PCCUA PRIORITY
Student Success Through Recruitment, Retention, and Completion

PCCUA FACULTY HANDBOOK

2021-22

'I never teach my pupils; I only attempt to provide the
conditions in which they can learn.' –Albert Einstein.

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Table of Contents Page(s)

Phillips Community College is a member of the American Association of Community Colleges, the Arkansas Community Colleges, the National Association of College and University Business Officers, and the American Association of Collegiate Registrars and Admissions Officers. PCCUA is also approved by the Arkansas State Approving Agency for Veterans Training.

Equal Educational Opportunity Policy

Phillips Community College of the University of Arkansas (PCCUA) is an equal opportunity, affirmative action institution. PCCUA provides equal educational and employment opportunity without regard to age, race, gender, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information, or sexual orientation. We prohibit retaliation against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful practice.

College Mission Statement

PCCUA is a multi-campus, two-year college serving the communities in Eastern Arkansas. The college is committed to helping every student succeed. We provide high quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the life of our students and our communities.

PCCUA Values

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

CORE Competencies or STACC Skills

Our CORE Competencies are skills we strive to help students develop while attending PCCUA. Our goal is that students graduating with a degree possess these skills in order to understand the social complexities of society and engage in the world at a community, national, and global level.

Social and Civic Responsibility- demonstrates adherence to legal/ethical standards established by society.

Technology Utilization- use of tools of the trade to achieve a specific outcome

Analytical and Critical Thinking- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication- the interactive process through which there is an exchange of verbal and/or nonverbal information

Cultural Awareness- acknowledging, appreciating, and embracing a society which is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs.

PCCUA Leadership

Chancellor	Dr. Keith Pinchback	1233
Vice Chancellor for Instruction	Dr. Deborah King	1241
Vice Chancellor for Administration & Finance	Stan Sullivant	1230
Vice Chancellor for Student Services & Registrar	Kimberley Johnson	1235
Vice Chancellor for Advancement	Rhonda St. Columbia	1130
Vice Chancellor for Arkansas County Campuses	Kim Kirby	1825
Dean of Allied Health	Shannon Pryor	1371
Dean, Arts and Sciences (Phillips County)	Robin Bryant	1370
Dean, Arts and Sciences (Arkansas County)	Kim Kirby	1825
Dean, Business & Computer Technology	Monica Quattlebaum	1368
Director of the Career and Technical Center	Arthur Gentry	1057
Director of Student Support Services	Clarence Hayes	1278
Director of Continuing Education & Community Service	Wandra Williams	1210
Director of Enrollment Management and Diversity	Von Daniels	1936
Director of Financial Aid (Helena, Stuttgart, DeWitt)	Barbra Stevenson	1160
Director of Gear Up	Nicole Scarboro	1021
Director of Library Services-Interim	Ruthie Pride	1145
Coordinator for Business & Industry	Joe St. Columbia	1937
DeWitt Campus Program Coordinator	Shawanna Wansley	1628
Special Projects & Student Contact for Applied Technology	Linda Killion	1368
Student Services Coordinator (Stuttgart)	Sylvia Boyd	1809
Bookstore Manager (Helena)	Renella Lee	1265
Bookstore Manager (Stuttgart & DeWitt)	Morgan Lewis (D)	1636
	Morgan Lewis (S)	1836
Students with Disabilities	Doug Bielemeier (H)	1135
	Shawanna Wansley(D)	1625
	Sylvia Boyd (S)	1809
Director of Public School Relations & Development Office(D)	Savanna Bisswanger	1608
High School Relations Coordinator	Kyunta McCoy	1363
Director of Public School Relations	Michelle Blasengame	1816

Accreditation

Phillips Community College is accredited by the Higher Learning Commission; 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, (800) 621-7440.

The Associate Degree Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN): http://www.acenursing.org 3343 Peachtree Road, NE, Suite 850, Atlanta, GA, 30326; (404) 975-5000; Fax (404) 975-5020.

The Medical Laboratory Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018, (773) 714-8880. The Phlebotomy program is approved by NAACLS.

The business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP); 7007 College Boulevard, Suite 420, Overland Park, KS 66211, (913) 339-9356.

