

CONCURRENT FACULTY HANDBOOK

FACULTY RESPONSIBILITIES

Faculty are expected to teach classes, assign grades, attend faculty and college meetings, and other functions. They are asked to serve on committees and stay involved with students, faculty and college life. Classes should be taught using the complete assigned instruction time, and all office hours are to be posted with reserved time for student meetings.

INSTRUCTIONAL EXPECTATIONS

Instructors are expected to do the following:

1. Teach student
2. Meet classes regularly and punctually
3. Keep up to date in the teaching field
4. Maintain attendance and scholastic records
5. Be familiar with community college teaching and philosophy
6. Attend division, faculty, and college meetings
7. Post and maintain regular office hours
8. Cooperate in curriculum development, course outlines, textbook selection, library materials, instructional materials, equipment and supplies
9. Assist with mentoring students
10. Participate in graduation
11. Assist with registration
12. Interact with students by sponsoring clubs, activities, or other student interaction.

PCCUA Policy 363.01

CORE COMPETENCIES

The core competencies are the basic skills that transcend programs and degrees. These are the underlying skills that we believe all PCCUA students should possess upon completion of a degree. The skills that all instructors in all programs will incorporate into instruction are listed.

1. *Social and Civic Responsibility* – Demonstrate adherence to legal/ethical standards established by society.
2. *Technology Utilization* – Use tools of the trade to achieve a specific outcome.
3. *Analytical & Critical Thinking* – Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
4. *Communication* – Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information.
5. *Cultural awareness* – Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

ASSESSMENT

Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches

those expectations and using the resulting information to understand and improve student learning throughout the college.

Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes.

Phillips Community College of the University of Arkansas believes that its assessment of student academic achievement is closely linked to and directly supports the mission and objectives of the institution.

The mission of PCCUA emphasizes a commitment to individual, organizational, and community development. The college provides accessible, affordable education, training, and public services that are consistent with the goal and objectives of its students and the communities it serves.

Three key purposes of assessment:

To Inform - Assessment activities show a clearer picture of what is really happening in a program and informs others of contributions the program makes.

To Improve - This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.

To Prove - This evaluation is summative. Assessment activities provide evidence to sum up what a program is accomplishing and provides persuasive indicators to students, faculty, staff and the larger community.

SYLLABUS

All faculty are required to provide a syllabus to student on the first day of class. Every instructor is required to have a copy of his/her syllabus for the semester which should be placed on file in the division deans office and will be forwarded to the VC for Instruction. All syllabi will be placed in a shared folder on the Intranet.

Full Time Instructors E-mail syllabi to the division dean

Adjunct Instructors E-mail Syllabi to

DeWitt –Carolyn Turner

Helena-Division Dean

Stuttgart-Tiffany Rogers

Concurrent Instructors E-Mail syllabi to

DeWitt –Diana Graves

Helena-Julie Goings

Stuttgart-Michelle Blassengame

It would be helpful if you saved the syllabus using the college labeling system.

First Letter identifies campus (D, H, S)

Second letter and numbers are the course ID (EH123, SY213, HY123, etc.)

Third letter and number identify the section (S1, S2, S3. S4, etc.)

Save as DEH113S1, or HEH113S1, or SEH113S1) Campus=DeWitt, Helena, or Stuttgart, course=EH113, Section =1

This is not essential-just helpful

STUDENT LEARNING OUTCOMES

- Proficiency with _____
- Ability to _____
- Ability to Use
- Ability to Interact
- Ability to Communicate

EXPECTED STUDENT LEARNING OUTCOMES

What you expect students to learn

What you expect students to be able to do

How do you determine knowledge and skill competency?

Context Area Student Outcomes

What you expect students to learn

What you expect students to be able to do

How do you determine knowledge and skill competency?

GRADE BOOK

Instructors need to keep a grade book for assigning all grades given to the student. Grade reports are to be electronically submitted to the Registrar's Office at mid-semester and at the end of the semester. It is important for students to have performance feedback as early as possible. Grade books are kept on file for three years. You can obtain an official grade book in the Follett Bookstore. No specific grade range is attached to the assigning of a grade. That is determined by the instructor and varies from course to course and program to program.

