeanne Stovall

Registrar

Alex Thomas

Director of Enrollment and Alumni Services

Hilary Trudell

Director of Local Programs and Regional Outreach

CSO ACADEMIC CALENDAR
2021 – 2022

	Schedule	Course/Faculty	Credit hours
First Term March 1, 2021 – August 22	First course March 1 – April 25	CSPS 7324 - Foundations of Public Service Instructor – Dr. Hoffpauir	3
	Second course April 26 – June 20	CSPS 7303 - Communication Processes and Social (Ex)Change Instructor – Dr. Richards	3
	Third course June 21 – August 15	CSPS 7335 - Field Research Methods Instructor – Dr. Park	3
Break August 16 – Aug 22			
Second Term August 24, 2021 – February 28, 2022	Fourth course August 23 – October 17	CSPS 7315 – Data Analysis Instructor – Dr. Park	3
	Fifth course October 18 – December 12	CSPS 7323 – Leadership in Public Service Instructor – Dr. Glover	3
Break Dec. 13, 2021 – Jan. 2, 2022			
	Sixth course January 3 – February 27, 2022	CSPS 7333 – Program Planning and Development Instructor – Dr. Bavon	3
Third Term March 1, 2022 – August 15, 2022	Seventh course February 28 – April 24	CSPS 7334 - Program Evaluation Instructor – Dr. Park	3
	Eighth course April 25 – June 19	Elective CSPS 7325 - Legal and Ethical Issues in Public Service – Dr. Richards CSPS 7326 – Grant Writing for Public Service – Dr. L’Eplattenier	3
	Ninth course June 20 – August 14	CSPS 7314 - Advocacy in Public Service – Prof. Trudell	3
Break August 15 – August 21			
Fourth Term August 23, 2022 – February 27, 2023	Tenth course August 22 – October 16	7326 - Philanthropy Leadership and the Non-profit Sector – Instructor – Dr. Williams	3
	Eleventh course October 17 – December 11	7322 – Capstone Proposal - Faculty	3
	Twelfth course Dec 12, 2022 – February 26, 2023	CSPS 7320 - Capstone – Faculty	3
Break December 19 – January 1, 2023			

Program Overview

Online Master of Public Service

The program is designed as a terminal degree for professional practice. The 100% online degree requires 36 credit hours for graduation. Students are required to complete the entire online curriculum within 5 years of first enrolling.

Students are limited to two (2) attempts on all courses.

Core Courses

CSPS 7323 - Foundations of Public Service (3 credit hours)

This course covers the history, contexts and practices of public service. Students will define public service in a global context and reflect on their past and future roles as public servants. The course will explore the various roles public servants play and the various contexts in which they practice public service.

CSPS 7303 Communication and Social (Ex)Change (3 credit hours)

Being an effective public service professional requires having the knowledge and skills to act in situations in positive and productive ways that allow for authentic participation by those who may be affected by policies, processes and actions. This course focuses on the constitutive nature of communication to create and maintain equitable social worlds. Students will explore various theories of democracy, civic participation, and public issue and policy formation, analyze case studies to understand the complexities of creating and maintaining equitable social worlds, and engage in exercises to develop effective facilitation skills.

CSPS 7335 - Field Research in Public Service (3 credit hours)

This course introduces students to the concepts and principles of field research. Topics include the key components of collaborative field research, ethics in field research, developing a research focus and research question, conducting a literature review, gathering data and data management, and analyzing data and reporting.

CSPS 7315 – Data Analysis (3 credit hours)

This course provides an overview of statistical methods and hands-on application of statistical tools to managerial decision-making in public service. Understanding statistical analysis and being able to work with data are important competencies of professionalism in public service. Prerequisite: CSPS 7334 - Field Research in Public Service.

CSPS 7323 Leadership in Public Service

Leadership in public service requires strong interpersonal skills, both to direct an organization effectively and to work successfully with other individuals/organizations in the public, private and non-governmental sectors. This course provides the foundation of theory and practice of administrative leadership. It is designed to increase students' knowledge of leadership concepts and best practices, provide opportunities and experiences that improve leadership skills and techniques, and enhance capabilities in organizational management.

CSPS 7333 - Program Planning and Development (3 credit hours)

This course provides students with the analytical tools to enhance their skills and competencies to effectively diagnose problems and formulate solutions within organizations and communities. Emphasis will be placed on models, theories, methods and processes used to systematically plan public service interventions that contribute to the wellbeing of communities and organizations. Topics covered include identifying and assessing needs and assets, setting goals and objectives, researching best practices, developing a feasible and sustainable plan for change, and assessing how well the plan is likely to effect the change envisioned. Underlying values of social justice and collaborative problem-solving provide a benchmark for discussions on these topics. Prerequisite: CSPS 7334 - Field Research in Public Service.

CSPS 7334 - Seminar in Program Evaluation (3 credit hours) This course builds on the skills students gain in Program Planning and Development and Field Research in Public Service. The primary objective is for students to learn and apply tools that are frequently used to determine whether public policies and programs at local, national and international levels are achieving their intended objectives. In this course, students learn how to use appropriate research methods to evaluate public and not-for-profit programs and entities (e.g., non-profit organizations, foundations, NGO's), how to develop strategies for doing evaluation, and how to manage evaluation projects. Prerequisite: CSPS 7333 - Program Planning and Development

CSPS 7310 – Philanthropy Leadership and the Non-profit Sector (3 credit hours)

Philanthropic intuitions often aim giving toward major societal issues including environmental justice, quality education, race relations, immigration, health care and public health with the goal of helping individuals and communities in need. More foundations are widening their focus from just meeting needs to building sustainable local change. This course will explore community philanthropy as the giving and sharing from within communities that is characteristic of positive change and lasting development. It will examine the principles, standards and practices of community philanthropy and study the leadership role of foundations and nonprofit organizations in creating social change.