The PCCUA concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), P.O. Box 578, Chapel Hill, NC 27514

History of Phillips Community College

In 1964, leaders from all parts of Arkansas became enthusiastic about the public community college concept and undertook the difficult task of amending the state's constitution to permit the development of a system of community colleges in Arkansas.

The official history of Phillips County Community College dates from two events in 1965: (1) Act 560 of the Arkansas State Legislature, which paved the way for establishing community colleges; and (2) an affirmative vote by the people of Phillips County on October 23, 1965, which provided the local financial support for the college.

The Board of Trustees was appointed by the Governor of the State and met for the first time on November 1, 1965, officially creating Phillips County Community College. An early order of business for the Board was the election of Dr. John Easley as the first President of the College. The assembly of a faculty and staff was completed, and the new College was ready to open its doors in temporary quarters by September, 1966. The Board of Trustees decided that since construction of a new plant would take approximately two years, classes would begin in the Naval Reserve Building in Helena. The building served as home for Phillips County Community College for two years. In May, 1968, the first class was graduated. Construction of the permanent College facilities was also completed in 1968, and school opened in September of that year on the present campus.

During Dr. Easley's presidency, enrollment at the college grew, as did the physical plant. In 1972, the Fine Arts Center and Lily Peter Auditorium were completed with the help of generous support from the community. In 1976, the Nursing Education Complex was completed. In 1982, the Technical & Industrial Education Complex was opened. In 1986, the administration/data processing building was completed and a year later, the college library was renovated and named the Lewis Library, thanks to the generosity of the A. B. Lewis family.

In 1988, Dr. Easley retired and the administration building was renamed in his honor. Dr. Steven W. Jones was elected by the Board of Trustees to be the college's second president on March 8, 1988.

Since that time, the College has experienced dramatic growth with an expansion of the curriculum and facilities. Enrollment increased steadily in the early 1990's, and the Asa W. Bonner Student Center was dedicated in 1991. The Mitchell Science annex was added to the Nursing Education Complex in 1992. In 1993, the College was given the historic Pillow-Thompson House in Helena by Josephine Thompson and her son, George de Man. The house was renovated with the generous support of community donations and historic preservation grants and reopened in May of 1997.

In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The Board of Trustees changed the name of the college to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute in DeWitt to Phillips Community College and on July 1, 1996, Phillips became a member of the University of Arkansas System. PCCUA now has three campuses in DeWitt, Helena, and Stuttgart.

Phillips Community College has always been a leader and innovator in higher education in Arkansas. The College has grown from an original enrollment of fewer than 250 students in 14 program areas to over 2,400 students in academic, occupational/technical, and continuing education programs. New programs are continually being researched and planned so that PCCUA will remain responsive to the needs and interests of the people of Eastern Arkansas. In the Fall of 2003, Dr. Steven Murray was named Chancellor of Phillips Community College. Dr. Murray was the College's third Chancellor. July 1, 2015 Dr. Keith Pinchback became the fourth Chancellor at PCCUA.

Strategic Planning

Strategic planning is very important to the College. It is through this process that the college can engage all stakeholders in an intense and critical look at strengths, weaknesses, opportunities, and threats. This process allows all engaged to address challenges, set goals, and identify ways to reach these goals. The Strategic Plans are usually completed over a five-year cycle and modified as needed. The Strategic Planning Team tries to meet twice a year to review progress and add, modify, or delete goals. The PCCUA 2020-25 Strategic Plan is found at the following Website. https://www.pccua.edu/about/strategic-plan/

The PCCUA 2020-25 Strategic Plan includes five goals related to student access with success and improving recruitment, retention, and completion.

The PCCUA 2020-25 Strategic Plan Set Five Goals

1. Support for Instruction and Learning,
2. Development and Learning for Staff and Faculty (professional development),
3. Review and Revise Policies, Procedures, Support (planning, budgets, protocols),
4. Improve Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery),
5. Develop and Support External Partnership

The long-range goal is to increase each measure of recruitment, retention, and completion by five percent (5%) creating an upward trend in the three outcomes. This is important to the introduction of the Faculty handbook because all stakeholders at the College must be part of this effort.

The next page displays the Strategic Plan and it is followed by a Priority and Goal Sheet which reflects the work accomplished with the planning process. The Plan is meant to serve as a blueprint for work during the 2020-25 cycle. Like all blueprints it is modified when needed.