Grade Appeal [404.06](#)

Grade Assignment and Change Procedures [404.02](#)

Grade Reports [404.03](#)

GRADING SCALE

PCCUA recognizes the following grading scale:

A=Excellent

B=Good

C=Average

D=Passing (except in reading course work)

F=Failing

AU=Audit

I=Incomplete (requires and I contract, see forms page)

Grading Policy [404](#)

OFFICE HOURS AND WORK DAY

In addition to the fifteen (15) minimum hours of teaching, all full time faculty must keep ten (10) hours per

week for student office hours. Most faculty spend the rest of their office time preparing for classes. Faculty work 37.5 hours a week. They can take an hour a day for lunch making the work time 32.5 hours a week. Faculty teaching a night or extended day class can leave at 3:00 PM. For most faculty (this varies for the B&I faculty) the work day is between 8:00-3:30 with an evening class. For two evening classes and instructor will work between 8:00-2:30. Usually lunch is scheduled at a time between 11:00-2:00 but the exact time will vary depending on the instructional schedule. All courses are scheduled at times that are best for the students.

There are other teaching arrangements allowing scheduling flexibility for faculty who teach week-end classes as part of their teaching load (not overload). These arrangements must be approved by the dean, vice chancellor for instruction, and the campus vice chancellor in Stuttgart and DeWitt.

Course Load Policy [408](#)

Faculty Work Schedule [364](#)

PCCUA STUDENT DISCIPLINE

DISCIPLINE POLICY SCOPE

PCCUA has a standard of conduct that will be enforced at all times. Unacceptable behaviors are identified in the **PCCUA Student Handbook and posted on the PCCUA Student Menu on-line.** In order to sustain an environment that promotes responsibility, cooperation, respect, and learning, any PCCUA employee is expected to correct inappropriate conduct anywhere on College property at any time.

DISCIPLINE

Respect for other students' right to learn and an instructor's right to teach, is imperative. Further, if a student's behavior is disruptive, an instructor has the right and obligation to make the student correct the behavior. An instructor can direct a student to leave the classroom. A student removed from the classroom, may not return without meeting with the Vice Chancellor for Student Services or the campus Vice Chancellor in Stuttgart or DeWitt. This meeting must be within thirty-six (36) hours after the incident. In certain cases when a student has not been dismissed from the classroom, but the behavior is seriously offensive, the instructor may have to request that the Vice Chancellor for Student Services or Campus Vice Chancellor in Stuttgart or DeWitt intervene. Any discipline problem which cannot be resolved, may result in the student being suspended (temporary dismissal) or even expelled (permanent dismissal) from the class or the College depending on the nature of the offense.

CLASSROOM OFFENSES

These offenses are less serious (does not match form) in nature but do disrupt instruction. Usually, **Informal Resolution** eliminates the problem. Persistence of (classroom offenses) less serious behavior can result in a **Formal Resolution**.

Talking during the lecture or activity

Using cell phones

Use of loud or profane language

Disrespectful language toward the instructor or guest
Disrespectful language toward another student
Constant arguing or disagreeing with the instructor, student, or guest
Loud, inappropriate laughing or screaming
Any intentional behavior that disrupts the ongoing instruction in the classroom

Dishonesty and Cheating

Procedure for Discipline of Cheating and Plagiarism in the Classroom

The responsibility for and authority in initiating discipline arising from violations of rules against dishonesty during the process of the course are vested in the instructor of that course.

Plagiarism

Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or materials he/she takes from another, whether fellow student or a resource writer, is guilty of plagiarism. This includes downloading or buying papers from the Internet and cutting and pasting from the Internet without proper acknowledgement.

Cheating

- a) Copying from another student's paper
- b) Using any unauthorized assistance in taking quizzes, tests, or examinations
- c) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed "crib notes" or any other device or technology that would aid in cheating
- d) Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments
- e) The acquisition, without permission, of tests or other academic material belonging to a member of Phillips Community College of the University of Arkansas
- f) Aiding and abetting another person in committing any form of academic dishonesty.

VERY SERIOUS OFFENSES (can be in a classroom or any place on campus)

These are actions which demand immediate attention and result in a **Formal Resolution**. This process begins with **Stage 4 (no warning for a violation)**.