CSPS 7310 – Advocacy in Public Service (3 credit hours)

This course examines the role of public discourse in constituting (molding, shaping, and even distorting) publics, public decisions, and ultimately public life. Specifically, it considers persuasion (human communication designed to influence the autonomous judgments and actions of others) and advocacy (the use of propositions, evidence, reasons, and the general rhetorical strategies to promote and advance one's public or civic interests) and their influence on democratic processes and public policy.

CSPS 7322 – Capstone Proposal (3 hours) CPSP 7320 (prerequisite - a grade of at least a C in all core courses)

In this course students plan and develop their Capstone project which they implement in the CSPS 7321 Capstone course. The completed Capstone project demonstrates students can: apply the knowledge, skills, and values from the UACS program to a real world problem or challenge; engage with complex systems; produce a paper or a deliverable that exemplifies, in its product, the knowledge, skills and values of the UACS curriculum.

CSPS 7321 – Capstone (3 hours) (prerequisite - a grade of at least a C in CSPS 7322 – Capstone Proposal)

Note: If a student has an incomplete in a core course before Capstone enrollment, her or his enrollment in CPSP 7320 may be delayed until the course work is complete and the student has received a passing grade.

The Capstone is the culminating field course, designed to provide students an opportunity to demonstrate their expertise. The Capstone employs an independent study format primarily overseen by a UACS faculty advisor. Through the Capstone students: (1) apply the knowledge, skills, and values from the UACS program in a sophisticated way to a real world problem or challenge; (2) understand, engage, and seek to transform complex systems; and (3) produce a deliverable that meets an identified community need and exemplifies, in its product, the knowledge, skills and values of the UACS curriculum. Students have three (3) semesters to complete Capstone once they enroll in the course.

Rules Governing Capstone Work

1. Required Contact Hours

Students are required to complete a minimum of 250 contact hours on a capstone project. Students can begin counting hours after their Capstone Topic had been approved during CSPS 7322 – Capstone Proposal. 250 hours is the minimum requirement and most capstone projects will require more than the minimum for completion. Contact hours include all work on your Capstone such as meeting with the organization/partner, conducting the literature review, writing your proposal, implementing your project and writing your final paper/working on your deliverables.

2. Any incompletes in core courses must be resolved before enrolling in the capstone course.
3. If a student withdraws or receives a failing grade on the Capstone, he/she must reenroll at his/her own expense.
4. If a student has to reenroll in the capstone course, she or he may be required to find a new capstone project .
5. Capstone work must align with the Fair Labor Standards Act.
6. UACS does not generally support students traveling to countries under a Travel Warning Level 3 as determined by the Centers for Disease Control (CDC) or that are under a level 3 or level 4 Travel Advisory level as determined by the U.S. Department of State. This includes countries that are under a level 1 or level 2 Travel Advisory but have states, regions, cities, towns, or areas within the country that are under a level 3 (reconsider travel) or level 4 (do not travel) advisory. Travel to a level 1 or level 2 country with embedded level 3 and level 4 advisories will be approved if the student agrees not to travel to those areas within the country that are under a level 3 or level 4 advisory.
7. The Clinton School does not assume responsibility for any costs associated with not having adequate health or accident insurance.
8. The Clinton School does not assume responsibility for any injuries suffered or sustained by students while students are in transit to/from or working on their Capstone projects.
9. Students are responsible for ensuring that they do not complete any project work where Institutional Review Board (IRB) approval is needed until that approval is received.
10. The project supervisor(s) and the UACS Director of Communications must approve all information released to any media outlets about any field projects.

11. An individual student cannot distribute their Capstone work results unless the field project supervisor, the faculty advisor, and any co-authors approve that distribution.
12. In the case where a Capstone project involves working within an existing research study or program, publication of results, including manuscript authorship, will follow the established protocol of the research program.
13. Any exception to these rules must be approved by the student's capstone advisor and the Academic Dean.

Electives (3 hours)

The student's faculty advisor will work with the student to choose elective courses that are of interest to the student and that will be appropriate for the student's future career.

Currently offered electives

CSPS 7301 – Ethical and Legal Dimensions of Public Service (3 credit hours)

Ethical and legal considerations shape every aspect of effective public service. This course will provide an overview of the primary ethical principles and legal concepts that guide difficult decisions in the public realm. Traditional academic study of ethical and legal theory will be combined with practical approaches to problem solving. Students will explore issues of economic, political, and social justice through case studies of current issues. Students will construct cases that are relevant to their own fields and present them to the class, identifying ethical and legal constraints on decision-making and implementation.

CSPS 7326 – Grant Writing for Public Service

The purpose of the Grant Writing course is to help you learn to find, research, write, and win a grant. In this course you will write at least one complete grant that is ready to be mailed out. The skills this course focuses on are finding, analyzing, and understanding multiple types of grants and researching and gathering information on funders, programs, and clients. In order to produce a well-written grants you must be able to rhetorically analyze and develop each section of a grant, create and construct a persuasive argument, write and revise sections of your grant, write correctly on a sentence level, and proofread and copy edit your grant.

General Information

Enrollment

The CSO students are administratively enrolled in coursework by academic term through the UAMS Office of the University Registrar in GUS.