Support for Instruction and Learning	Development & Learning for Staff and Faculty (professional development)	Reviews & Revisions of Policies & Procedures (planning, budgets, protocols)	Improvement of Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery)	Development & Support of External Partnerships
A. Increase the number and kind of courses and programs available to students	A. Provide more opportunities for division, departments, and functional area development	A. Improve communication of policy changes (information shared with all and policies applied equitably)	A. Provide consistent communication and more frequent meetings among campuses	A. Increase business and industry partnerships and utilize these partnerships for recruitment and graduate job placement
B. Expand instructional delivery options with emphasis on developing College internet classes, cohort classes, and technology use in face- to-face instruction	B. Provide (share) "in-house" best practices embedded in training related to faculty and staff specific jobs	B. Develop transparency related to budgeting and allocation of funds	B. Establish a college-wide calendar	B. Increase 2 + 2 agreements or MOUs strengthening existing agreements
C. Support new and emerging technology and provide state of the art equipment for instruction	C. Develop and implement an incentive for faculty and staff to choose to pursue an appropriate terminal degree	C. Provide opportunities for questions, answers, and input	C. Identify and share by campus, listings of employees and specific job responsibilities	C. Increase the number of campus jobs for students
D. Ensure there are appropriate teaching and learning resources and classroom space	D. Offer a variety of professional development activities on varied topics	D. Promote pro-action rather than reaction to policies, procedures, and budgeting	D. Provide job specific cross training for employees	D. Obtain more resources to respond to college and student needs
	E. Share professional development information learned from training provided among departments and campuses	E. Evaluate policies and procedures to ensure there are no conflicts with UA System, merge policies where appropriate	E. Provide on-going communication about diverse functional areas, departments, and divisions serving students	E. Enhance community and school relationships and increase the number of people engaged in the process
	F. Explore and develop incentives to encourage continued education for employees		F. Ensure that all campuses are safe and have security	F. Develop partnerships which promote more accessibility for students
			G. Provide orientation for new students, faculty, and staff	

U of A — PHILLIPS COMMUNITY COLLEGE
DeWITT | HELENA-WEST HELENA | STUTTGART

2020-25 Strategic Planning Priority and Goal Sheet

The PCCUA Strategic Plan is driven by the mission. *PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students.*

This Plan is guided by three enduring values. Phillips Community College respects the diversity of its student body and community and it also recognizes the worth and potential of each student. The college affirms the following beliefs and values: we are committed to student success, the power of education to transform lives, and embracing diversity. Based on these enduring values the institutional priority is student success through the use of high impact strategies focused on recruitment, retention, and program completion.

	Priority of Focus/Goals	Short Term Goals 1 Year	Medium Range 3 Year	Long Term Goals 5 Years
Review and Renew- work themes and goals each year to establish and confirm direction of the year's work. **Establish audit, maintenance and review for improvement themes and goals for equipment, buildings, and programs.** **Hold departments and functional areas accountable for work and document progress and achievement of goals (September and May/June)**	*Goal 1: Support for Instruction and Learning*	Examine and set goals	Review and modify goals	Increase courses & programs
	Goal 2: Development and Learning for Staff and Faculty (professional development)	Develop short term development plan	Implement a manageable faculty and staff plan	Long term professional development plan
	Goal 3: Review and Revise Policies, Procedures, Support (planning, budgets, protocols.	Review and update policies	Review and update procedures	Long term planning for policies and procedures review
	Goal 4: Improve Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery)	Address Immediate intercampus connections	Implement three-five communication strategies	Develop and implement long term strategies
	Goal 5: Develop and Support External Partnerships	Identify and implement partnership plan	Increase partnerships tied to programming	Sustain and increase partnerships

Strengths: Affordability/cost/low tuition, academic support/student support, staff and faculty commitment, approachable faculty and staff, facilities, teacher-student ratio.

Challenges: Declining population, academic unpreparedness, transportation, not having staff replaced, removal of programs, GED access on all campuses.

Opportunities: More course offerings-extended day/evenings, on-line, hybrid, even new programs; creation of vocational skills programming-example construction, electrical, recruitment of non-traditional students, strong business and industry partnerships.