Very Serious Offenses

Stealing

Consumed alcohol including being drunk and/or disorderly conduct

Using, distributing, or selling drugs or alcohol

Possession of a weapon, including but not limited to, a hand gun

Loud, abusive, or obscene language or gestures

Destructive behaviors toward property or individuals

Indecent exposure, illicit sexual relations, perversions

Misuse of college documents or records

Abusive behavior toward an instructor, student, or PCCUA employee including physical

abuse, verbal abuse, threats or assault
Unauthorized people on campus
Inappropriate touching of self and others
Stalking (persistently contacting another person without consent)
Terrorist threatening

Any action which endangers self or others

Technology and Computer Violations (See [Computer, Internet, E-mail and Other Electronic Communication Acceptable Use Policy](#))

Fire and Safety Endangerment
Dishonesty and Cheating (See [Cheating Policy](#))

CAMPUS DISCIPLINE

If the student's behavior is outside the boundary of the classroom, it is the responsibility of PCCUA employees to correct inappropriate behavior.

PROCESS FOR HANDLING DISCIPLINE OFFENSES

Instructors have several choices for dealing with disruptive students. Disruptive behavior interferes with others' right to learn and the instructor's right to teach. The following steps should be followed when dealing with disruptive students in an informal way. It is always best to talk to a student before taking formal action.

All instructors should share expected behaviors on the first day of class and identify unacceptable behaviors to the students.

There are four stages of student discipline at PCCUA.

Stage 1: First warning for an offense

A student at this stage has become disruptive or behaved inappropriately. The student is warned that the behavior is unacceptable. The faculty member completes a [Student Discipline Form](#) which must be signed by both the faculty member and the student and is sent to the Vice Chancellor for Student Services (and Campus Vice Chancellor in DeWitt and Stuttgart). Notification will be made to the division dean.

Sometimes within one class session, a student's persistent and interruptive behavior may result in the faculty member's asking a student to leave. The faculty member completes a [Student Discipline Form](#) which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services (and Campus Vice Chancellor in DeWitt and Stuttgart). Notification will be made to the division dean.

Stage 2: Second warning for a less serious offense

A student at this stage has not changed the disruptive or inappropriate behavior. The student receives a second warning. The faculty member completes a [Student Discipline Form](#) which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services. Notification will be made to the division dean.

The second warning should also include a talk with the student explaining why the behavior is unacceptable.

Stage 3: Third warning for a less serious offense

A student at this stage has failed to correct the behavior. This third and final warning results in the faculty member's asking the student to leave the class. The faculty member completes the **Student Discipline Form**, which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services. At this stage a student may not return to class until the Vice Chancellor for Student Services or the Campus Vice Chancellor (Stuttgart or DeWitt) has discussed the problem with the student and the faculty member. If there is faculty agreement about student's readmission to class, the student may be readmitted to class. If there is faculty disagreement about readmission of the student to class, the student may be dropped from the roll. The student has the right to request a formal hearing (Due Process).

Stage 4: No Warning for a Violation of a Very Serious Offense

A student at this stage has committed a very serious offense. A faculty member or employee in this situation informs the student that he/she needs to report to the Office of the Vice Chancellor for Student Services Office or the Campus Vice Chancellor for Stuttgart and DeWitt. Campus security may be called.

SANCTIONS

Certain Offenses must be resolved in a formal manner. Whenever an offense occurs, that behavior must be documented by all parties involved. Whenever the Vice Chancellor for Student Services or the Campus Vice Chancellor in Stuttgart or DeWitt is called to settle a dispute related to inappropriate classroom conduct, the student is considered on probation. The seriousness of an offense may result in suspension or expulsion. **See Student Handbook at http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf**

Disciplinary Probation

The student's participation in college life is placed on a provisional basis for a specified period of time. The violation of the terms of disciplinary probation or further violation of college regulations may lead to more serious disciplinary action, such as suspension from a course or from the College or expulsion. Restrictions of privileges may also be conditions of probation. Students who have had any disciplinary counsel with the Vice Chancellor for Student Services or a Campus Vice Chancellor are on probation.