Tuition and Fees

Tuition for the MPS online program is \$850 per credit hour. Students pay tuition for three courses at a time four times over the course of the program – at the beginning of the first course, at the beginning of the fourth course, at the beginning of the seventh course, and at the beginning of the tenth course.

Student Emergency Loan Policy

[Student emergency loans](#) are available through UAMS to assist students faced with an unexpected financial need. The policy outlines basic procedures that will govern the distribution of emergency loans. Funds are limited and made available to students in emergencies resulting from either extenuating circumstances or to help meet unforeseen educational expenses. Eviction notices, utility

shut off notices, medical emergencies, death in the family and unanticipated education expenses are some examples meriting an emergency loan.

Students must meet the requirements to apply for a UAMS Student Emergency Loan. Students applying must have their College Dean or Associate Dean (or designee) sign the Student Emergency Loan Application and Contract prior to submitting the paperwork to the Student Financial Services (SFS) Financial Aid Office. The SFS Financial Aid Office is responsible for approving/denying emergency loan applications. The approved application will be forwarded to the Student Financial Manager to schedule a debt counseling session prior to notifying the SFS Bursar's Office. The SFS Bursar's Office is responsible for issuing funds and monitoring the repayment of all emergency loans. For more information go to <https://studentfinancialservices.uams.edu/awards-division/emergency-loans/>.

Refunds

CSO program fees include a one-time technology fee of \$500 and a one-time programming fee of \$2500. All program fees are paid at the beginning of the first course in the program.

Students who withdraw 5 days from the first day of class for the first course receive a 100% refund of tuition and fees and if they withdraw 10 days from the first day of class for the first course they receive a 50% refund of tuition and fees. Students who withdraw 5 days from the first day of class for the fourth, seventh and tenth course receive a 100% refund of tuition but no refund of fees and if they withdraw 10 days from the first day of class for the fourth, seventh and tenth course they receive a 50% refund of tuition but no refund of fees.

Petition for a Refund of Tuition and Fees

Students who experience extraordinary extenuating circumstances during a term and who officially withdraw from UAMS after the refund period may submit a petition for a partial refund which, if approved, will be prorated according to the date of the official withdrawal. Students who withdraw after the University's official refund period will not receive a full (100%) refund by petitioning.

Other Costs

Other costs of the program include books and course materials. These generally run between \$100 - \$250 per course.

Scholarships and Fellowships

Based on available funding each year, students are periodically sent information about scholarship and fellowship opportunities. Eligibility requirements and application instructions are included in these announcements.

Holidays

Due to the online nature of the CSO program, no holidays are observed. However, there is a one-week break after the third and ninth course and a winter break each year.

Solicitation

Students and student groups are not allowed to use UACS facilities nor their Clinton School email account for the solicitation of political party membership, for the support or opposition of a political candidate, for the raising of money for projects not connected with a UACS activity or for the conduct of private business.

Use of School Name, Logo or Seal

The name of the University of Arkansas Clinton School of Public Service and University of Arkansas for Medical Sciences are used in many contexts and for a wide range of purposes. It is important to the institution that the use of the name “University of Arkansas Clinton School of Public Service”, “Clinton School of Public Service”, “Clinton School”, “University of Arkansas for Medical Sciences”, and “UAMS” be limited to activities which are, in fact, activities of the school. As a consequence of legal considerations, use of the School Logo and School Seal are restricted to specific official departments and agencies of UACS and UAMS respectively.

Email

Your UACS e-mail account is the mode of communication that will be used to contact you. Also note that you have a UAMS email account that UAMS uses to communicate important information about student accounts, etc. We encourage you to forward your UAMS email to your Clinton School account to ensure you don’t miss important information or notifications. It is your responsibility to manage your UAMS account and to check your UACS e-mail account regularly for official information.

UACS e-mail accounts for graduated students remain active 60 days following graduation. Graduated students will be notified before their UACS email account is disabled, allowing sufficient time for the user to secure an alternate email account. Your UAMS email will become inactive after 90 days if you don’t use it. When used regularly UAMS email accounts remain active for approximately four to six weeks following graduation.

Academic Rules and Policies

[The Family Educational Rights and Privacy Act \(FERPA\)](#)

Information on Clinton School FERPA policies and procedures are available through the link above or by copying and pasting the following URL into a web browser: <https://registrar.uams.edu/ferpa/>

Presumptive Knowledge of Rules and Announcements

1. A student is presumed to know all of the academic rules and all other requirements and rules of UACS.
2. A student is under an obligation to read regularly the notices posted on the UACS website or sent to the student’s UACS email account. Students will be presumed to have knowledge of any matter announced by any of the above methods.

Burden to Comply with Academic Rules

1. The burden is on the student to demonstrate compliance with all requirements.
2. A student is responsible for keeping track of the student’s own academic progress

Graduation Requirements

1. A student admitted to the CSO program must successfully complete courses totaling 36 hours, with an overall grade point average of 3.00 or better, in order to receive the MPS degree.
2. A student must receive a grade of “C” or better in all core courses.

Time Limit for Completion of Degree

1. Students must complete all degree requirements within five years of the date they originally registered as a student. If at the end of five years the student's cumulative GPA is above 3.0 **and** she or he has enrolled in Capstone and only needs to complete Capstone to complete the MPS requirements, she or he may be allotted one additional eight-week semester to finish with the approval of the Capstone advisor and Associate Dean.
2. Students who are readmitted to UACS and begin their MPS studies anew pursuant to the rules covering readmission (see "Readmission" below) must complete their degree requirements within four years of the date of their readmission.