PCCUA and Assessment

In addition to understanding the Strategic Plan, it is important for faculty to understand that assessment is a high priority at PCCUA. The Assessment Committee and every division, department, and instructors are engaged in assessment work.

PCCUA has begun some of the work by establishing or refining student learning outcomes at the course, program, and institutional level. The divisions and departments in some cases have developed curriculum maps which include assessment methods and tools. Although this work will continue and evolve, there does need to be a cycle for the work and a direction for what needs to happen next. Last year the Assessment Committee began working on a clear, concise, and cohesive assessment process which promotes accountability, improved learning, and informs decisions.

The following cycle of assessment is adaptable to PCCUA's process.
1. Establish and revise course and program SLOs.
2. Map SLOs at the course, program, and institutional level.
3. Select or design assessment method or tools.
4. Develop assessment implementation strategy (Cycle or Plan).
5. Conduct assessment and collect data.
6. Develop assessment report
7. Analyze and interpret data.
8. Use data to make changes and improve student learning.

The following template has been adopted by the Assessment Committee to share outcomes. All faculty must participate in the assessment process.

PCCUA PROGRAM ASSESSMENT PLAN
Division/Department:
Degree Program:
Semester/Year:

Mission Statement or Overview of Program
Program Student Learning Outcomes (SLOs)
Assessment Methods

Program SLOs/Program/Core Comp.	Course(s)	Assessment Methods

Covid-19-the PCCUA Covid-19 Task Force

The PCCUA Faculty Handbook provides a summary of academic and employment policies and protocols which impact faculty. Faculty may want to take notice of special changes related to COVID-19 temporary practices and protocols for times when faculty may have to pivot to on-line instruction. The Handbook is used with the Employee Handbook https://www.pccua.edu/faculty-staff/employee-handbook/ and PCCUA Board Policies and College Procedure Manual which contains all college policies and administrative procedures.

The PCCUA COVID-19 Task Force's primary goal is to establish protocols the College is using to direct efforts related to instruction, services, and activities during the pandemic. The 2021-22 Academic Year will begin as a typical non-pandemic year. However, there could be health concerns, disasters, or other kinds of interferences with instruction which may cause a change in how the college provides its instruction and services to students. The COVID Plan and all updates related to Covid are at the following site.

https://www.pccua.edu/about/coronavirus-disease/covid-10-reopening-plan/

During the worst stages of the pandemic over the last fifteen months prior to this academic year, the College was cautious and screened students for Covid-19 symptom screening, practiced safety protocols, and conducted Covid-19 tracing to keep students safe. Please review the following protocols which provides a review of how the College served students during the pandemic. The actual plan was presented in four phases beginning with the closure on March 18, 2020 to the gradual reopening of offices for employees, classrooms, service offices, and shared spaces for students. The final phase addresses the reopening of College public spaces used for activities and events for the community.

The following Covid guideline/practices are in place as August 11, 2021
1. All employees, students, and campus guests will wear masks in the buildings.

2. Social distancing is recommended-6 feet apart if possible.

3. Students and staff are encouraged to sanitize frequently and to self-screen. Thermometers are at the entrance to every building and so are sanitizers.

4. If you feel sick or have any symptoms for any illness, stay home.

5. The College will continue to contact trace. Those infected or exposed to the virus should contact Rhonda St. Columbia at rhonda@pccua.edu or call (870) 338-6474 ext.1130.

These guidelines could change and faculty will be notified by email if that happens..

Recommendations by the COVID Task Force (Total Responding to Covid-19 Survey- 27)
Faculty and Students should take the following actions:
1. Continue self screening.
2. Leave the thermometers and hand sanitizers at the current screening stations.

3. Wear masks by personal choice only and PCCUA signage should be posted to encourage wearing a mask.
4. Socially distance by personal choice but PCCUA should practice it when possible. Faculty and staff can determine their level of comfort and distance accordingly. However, if the space is adequate, distancing is encouraged.
5. Continue requesting that students clean work spaces
6. Continue the loan of computers and assistance with access codes.
7. Continue having a Corvid Committee.
8. Schedule Covid Committee meetings once a month.