Suspension

When a student's behavior is unacceptable and violations of a serious nature have been observed to the extent that they reflect most unfavorably upon character, judgment and maturity and/or are harmful to the well being of the student body and the college, the student may be suspended from the college. Suspension is not a permanent condition and usually does not place an extraordinary burden on a faculty member from whose class the student has been suspended. Any work missed during suspension may result in an F. A student may be suspended from a class or the campus for a semester.

Expulsion

Expulsion is reserved for students committing serious violations which involve physical or verbal abuse, assault, mistreatment of any person; or cause threat or damage to individuals, the student body, the College,

College property, or self. In these cases, the student will be separated from the College on a permanent basis. In addition to this action, the student must make reparation for damages, if any.

Clemency Clause

A student who is expelled may be allowed to return after waiting a minimum of five years. A student seeking readmission is required to file a Disciplinary Appeal. Readmission may or may not be granted by the Student Relations Committee.

Violations Which May Result in Immediate Suspension or Expulsion

Possession of an illegal substance
Violence or threat of violence toward others
Violence or threat of violence toward the College
Violence or threat of violence toward one's self
Possession of weapons
Other Criminal Behavior

STUDENT DUE PROCESS STEPS FOR DISCIPLINARY ACTION

When a student is involved in an incident which may necessitate disciplinary action, the student has an opportunity to appeal the charges through an appeal process.

There are four steps to an appeal process.

Step 1

Student notifies the Vice Chancellor for Student Services that he/she would like to appeal a discipline decision. In DeWitt and Stuttgart the campus Vice Chancellor's will be notified and she/he will notify the Vice Chancellor for Student Services.

Step 2

Within three (3) days the student is notified in writing of the exact time and date of the appeal meeting and the witnesses who will be present. The student may bring an advisor or a witness

Step 3

The appeal is heard by the Student Relations Committee. The student may question or confront the witness(es). The College employee making the charge may also question the student.

Step 4

The Student Relations Committee makes a decision. The student is immediately notified in writing of that decision. A record of the proceedings will be filed in the Vice Chancellor for Student Services' Office. A permanent copy of the appeal will be placed in the student's file.

TYPES OF INSTRUCTION

There are two basic divisions of instruction: **academic** and **vocational technical**.

Academic instruction includes the basic general education courses: math, English, social science, science and math, and business. These course are usually three (3) credit hours. However, most science courses or courses with a lab are four (4) credit hours. The college does have some one (1), two (2), and five (5) credit hour classes. A college credit has a 1:15 ratio. One (1) hour of credit for fifteen (15) instructional hours. Students enrolled in academic programs acquire an Associate of Arts (AA), and Associate of Liberal Studies (ALS), or an Associate of Science.

Vocational and technical instruction is geared toward students preparing for the workforce and include nursing, phlebotomy, business and information systems, applied technology, and more. The **PCCUA Catalog** has a list of these courses. They range from one (1) credit or more. Generally, most of the courses in the AAS are three (3) to four (4) credits. Students enrolled in these programs acquire an Associate of Applied Science (AAS), a Technical Certificate (TC), or a Certificate of Proficiency (CP).

Students are enrolled as a full time student, as a part time student, or as a concurrently enrolled student (one taking a course at the college campus for credit at both the high school and the college).

STUDENT ROSTERS

Student rosters are available to instructors through Web Advisor. This system is easy to use and allows you to enter using a password.

FOUR KINDS OF DELIVERY

There are four (4) kinds of delivery of instruction at PCCUA.