Attendance Policy

Students are expected to actively engage in their education by signing into Blackboard courses, participating in class activities and completing class assignments. Faculty will monitor their students' active participation. It is the responsibility of the faculty to report any student who has not attended or actively participated in learning activities for a period of one week to the Associate Dean for Academic Affairs who will attempt to contact the student to learn the reason for his/her lack of participation. If a satisfactory reason is not presented and the student does not actively engage in learning activities in the class during that time frame, the student will be administratively dropped from the class and administratively withdrawn from UAMS and the Clinton School.

Grading Policy

1. The numerical value of each letter grade per hour credit for purposes of computing grade point average (GPA) is as follows: A=4.00, B=3.00, C=2.00, D=1.00, F=0.00. The lowest passing grade in core and elective courses taken at UACS is a C. The lowest passing grade for courses transferred from other institutions is a B.
2. A mark of "I" (incomplete) in UACS courses must be completed within 90 calendar days from the date grades are posted or the grade becomes an F. For elective courses taken on the consortium University campuses, their rules apply on resolving "I" grades.
3. Student final grades are posted in their UAMS GUS accounts at the end of each course.
4. If a student retakes a course, the original grade remains on the transcript and both the original and the new grades are calculated in the cumulative GPA.

Warning Students of Marginal Performance

1. Faculty must inform a student of marginal or failing performance prior to assigning a final failing grade for a course, if possible, and notify the Academic Dean of Academic Affairs.

Rules for Temporary Withdrawal

1. A student who has completed a semester in good standing can petition the Academic Dean for a leave of absence prior to her or his absence.
2. A student who leaves the school without a leave of absence being granted will not be considered in good standing. Such student must reapply for admission.

Academic Probation

1. If a student's GPA at the end of her or his third course is less than 3.00 (the requirement for graduation), he or she will be placed on academic probation.
2. If subsequent performance during the following three courses raises the cumulative GPA to 3.00 or better, the student is removed from academic probation.

Academic Dismissal from School

1. If a student fails a core course, she or he may be dismissed from UACS on academic grounds.
2. If a student's GPA is below 3.0 at the end of the sixth course he or she may be dismissed from UACS on academic grounds.

Readmission

1. A student on leave of absence and in good standing may petition the Academic Dean in writing to register for classes within 18 months of the absence.
2. A student who has been dismissed for academic deficiency may apply for readmission provided that the student's cumulative GPA was 2.50 or higher when she or he was dismissed.
3. The Admissions Committee will use the following standards for considering readmission:
 - a. the reasons for the student's inadequate performance have been resolved and will not interfere with the success of her/his studies in the future;
 - b. it is reasonable to expect that the petitioner will be effective and ethical in public service after graduation; and,
 - c. the candidate's qualifications for admission.

Transfer Credits

Note that grades for courses taken at institutions outside the University of Arkansas system ARE NOT calculated in cumulative grade point average.

1. Students wishing to transfer credit hours should first contact their faculty adviser.
2. UACS will permit a student to transfer up to three (3) credit hours of core credit and three (3) credit hours of elective credit from other programs, subject to advance approval by the UACS Academic Dean. Courses to be transferred must:
 - a. Have been taken at an accredited higher education institution;
 - b. Have been passed with a grade of 'B' or better;
 - c. Have been taken within the previous 5 years;
 - d. Have course content relevant to the MPS degree.

Rules Governing Courses Taken Outside the University of Arkansas System

Note that grades for courses taken outside the University of Arkansas System ARE NOT calculated in cumulative grade point average. Students may take up to up to three (3) credit hours of core credit and three (3) credit hours of elective credit outside of the University of Arkansas System with strict adherence to the following procedures and requirements:

1. A student cannot be enrolled as a degree-seeking student in another institution outside of the University of Arkansas system while enrolled at UACS. A student must take the elective course only as a non-degree or certificate-seeking student. Students may be required to verify this status by submitting an official document from the institution where the proposed course is to be taken.
2. The course(s) must be at least master's level and taken at an accredited higher education institution.
3. The course(s) must be related to the MPS degree.
4. UACS scholarship funds may not be used to pay for the course(s).
5. Students are responsible for ensuring that all necessary documentation for credits taken outside the University of Arkansas System are properly submitted to UACS.
6. The student must receive a grade of at least a B in the course.

Rules with Respect to Adding or Dropping Courses

1. Students are permitted to drop or withdraw from UACS courses and remain in good academic standing if approved by the student's faculty advisor and the UACS Academic Dean.
2. Financial Aid recipients who withdraw from classes may owe a repayment of financial aid funds and are subject to the cancellation of future financial aid. Student loan borrowers must complete exit loan counseling prior to withdrawing from all classes.
3. If a student withdraws from a course after the add/drop deadline for any reason, a "WP" (withdraw while passing) or a "WF" (withdraw while failing) will appear on the transcript.
4. Students dropping elective courses on one of the consortium University of Arkansas campuses will adhere to the relevant policies of that specific course or campus.

Transcripts

The UAMS Office of the University Registrar Office is responsible for providing official transcripts. Students should click on the following link for transcript request instructions : <http://registrar.uams.edu/transcripts> . Grades and transcripts will be withheld and registration refused to any students who have failed to pay any tuition/or and fees.

Grades

Grades are available to students in their UAMS GUS accounts.

General Waiver

Any waivers from these policies must be approved by the Academic Dean.

Grade Appeal Policy

Any student seeking to appeal a grade shall make his or her appeal to the Dean and Academic Dean. No change in the grade will be made unless the Dean and Academic Dean agree that the grade was arbitrary and capricious (see below for definition).