Recommendations by Students (Total students responding to Covid-19 Student Survey=103)
Faculty and Students should take the following actions:
1. Continue self screening
2. Leave thermometers and sanitizers in place
3. Encourage students to wear masks by posting signage
4. Encourage social distancing by posting signage
5. Use social distancing in the classroom
6. Continue requesting that students clean work spaces
7. Continue with computer loans and access codes

Instructors and Instruction

Course and Student Information

A. Responsibilities of the Instructor

It is the responsibility of each instructor to teach the assigned class in a manner consistent with the course description in the college catalog. Adjunct and full-time faculty are required to develop a course syllabus. Course syllabi should be distributed and thoroughly reviewed with students on the first class meeting. A syllabus template has been included in the appendix of this handbook for your convenience. (See Syllabus, pp. 30-33).

A copy of the syllabus must be provided electronically to the division dean/chair who will forward it to Linda Miller and Dr. Deborah King, Vice Chancellor for Instruction. The instructor should indicate, in writing, the relative weight or importance of each piece of required work used in determining the final course grade. Minor changes in a course syllabus (i.e., due date, slight alterations of the relative weights of various assignments) may be made as long as sufficient notice is given to the students affected. Major changes (significant changes in the relative weights of assignments, additions of major assignments, papers or test, etc.) in a course syllabus should be avoided except in extreme and unusual circumstances.

B. Responsibilities of Instructors for Instruction

    a. Instructors are expected to meet their class on time and for the full duration of each officially scheduled period. Because of the COVID-19 pandemic, many faculty may be using staggered scheduling to ensure social distancing, hybrid strategies, and other approved delivery methods. The 2020-21 academic year is different from previous years. All faculty are requested to use BlackBoard for some instruction. However, it is recognized that some instructors may be using textbook platforms such as Hawkes, Pearson and others for instruction.

    b. Each instructor must report discrepancies between the class roll and student attendance to the Office of Admissions and Records on the DeWitt, Helena-West Helena, or Stuttgart campus to assure the accuracy of student enrollment records. Students whose names are not on the class roll, who do not have an add slip, or other documentation should not be allowed to attend class. These students should be directed to their advisor or the business office so that appropriate changes can be made to their schedules. If you are altering your delivery format, this must be approved by the dean/chair.

    c. Each instructor must send a "no show report" via e-mail to the Office of Admissions & Records immediately after the second-class meeting. Stuttgart campus instructors should send their no-show report to Tonya Horner (ext.1805). DeWitt campus instructors should report their no shows to Julius Johnson (ext.1614). Helena-West Helena campus instructors should report their no shows to Heather Funk (ext.1138).

    d. Each instructor must evaluate the quality of each student's work, using the evidence of papers, tests, reports, projects, classroom performance, and examinations as appropriate.

    e. Students may need to talk with an instructor between class meetings. Each instructor is to provide a telephone number (office or home) or an email address to students or have a staff member designated to forward messages from students. When possible, students' calls should be returned within twenty-four hours. (See Office Schedule, p.35).

    f. Each examination must be supervised by the instructor or a designated proctor.

    g. Midterm and end of semester grades must be submitted through Datatel by the required deadline.

    h. A Student Evaluation of Instruction will be administered at least once during both the fall and/or spring semester.

C. Absence of a Faculty Member

Each scheduled class will meet regularly at the time and place indicated on the schedule unless prior approval for change of time or for cancellation is obtained from the Vice Chancellor for Instruction or his/her designee.

If an instructor knows in advance that he/she must be absent from classes, arrangements for a substitute should be made through the dean, campus program coordinator, or department chairperson.
In case of illness, not previously reported, which prevents an instructor from meeting his/her classes, the instructor should telephone the dean, campus program coordinator, or department chairperson as early as possible. Do not leave a voicemail message.

Faculty missing three consecutive days are required to bring a physician or practitioner's note to return to work.

D. Attendance Policy

Students are expected to attend all classes regularly and punctually. *The instructor will provide to the student at the beginning of the semester a written statement of the attendance policy for the course.* Regular attendance is expected in all courses with the exception of alternative delivery courses that do not meet at a fixed time and place. Instructors of such courses will explain what measures instead of classroom attendance will be used to monitor continued participation in the course. In all courses it is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work.