1. Direct instruction
2. Independent Study /Independent Studies [363.04](#)
3. Compressed Video
4. On-line instruction

2015-2016 Academic Calendar

Fall Semester 2015

August 10 (M)	Reporting day for Faculty-Awards Breakfast (offices closed)
August 11 (T)	Registration (8:00 am - 7:00 pm)
August 12 (W)	Orientation for all new and returning students (Helena-W.Helena) Nursing Orientation in Helena (All students admitted to the ADN Program.) Nursing Orientation in DeWitt (All students admitted to the PN Program.)
August 13 (TH)	Orientation for all new and returning students (DeWitt, Helena-W.Helena, Stuttgart)
*August 17 (M)	Day & evening classes begin
August 24 (M)	Last day for 100% refund
September 7 (M)	Labor Day holiday (no classes, offices closed)
September 2 (W)	Last date to complete application file for current semester
October 15 (TH)	Mid-term advisory grades due (4:00 pm)
October 16 (F)	Faculty/Staff In-Service (no day classes but evening and week-end meet) Offices Closed
October 29 (TH)	Last day to drop and receive a "W"
November 2 (M)	Spring registration begins
November 25 (W)	Faculty and students do not report (no classes, offices open)
November 26-27 (TH & F)	Thanksgiving holiday (no classes, offices closed)
November 30 (M)	Offices open, classes resume (8:00 am)
December 1 (T)	Last day to receive an "EW"
December 4 (F)	Study Day (faculty will be available in their offices from 8:30 am to noon)
December 7, 8,9, 10, (M-TH)	Day, evening, and night exams begin Monday, Dec.7.
December 15 (T)	Final grades due (12:00 noon)
December 16 (W)	December Graduation (no commencement)
December 18 (F)	Offices closed from 4:30 pm until 8:00 am on 1/4/16 (M)

Spring Semester 2016

January 4 (M)	Offices open
January 11 (M)	Reporting day for Faculty (8:00 am); Faculty/Staff In-Service
January 12 (T)	Registration (8:00 am - 7:00 pm)
*January 13 (W)	Day & evening classes begin
January 18 (M)	Martin Luther King holiday (no classes, offices closed)
January 21 (TH)	Last day for 100% refund
February 2 (T)	Last day to complete application file for current semester
February 19 (F)	Faculty/Staff In-Service (no day classes but extended day and evening classes meet)
March 17 (TH)	Mid-term advisory grades due (4:00 pm)
March 18 (F)	Spring Break begins at 4:30 pm (no classes, offices open)
March 21-25 (M-F)	Spring Break
March 25 (F)	Spring Break Friday (no classes, offices closed)
March 28 (M)	Classes resume (8:00 am)
March 29 (T)	Last day to drop and receive a "W"
April 4 (M)	Summer & Fall registration begins
May 3 (T)	Last day to receive an "EW"
May 6 (F)	Study Day (faculty will be available in their offices from 8:30 am to noon)
May 9, 10,11,12 (M-TH)	Day and evening exams begin Monday, May 9
May 16 (M)	Final grades due (12:00 noon)
May 19 (TH)	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 20 (F)	Graduation Phillips Cty at PCCUA Fine Arts Ctr. Lily Peter Auditorium (7:00 pm)
May 30 (M)	Memorial Day holiday (offices closed)

SUMMER TERMS 2016

Summer I 2016

June 6 (M).....Summer I begins
June 7 (T).....Last day for 100% refund
June 23 (TH)....Last day to drop and receive a “W”
June 30 (TH).....Last day to receive an “EW”
July 4 (M)..... July 4 Holiday
July 7 (TH).....Summer I ends (Final grades due 4:30 p.m.)

Summer II 2016

July 11 (M).....Summer II begins
July 12 (T).....Last day for 100% refund
July 28 (TH).....Last day to drop and receive a “W”
Aug 5 (TH).....Last day to receive an “EW”
August 11 (TH)....Summer II ends (Final grades due by 4:30 p.m.)

Summer I Extended 2016

June 6 (M)..... Summer I Extended begins
June 7(T)..... Last day for 100% refund
July 4 (M)..... 4th July Holiday
July 6 (W) Last day to drop and receive a “W”
July 14 (TH)..... Last day to receive an “EW”
July 21(TH) Summer I Extended ends (Final grades due by 4

PCCUA POLICIES AFFECTING FACULTY

PCCUA POLICY MANUAL

<http://www.pccua.edu/policymanual/>

All policies are published in the PCCUA Policy Manual posted on-line.