Deadlines. Students must file their appeal in writing with the Academic Dean no later than two (2) weeks after the grade is posted. If the student is appealing a failing grade in a prerequisite course, she or he may be administratively withdrawn from the course for which it is a prerequisite if the grade being appealed is a failing grade and is upheld upon appeal.

Appeal Procedure. The appeal shall be heard by an ad hoc faculty committee. When possible, this three-member committee will be comprised of a faculty member chosen by the student, a faculty member who has had the student in a class, and a faculty member who has not had the student in class.

The student shall submit to the Academic Dean a written statement setting forth in detail the basis for the appeal. The student's statement will be provided to the faculty member whose grade is the subject of the appeal and to the appeal committee. The faculty member shall have ten (10) business days to submit to the Academic Dean a written statement setting forth the basis for the grade given. The Academic Dean shall promptly distribute this material to the appeal committee and to the student appealing the grade. The committee shall then review the material submitted by the student and the faculty member, and submit their recommendation to the Academic Dean within ten (10) business days.

Grade appeals are conducted solely on the written materials submitted by the student and the faculty member and any additional material the committee may request. The student must prove that the grade was arbitrary and capricious. The committee shall recommend to the Dean and Academic Dean whether or not the grade shall stand. The decision shall be in writing and shall be provided to the student and the faculty member. The decision shall include the committee's rationale for its recommendation.

The Dean and the Academic Dean shall base their decision solely on the written materials submitted by the student and the faculty member, the written recommendation of the faculty review committee and any additional material the Dean or the Academic Dean may request. The grade will stand unless the Dean and the Academic Dean agree the faculty member was arbitrary and capricious. The decision of the Dean and Academic Dean is final. In the event that the student's appeal is successful, the Academic Dean shall administratively change the grade

In the event that the grade being appealed is in a course taught by either the Dean or Academic Dean, he or she shall withdraw and play no role in the process. In either case, a member of the faculty shall be designated to fulfill the functions performed in this process by the Dean or the Academic Dean including receiving the recommendation from the faculty review committee and serving as one of the final decision makers.

In the event that the grade appeal is directed against the Academic Dean, it shall be filed directly with the Dean. If the grade appeal is directed against the Dean, it shall be filed with the Vice President for Academic Affairs in the University of Arkansas System Office.

The Arbitrary and Capricious Standard. According to the Clinton School policy, a student's grade will not be changed unless the student can show that the grade was "arbitrary and capricious." A faculty committee will first review the grade and make a recommendation to the Academic Dean on the matter. The grade cannot be changed unless the Academic Dean and the Dean agree.

Black's Law dictionary defines arbitrary in two senses. The first connotation is that arbitrary depends "on individual discretion; specif., determined by a judge rather than by fixed rules, procedures, or law". The second connotation states arbitrariness is "founded on prejudice or preference rather than reason or fact". This type of decision is often termed *arbitrary and capricious*." (emphasis added.) At this point, Black's cross references the definition of capricious. Capriciousness has two connotations. A capricious person is "characterized by or guided by unpredictable or impulsive behavior." A capricious decree is "contrary to the evidence or established rules of law."

The "arbitrary and capricious" standard does not lend itself to easy definition. It takes on slightly different applications depending on the context in which it is applied. Departures from established procedures or refusals to apply the appropriate standards might rise to the level of arbitrary and capricious. Similarly, discretionary decisions that do not take into account the circumstances of particular cases might also be arbitrary and capricious.

The AAUP has stated that: "(1) the faculty has the responsibility for the assignment of grades; (2) students should be free from prejudicial or capricious grading; and (3) no grade may be assigned or changed without faculty authorization. ... [A]dministrators should not "substitute their judgment for that of the faculty concerning the assignment of a grade."¹

¹ American Association of University Professors, *Statement of Principles on Academic Freedom and Tenure* (1940).

Courts have accorded broad discretion to faculty members' academic decisions. The United States Supreme Court noted that "the decision of an individual professor as to the proper grade for a student in his course ... requires an expert evaluation of cumulative information and is not readily adapted to the procedural tools of judicial or administrative decision making."² Justice Powell concurred saying that a professor's academic evaluation of a student should be given "the widest range of discretion."³ In a similar vein, the Court noted that "[w]hen judges are asked to review the substance of a genuinely academic decision . . . they should show great respect for the faculty's professional judgment. Plainly, they may not override it unless it is such a substantial departure from accepted academic norms as to demonstrate that the person or committee responsible did not actually exercise professional judgment."⁴

The foregoing sources make clear that a faculty member's academic judgments should not be lightly disregarded. They give rise to what should be the applicable standard for grade appeals: *a grade should not be overturned unless there is overwhelming evidence that the grade did not constitute a valid exercise of professional judgment, i.e., that it was arbitrary or capricious*. In other words, a grade should be upheld as long as there is a reasonable academic basis for it.

Academic Offenses

Academic Dishonesty. As a community of scholars, academic integrity is foundational to appropriate conduct within the Clinton School setting. The determination that a student's work was the result of dishonest action can be considered in the faculty member's evaluation of that work and in the determination of the course grade. In addition, disciplinary action may be taken by the UACS Academic Dean or recommended at the conclusion of any appeal.

Acts of academic dishonesty include but are not limited to the following:

- 1) Cheating: This includes the following classes of dishonesty:
 - a) copying from another student's paper;
 - b) using prepared materials, notes, or text other than those specifically permitted by the professor during an examination; collaborating with another student during the examination;
 - c) buying, selling, stealing, soliciting, or transmitting an examination, or any material purported to be the unreleased content of a coming examination, or the use of such material;
 - d) substituting for another person during an examination or allowing such substitution for oneself;
 - e) bribing any person to obtain examination information.