Adjunct instructors will notify the student's advisor by entering the appropriate information on Web Advisor so that the student can be contacted by an advisor, either by phone, in writing, or by email when a student is in danger of becoming excessively absent. Advisor names are listed on class rolls. If unable to access Web Advisor, instructors should contact the campus program coordinator on the DeWitt and Stuttgart campuses and division dean on the Helena-West Helena campus. If the student is absent more than allowed by the instructor, the instructor on the DeWitt or Stuttgart campuses will drop the student from the class roll with a grade of an "EW" by notifying the Program Coordinator in writing within one week after the student has become excessively absent. Such written notification must include the student's last date of attendance. A recommended attendance policy is included below. (See Advisor List, p. 36)

CLASSES THAT MEET ONCE PER WEEK	2 ABSENCES
CLASSES THAT MEET TWICE A WEEK	4 ABSENCES
SUMMER CLASSES, DAY AND NIGHT	2 ABSENCES

A student's absence due to college trips, college business or court ordered appearances will not be counted against the allowable number of absences. Usually three tardies will constitute one absence. The student is responsible for all work missed during such

absences. This varies from division to division. Check with your dean/chair and use the academic calendar to identify instructional days. (See Academic and On-line Calendars, pp. 37-38).

E. **Class Textbook(s)**

The division dean, department chair, or program coordinator will supply each adjunct faculty member with copies of required texts, a recent syllabus for each assigned course, and a roll book. Incidental supplies (i.e. pens, notebooks, etc.) are also available on request from the dean, chair, or evening coordinator. Syllabi for all PCCUA classes are available online through the Intranet.

Faculty will be sent a link to the textbook adoption form 1 month prior to textbook adoption due date via email. A link will also be posted in My Ridgenet.

1. Faculty will fill out required textbook information.
2. Textbook adoption forms will be auto forwarded to appropriate deans/chairs for approval after faculty submission.
3. Upon approval from dean/chair, textbook adoption form will be sent to the Vice Chancellor for Students Services and the bookstore manager. Faculty will also receive an approval notification via email.

F. **Class Roll/Roster**

Class rolls can be accessed through Web Advisor or issued by the Office of Admissions if access to Web Advisor is not acceptable. Roll books, the procedures for determining grades and final grades must be maintained and turned in to the dean or Department Chair at the end of the instructor's tenure. Adjunct faculty members must leave a telephone number and address with the division office.

G. **Early Warning**

Directions: PCCUA believes that attendance is important to student success. We ask your help in making sure students understand the importance of attending class and with identifying students who are "at risk" because of attendance. The suggested practice is provided in this "Early Warning" section of the handbook.

1st Absence
After the first absence we ask faculty to discuss absenteeism in a friendly manner, the instructor should discuss the importance of being in class and emphasize the need to make-up any assignments or homework missed while absent.

2nd Absence
After the second absence the instructor will complete a student referral. An email will be generated to the advisor and the student. It is important to have assignments and activities in class which require the student to check PCCUA email so they become familiar with it.

Students enrolled in Section 20 or 30 classes (evening and extended day or courses which meet once a week) should be considered "at risk" after the first absence. The instructor should complete the Student Referral Form identifying the student as "at risk" so the advisor can intervene before the second absence.

3rd Absence "At Risk"
The instructor will complete a student referral which is sent to the advisor and the student. Students at this level are considered "at risk" and need to be contacted more intrusively so that they return to class and remain in the class without further absences.

H. Examinations

Final examinations given at the end of the semester must take place at a time announced in the examination schedule in the Schedule of Classes. Any variation from this exam schedule must be approved by the Vice Chancellor for Instruction. (See Final Exam Schedule, pp. 39-40)

I. Grade Assignment, Change and Appeal Procedures

1. Grade Assignment

Assigning grades for college courses is the responsibility of each individual instructor. Instructors are expected to use good judgment and fair methods in determining grades and to orient their classes during the first week of instruction as to the basis for grading, standards of attendance, and nature of assignments. The definition of letter grades granted by the college is given in the college catalog. It is always a good practice to retain student examinations and other documentation when assigning grades.

Instructors are responsible for submitting grades twice during each semester. These periods are at midterm and after final examinations. Grades are posted with the Office of
Admissions and Records and the due times are published in the academic calendar of the catalog.