FACULTY RESPONSIBILITIES		GRADING POLICIES	
Instructor Duties & Responsibilities	AP 363.01	PCCUA Grading Policy	BP 404
Faculty Meetings	AP 363.05	Student Withdrawals from Classes	AP 404.01
Faculty Work Schedule	BP 364	Grade Assignment and Change	AP 404.02
Teaching Load	AP 364.01	College Credit and Student Course Load	BP 408
Summer Course Load	AP 364.02	Grade Reports	AP 404.03
Participation in Graduation	AP 366.01	Auditing Courses	AP 404.04
Intellectual Property Rights	AP 365.02	CHEATING	AP 404.05 & AP 405.01
		Appeals Process	AP 404.06

COURSE-RELATED POLICIES		OTHER PCCUA POLICIES	
Absence of a Faculty Member	AP 363.03		
Academic Freedom and Responsibility	BP 400	Equal Opportunity/Affirmative Action	BP 200 & AP 200.01
Adding and Removing Courses	AP 420.01	Faculty Evaluation	AP 370.05
Adding and Removing Programs	AP 420.01	Growth (Professional) of Faculty	AP 367.01
Attendance Policy/Attendance Procedures	AP 406.01	Safety (Emergency Situations)	BP 250
Auditing Courses	AP 404.04	Sexual Harassment	BP 302 & AP 302.01
Cheating/Academic	AP	Termination of Employment	BP 375

Dishonesty	404.05		
Course Syllabi	AP 363.02	Suspension and Dismissal for Cause	BP 377
No Shows	AP 404.01	Due Process and Grievance Resolution	BP 380
Dropping a Student	AP 404.01	Due Process and Grievance Resolution Form	AP 380.01
Grade Dispute	AP 404.06		



Course Name:
Course Number:
Academic Year:

Meeting Time & Place:
Prerequisites:
Required Laboratories:
Credit Hours:
Clock Hours:

INSTRUCTOR INFORMATION:

Instructor:

Office Location:

Office Phone #: (870)

Email Address: @pccua.edu

Office Hours:

COURSE DESCRIPTION

Please refer to Website <http://acts.adhe.edu/> (username-**adhe** and password-**highered**).

This is a guide but not an actual articulation. There are differences in courses which are usually transferred without any problem. Examples: Worlds Literature and Western Literature; Western Civilization and World Civilization.

EXPECTED LEARNING OUTCOMES

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

PCCUA CORE COMPETENCIES

The five PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

- 1) Social and Civic Responsibilities**
- 2) Technology Utilization**
- 3) Analytical & Critical Thinking**
- 4) Communication**
- 5) Cultural Awareness**

TEXT AND READING MATERIALS:

Publisher:

GRADING POLICY

Quizzes

Papers,

Assignments

Tests

Mid Term Exam

Final Exam

Grading Scale

ATTENDANCE POLICY

PARTICIPATION

COURSE EVALUATION & ASSESSMENT

MISSED OR LATE ASSIGNMENTS AND EXAMS

STUDENT RESPONSIBILITIES

ACADEMIC HONESTY POLICY

(Include a statement about plagiarism)

LABORATORY PROCEDURES: (if applicable)

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

<http://acts.adhe.edu/secure/institutiontransferinfo.aspx>

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Grading Standards for All English Classes

Edited American English is that form of English which is used in newspapers and magazines, in textbooks and fiction books, and in memos and letters. It is also the form of English used by educated people throughout the English-speaking world, and since you are in the process of becoming educated, it is the form of English expected in your English papers. Edited American

English includes many conventions, such as subject-verb agreement, proper punctuation and capitalization. Some problems are more stigmatized than others, so the English instructors at PCC/UA have agreed to use the criteria listed below when grading papers in the various English classes. No paper which contains a combination of errors which total more than forty (40) points will be considered a passable paper, regardless of the content.

Type I: Gross Errors (-10 Each)

- A. fragment (ex. Because I had a flat tire.)
- B. lack of subject-verb agreement (ed. The man were having a breakdown.)
- C. fused/run-on sentence (ex. I had no choice I had to take the test.)
- D. incorrect tense or verb form (ex. The boy gone to the store for his dad.)