- 2) Plagiarism: Plagiarism includes (but is not limited to) adopting or appropriating for one's own use and/or incorporating in one's own work, without acknowledgement, passages, parts of passages, tables, photographs, models, figures and illustrations from the writings or works of others; thus presenting such as a product of one's own mind. Any student who plagiarizes may be subject to

2 Board of Curators of the University of Missouri v. Horowitz, 435 U.S. 78 (1978).

3 Board of Curators of the University of Missouri v. Horowitz, 435 U.S. 78 (1978) (Powell, J. concurring).

4 Regents of the University of Michigan v. Ewing, 474 U.S. 214 (1985)

any or all of the following sanctions: receiving a zero on the written work; receiving a reduced grade for the course in which the plagiarism occurred; being suspended from registering for one or more semester(s); being required to enroll in a short course on graduate level writing; being required to comply with any other appropriate remedy as proposed by the Academic Dean; and/or being dismissed from UACS.

- 3) Collusion: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.
- 4) Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

Procedures for Addressing Instances of Academic Dishonesty. The procedures outlined here are applicable when a student is enrolled in a course and a faculty member suspects the student of an academic offense, and when the suspicion is supported by substantial fact(s) or evidence. The faculty member is responsible for notifying the student in writing of the specific charge. The faculty member is responsible for retaining a copy of the written notice and for forwarding one copy to the Academic Dean.

Only the faculty member may impose a grade penalty for an academic offense. It is recommended that if a student is found guilty or admits guilt, the faculty member will consider the individual circumstances, nature or severity of the offense, similar class violations, etc., before assessing the grade penalty. Grade penalties for consideration for academic offenses are:

1. a grade of F in the course;
2. a grade of F on the examination, project, etc.;
3. a grade adjustment; or
4. no credit for material presented.

The student has the right to attend classes until any appeal is resolved. In the event an appeal of an academic offense has not been resolved before final grades are due, the student shall receive an "I" and the faculty member will withhold a final grade until the appeal is resolved.

In view of the fact that this policy and procedure involves student academic records, all grievance hearings shall be conducted in private with only those involved present.

Individual students may exercise their right to have academic offense grievances considered and assessed upon their merits under the general regulations, policies and practices of UAMS according to the grievance procedure described below. A "decision" means a determination that the grievance issue or issues were, or were not inappropriate, or in violation of regulations, policies, or practices of the School. Each decision shall include an assessment of the issues and reasons for the position taken.

No student filing a grievance shall thereafter be discriminated against or suffer any academic disadvantage by reason of participation in grievance matters pursuant to this procedure.

The time periods set forth in this grievance policy are intended to provide a reasonably expeditious resolution of grievances, but a failure to process a grievance strictly within the time periods set forth shall not confer any additional rights upon the student submitting the grievance. If the deadline for any of the steps in the grievance process falls on a holiday, weekend or other time when the school is closed, then the due date will be the next working day.

Grievance Procedure Steps. A student grieving a determination of academic dishonesty is entitled to have the issue considered in the following manner. Written records will be maintained at all steps unless noted otherwise in this policy.

1. The student discusses the grievance with the faculty or staff member. No faculty or staff member shall be allowed to delay the resolution of a grievance by failing to hold a consultation with a student within the designated time, unless bona fide reasons such as illness, personal emergency, or campus absences for professional reasons make this time limit unreasonable. If the grievance is satisfactorily resolved, the terms of the resolution shall be reduced to writing, if any of the involved parties desires to have such a written statement, and signed by the student and faculty member.
2. If the grievance is not resolved and the student chooses to pursue the matter further, the grievance must be reduced to writing by the student and sent to the faculty or staff member. Within ten working days after receipt of the written statement, the faculty or staff member shall prepare a written decision on the matter and forward copies of both documents to the Academic Dean and to the student. Within five working days after receiving the student's appeal and the written decision from the faculty or staff member, the Academic Dean shall prepare a written decision on the matter and forward copies to the student and the faculty or staff member. In addition, the Academic Dean will forward to the Dean all documents pertaining to the appeal.
3. The decision of the Academic Dean may be appealed by the student to the Dean within five working days following receipt of the Academic Dean's decision. In the case of such an appeal, the Dean or the student may request that an *ad hoc* grievance committee be convened to consider the appeal and make a recommendation. In either event, the entire written record shall be included with the appeal letter. If neither the Dean nor the student requests an *ad hoc* grievance committee be established, the Dean will decide the appeal within ten working days.
4. If a grievance committee is requested, the Dean will constitute an *ad hoc* grievance committee to investigate the matter and make written recommendations for its solution. The *ad hoc* grievance committee shall select its chair who shall be responsible for reporting the recommendation of the committee to all parties. All records shall be maintained by the Dean for a period of three years.
5. The *ad hoc* grievance committee shall be given access to relevant witnesses and records, shall tape the hearing, and attach to their recommendations the written information that has been assembled. The *ad hoc* grievance committee shall adopt and use fair procedures, understanding that its informal inquiry is designed to develop all pertinent factual

information. The *ad hoc* grievance committee chair shall return its written recommendations to the Dean within ten working days of the date on which the committee membership was established.

6. Within ten working days following receipt of the recommendation of the grievance committee, the Dean shall present a written decision on the matter, including the report of the *ad hoc* grievance committee, to the claimant and respondent. The decision of the Dean will be final and binding, and shall not be subject to further appeal.
7. In the event a grievance is directed against the Academic Dean, it shall be filed directly with the Dean. If the grievance is directed against the Dean, it shall be filed with the Vice President for Academic Affairs in the University of Arkansas System Office.

Faculty members shall adhere to school-approved classroom policies and procedures and shall establish fair and reasonable standards in such matters as participation, submission of assigned work, interaction decorum, regular and make-up examinations and grading. Faculty members shall make their standards known to each class at the earliest opportunity. Grievances against these standards and alleged violations of school-approved classroom policies are not subject to the process defined here, but should be brought to the attention of the faculty member, Academic Dean and, if necessary, the Dean in that administrative order so that a continuing administrative effort may be made to ameliorate problems.

Student Conduct

The Clinton School of Public Service (UACS) has developed certain regulations to make possible an orderly academic environment where all members of the community have the freedom to develop to the fullest extent. Violations of school policies, Arkansas law, U.S. Federal law, country specific laws, and unprofessional behavior cannot be condoned or tolerated in the UACS community. Student behavior is expected to be consistent with the standards in this handbook.

Students are responsible for becoming informed about, and abiding by, all of the laws and policies relevant to each location in which they travel and/or live while attending the Clinton School. Ignorance of the policies and laws at the Clinton School, in the U.S., or in other countries is not a valid excuse for inappropriate behavior and will not protect students from the consequences of their actions.

The school will discipline students found guilty of violating a policy or law. This may include, but is not limited to, grade reduction in a course, loss of scholarship funds, , and/or dismissal from UACS. Clinton School disciplinary action does not protect students from additional disciplinary action taken by the legal authorities of the location in which students are travelling or residing.

Students are responsible for all legal costs incurred by violating any laws and/or policies. The Clinton School is not responsible for providing any legal assistance under such circumstances.

Students are financially responsible for any property damage or property misuse they incur. Any charges assessed to the School because of damage or misuse caused by a student will be charged against his/her Clinton School student account.

Unprofessional Behavior. Students are expected to conduct themselves in a manner that is professional. Unprofessional behavior includes but is not limited to engaging in disruptive or inappropriate behavior while engaged in class activities or while representing the School domestically or abroad. Such behavior is considered a student conduct violation. A student who engages in unprofessional behavior may be subject to the Performance Review Process.

Performance Review Process

The purpose of the performance review is to help students adjust to the academic and professional expectations of the Clinton School. Consistent with the Clinton School's ethos, every effort will be made to resolve problems informally before moving to a formal process. First, the academic advisor should talk to the student to attempt to resolve any concern. Second, if that approach is unsuccessful, either the student or a faculty member may ask a Skype or conference call that includes the student, the Academic Dean, and the faculty advisor. Only after these steps have been exhausted should the performance review be initiated.

Performance review may be initiated by the student or by any faculty member through a request in writing to the student's faculty advisor. The advisor will assemble a Performance Review Committee (PRC), schedule and facilitate the meeting, and record and distribute the results of the meeting to all those in attendance. If for any reason the student prefers not to have the performance review convened and facilitated by her or his advisor, the student shall recruit another faculty member to serve in that role.

The PRC will comprise the student, the advisor, and the faculty teaching the student at the time the review is called. Exceptions to the normal composition of the performance review committee will be determined by the advisor in consultation with the student and the Academic Dean.

Once the process has been initiated, the following procedures will apply:

- The advisor will provide written notification of the PRC meeting to the student, the members of the committee, and the Academic Dean. The PRC meeting shall occur within two weeks after the initiation of the performance review unless good cause exists.
- The notice of the PRC meeting shall include, at a minimum, date and time of the PRC meeting, a short description of the reason(s) that prompted the request for the performance review, and a list of the persons expected to be present. The notice may include any other information that the faculty advisor believes will be pertinent to the matter or helpful to the PRC committee and the student.
- The committee shall review the issue(s) that prompted the review. The committee will assess the situation and make recommendations regarding how the student can resolve the issue(s) that prompted the review. The committee will seek consensus, and if it is unreachable, will decide by majority vote.
- The advisor will make a written record of the committee's assessment and recommendations. The advisor will send this document, to be completed within one week of the meeting, to the student and the Academic Dean. The student, with the support of the faculty advisor, unless otherwise noted by the committee in their report, is responsible for the implementation of the recommendations.
- A student who disagrees with the recommendations of the performance review committee may petition the Dean to reverse or otherwise modify the recommendations. The student's petition must be in writing and received by the Dean within one week of receipt of the

committee's recommendations.

- The Dean will render in writing a final decision in response to the student's petition within one week of its receipt.

Immediate Threat

If it is determined that a student poses an immediate threat to himself/herself or others, UACS faculty/staff have the authority to make immediate decisions to insure the safety of the student and/or others. This includes but is not limited to temporary suspension or immediate termination from a class and/or UACS.

Termination from a class and/or UACS will result in the loss of all tuition and fees paid and the student will be responsible for any additional expenses related to their termination (e.g., the cost of changing plane reservations if the student is overseas).

[ADA/Disability Services](#)

Online student accommodation policies can be found at the link above or by copying and pasting the following URL into a web browser: <https://students.uams.edu/ada-disability-services/>

Nondiscrimination Policies

It is the policy of the UACS to provide an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential through equal opportunity. The School should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation and exploitation. Therefore, it is the policy of the UACS to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the School community.

Therefore, UACS is committed to providing equal opportunity for all faculty, staff and students in education and employment regardless of race, age, gender, religion, national origin, marital or parental status, disability, veteran status, sexual orientation or gender identity. In addition, discrimination in employment on the basis of genetic information is prohibited.