Type II: Major Errors (-5 Each)

- A. comma between subject and verb (ex. The mother, gave her son the apple.)
- B. comma splice (ex. We went to the store, we got some bread.)
- C. failure to show possession or showing possession incorrectly (ex. My husband pants are dirty.)
- D. no indentation at the beginning of the paragraph or incorrect paragraph form
- E. Lack of comma following introductory dependent clause (ex. When I eat ice cream I get fat.)

Type III: Minor Errors (-2 Each)

- A. misspelled words or incorrect capitalization
- B. misused homonyms or words used incorrectly
- C. commas added unnecessarily or commas lacking
- D. punctuation missing or incorrect
- E. incorrect pronoun agreement or misleading pronoun reference
- F. unnecessary shift of tense or person
- G. words left out
- H. dangling or misplaced modifiers

PCCUA ENGLISH DEPARTMENT WRITING RUBRIC

MEASURE	5	4	3	2	1	Student Score
Mechanics	No spelling	Very few	Adequate	Several	Numerous	

Use of accurate spelling and punctuation	or punctuation errors 20 Pts.	punctuation and spelling errors 16 Pts.	spelling and punctuation, some errors 14 Pts.	spelling and punctuation errors but still understandable 12 Pts.	spelling and punctuation errors 11 Pts. or Less	
Usage Use of appropriate grammar and standard English	Appropriate use of grammar and standard English 20 Pts.	Minimal grammar errors and demonstrated use of standard English 16 Pts.	Adequate grammar and use of standard English, some errors 14 Pts.	Several grammar errors and a weak grasp of standard English 12 Pts.	Gross grammatical and language errors 11 Pts. or Less	
Organization Organization and topical development	Strong and logical organizational and topical development 20 Pts.	Logical and developed organization and topic development 16 Pts.	Adequate organization and topical development 14 Pts.	Very weak organization and topical development 12 Pts.	Organization confusing and lacks topical development 11 Pts. or Less	
Content Development of ideas, clear introduction, body, and conclusion	Ideas are clear, detailed and supported. Writing developed and have an IBC structure 20 Pts.	Ideas are somewhat clear, detailed and supported, and an IBC structure is in place 16 Pts.	Adequate development, not clear but does have an IBC structure and is understandable 14 Pts.	Inadequate. Is not clear and supported with much detail and lacks all the structural elements 12 Pts.	No development of ideas, detail or support. Lacks structure (IBC) 11 Pts. or less	
Style Appropriate use of words, language, sentence, and paragraph,	Exceptional; word choice, and strong sentence, paragraph, and essay development 20 Pts.	Appropriate use of words, sentence, paragraph, and essay development 16 Pts.	Adequate use of words. Sentence and paragraph development but weak essay development. 14 Pts.	Inadequate use of words. Weak sentence, paragraph and essay development 12 Pts.	Poor choice of words. Undeveloped sentences, paragraph, and paper, structure 11 Pts. or less	

and essay development	20 Pts.	16 Pts.			11 Pts. or Less	
Total Points	100 Pts. Students with a 90 + receive an A grade. This would be a score of 4.5	80 Pts each point between 80-100 represent .2 of a point	70 each point between 70-79 represents .1 point	60 each point between 60-69 represents .1 point	55-59 or less may have one measure with a higher score but if a student is this weak he/she must have an overall score of 60 to have an acceptable writing sample	

Several other writing standards are recognized and taught in EH 123. However, for the purpose of measuring this sample of writing a simple overall standard has been incorporated. The numbers 5-1 represent increments of 20 points. However each increment between 4 and 5 can be marked by .2 of a point so that a student's score can be translated to a percentage (4.1=82, 4.2=84, 4.3=86, 4.4=88, 4.5=90, 4.6=92, 4.7=94, 4.8=96, 4.9=98; Between 2-4 each increment can be marked by .1 of a point 3.1=71, 3.2=72, 3.3=73, 3.4=74, 3.5=75, 3.6=76, 3.7=77, 3.8=78, 3.9=79; 2.1=61, 2.2=62, 2.3=63, 2.4=64, 2.5=65, 2.6=66, 2.7=67, 2.8=68, 2.9=69 The lower weighted scale used between a score of 2 and 4 is because numerous small errors affect readability and development of the writing sample.

Faculty Instructional and Office Schedule

Sem./Year

Home Ph.

Name

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					