Policy Against Discrimination, Harassment, Retaliation and Sexual Misconduct. The University of Arkansas Clinton School [UACS] is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, sexual orientation, gender identity, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited.

[Clinton School Grievance Procedure for Online Students Alleging Discrimination](#)

Students who wish to initiate a grievance can find the policies and procedures by using the link above or by copying and pasting the following URL into a web browser:

<https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2021/01/AA-2.2.1-Student-Grievance-Procedure.pdf>

[Clinton School Title IX Policies](#)

The Clinton School's Title IX policies for online students can be accessed by using the link above or by copying and pasting the following URL into a web browser: <https://students.uams.edu/title-ix/>

Other Complaint Resolution Processes

The University of Arkansas for Medical Sciences seeks to resolve student complaints in a fair and expeditious manner. All [policies and procedures](#) are available to all students enrolled at UAMS, including those participating in distance or correspondence education.

Notice to Students who are Registered Sex Offenders

The Dean of the school or another individual or individuals designated by the Dean will serve as the point of contact for the receipt of information concerning registered sex offenders who are employed by or attend an institution of higher education. This individual(s) will, in coordination with relevant campus and law enforcement officials, participate in the preparation of a written notification plan taking into consideration the provisions of Arkansas Code Annotated 12-12-901, *et seq.*, and the guidelines established by the Arkansas Sex Offender Assessment Committee, specific needs of the campus and other relevant information as may be determined by law enforcement and/or campus officials. The written notification plan shall include the names of those participating in the plan and the date the plan was completed. A Sex Offender Notification Letter and Sheet will also be prepared for each offender. In the event there is a concern with the notification plan from either law enforcement or campus officials, final authority for the plan rests with law enforcement. (Board of Trustees Policy 525.1).

Military Duty

Students enrolled in UACS who are members of the National Guard or reserve units and are called to active military duty as a result of activation may elect one of the following options:

1. The student can officially withdraw from UACS and receive a full refund of all tuition paid (scholarship funds excluded) and non-consumable fees for the term involved. A copy of the activation orders must be attached to the official withdrawal for the student to receive the full tuition and fee adjustment and refund. Students electing this option will receive a grade of "W" for the courses in which they were enrolled.
2. The student can arrange for a mark of "Incomplete" for each class for which he or she is enrolled, provided the work to date is of passing quality. In order to receive a mark of "Incomplete" in any course, the student must obtain agreement from the instructor of the course. After the mark of "I" is awarded, the provisions to the mark of "I" in the Grading Policy of this handbook are applicable.
3. An instructor who believes a sufficient portion of a course has been completed may assign an appropriate final grade in that course at the time the student leaves.

Substance Abuse

It is the goal of UACS to provide the highest quality education and services available. To achieve this goal it is important that administrators, faculty, staff and students be able to fulfill their respective roles without the impairment produced by intoxication or addiction to alcohol or other drugs; therefore, the following policy is established:

1. It is the underlying philosophy of the campus administration that addiction to alcohol and/or other drugs represents a disease state. Any employee or student with an addiction is encouraged to seek help through their own physician or through a Student/Employee Health Service on one of the parent University campuses.
2. Individuals who seek addiction treatment will not be punished for seeking such help.
3. Appropriate disciplinary procedures linked to *performance criteria* are not precluded by this policy.
4. The use or possession of any illicit drug by any student or employee while on University premises or on a University affiliated assignment is not permitted.
5. The illegal exchange, sale or use of controlled substances by UACS students or employees will not be tolerated.
6. Neither students nor employees may report for their assignments and/or classes impaired by the use of alcohol or following the use of illicit drugs.
7. Violators of this policy will be disciplined up to and including dismissal.

The Clinton School's Student Learning Goals and Outcomes

Student Learning Goal #1: Students will be proficient in the body of knowledge related to public service

Learning Outcome 1.1

Students will be familiar with and make connections among the major concepts, theoretical perspectives, empirical findings, and historical trends relevant to public service.

Learning Outcome 1.2

Students will understand the complexities of public service work in local, regional, national, and international contexts.

Student Learning Goal #2: Students will facilitate participatory social change that advances social and economic justice.

Learning Outcome 2.1

Students will identify, develop, and/or mobilize resources (e.g., human, social, economic, political, physical, civic, etc.) to facilitate social change.

Learning Outcome 2.2

Students will understand social change models and how to apply them appropriately.

Student Learning Goal #3: Student will be proficient in field research

Learning Outcome 3.1

Students will conceptualize issues to be studied and formulate appropriate research questions.

Learning Outcome 3.2

Student will apply extant field research to public service work.

Learning Outcome 3.3

Students will use appropriate information gathering techniques and methods in field research.

Learning Outcome 3.4

Students will conduct appropriate data analysis.

Learning Outcome 3.5

Students will critically analyze methods, results, and implications.

Student Learning Goal #4: Students will be proficient in field project work.

Learning Outcome 4.1

Students will design projects using appropriate methods.

Learning Outcome 4.2

Students will implement an action plan appropriate to the context.

Learning Outcome 4.3

Students will evaluate the implementation, outcome, and impact of a project.

Student Learning Goal #5: Students will be professional and ethical public servants.

Learning Outcome 5.1

Students will be aware of their own personal values and how they affect their public service work.

Learning Outcome 5.2

Students will use critical thinking skills to address ethical and professional dilemmas.

Learning Outcome 5.3

Students will understand public service values, principles and behaviors.

Learning Outcome 5.4

Students will be able to work with diverse populations.