2. Grading System

A	is given for excellent work (4 quality points per semester hour).
B	is given for work that is above average (3 quality points per semester hour).
C	indicates work of average quality (2 quality points per semester hour).
D	is the minimum passing grade (1 quality point per semester hour).
F	indicates that student failed to meet minimum requirements (0 quality points).
W	indicates a student withdrew from a course within the prescribed time.
EW	faculty-initiated withdrawal due to excessive absence.
S	is given for students working up to potential in individualized (self-pacing) courses.
AU	Audit

S/U is given for student in individualized courses who fail to work up to potential.

I is given for incomplete work to be made up within sixty days following the close of a current semester. An "I" contract must be submitted before this grade can be awarded.

3. **Incomplete (I) Grades**
   At the end of any semester, an instructor may assign a grade of "I" if extenuating circumstances have prevented the student from completing all course requirements. An "I" grade is appropriate only in situations where the student has completed the vast majority of the course requirements based on professional judgment of the instructor. The instructor shall make a professional judgment, on a case-by-case basis, concerning the efficacy of assigning an "I" grade. If a grade of "I" is assigned, the instructor will make a written contract with the student. This contract shall be signed by the instructor and the student, work to be completed listed, and a specific date for completion of the course work provided. The instructor will file the contract with the Office of Admissions and Records. (See Incomplete Grade Change, p. 41)

4. **Grade Change**
   An instructor may change a recorded grade assigned in error. The instructor should complete a Request for Grade Change form, sign it and forward to the division dean for signature and submission to the Office of Admissions and Records. The Office of Admissions and Records will correct any error that may be made while entering grade. (Request for Grade Change Form, p.42)

5. **Appeal of Grade**
   Questions related to grading or other matters of an academic nature should be presented to the student's instructor. If not satisfactorily resolved at this level, the question should be referred using the following procedure:

   a. Student initiates contact with instructor within 10 working days of receiving the final course grade by submitting a completed grade appeal form to instructor.
   b. If no resolution is reached, student submits a copy of completed grade appeal form with instructor's "action taken" to the division chair or dean, and the campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within 5 working days of Step 1.
   c. If no resolution is reached, student submits a copy of completed grade appeal form with signatures of instructor, division chair/dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within 5 working days of Step 2, to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.
   d. Within 5 working days of Step 3, the Chair of the Faculty Senate Academic Standards Committee will convene to consider the appeal. If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 working days the time and location of the hearing.
   e. The Academic Standards Committee will convene the hearing and findings concerning the appeal are considered final (Academic Appeal Form P. 36).

If the question is an academic matter other than grades, the same appeal process listed above will be followed.

<u>In all cases the grievant has the burden of proof with respect to the allegations in the complaint and in the request for a hearing.</u>

Although the primary responsibility of the Academic Standards Committee is to review appeals, the committee will report a written decision of the final solution to the complaint. The written decision will be kept in the student's file in the Office of Admissions and Records. Because of the time needed to resolve a possible grievance, all instructors must retain appropriate tests for at least one semester following the semester just ended.

Steps	Procedure	Time Frame
Step 1	Student initiates contact with instructor. If no resolution, proceed to Step 2.	Within 10 working days of receiving the final course grade, student submits completed grade appeal form to instructor.
Step 2	Student submits copy of completed grade appeal form with the "instructor's action" taken to the division chair or dean, and the Campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt). If there is no resolution, proceed to Step 3.	Within 5 working days of Step 1
Step 3	Student submits copy of completed grade appeal form with signatures of instructor, division chair/dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt). This action is taken to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.	Within 5 working days of Step 2
Step 4	The Chair of the Faculty Senate Academic Standards Committee convenes to consider the appeal.	Within 5 working days of Step 3
Step 5	If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 days the time and location of the hearing.	Within 5 working days of Step 4
Step 6	Academic Standards Committee will convene the hearing. Findings concerning the appeal are considered final.	Within 5 working days of Step 5

According to Board Policy 404, instructors will assign mid-semester advisory grades, final grades, and student progress or class standing when requested by the administration.

Grades may be kept in a grade book filled out in ink or kept in an electronic grade book. Instructors will record all grades and attendance in the grade book in a timely manner. Instructors will keep grade books on file for three (3) years and after three years the grade books will be shredded, electronically deleted, or destroyed. In the event of termination or resignation of an instructor's employment with Phillips Community College of the University of Arkansas, the instructor will return all grade books in his or her file to the direct supervisor of the department.

J. No Show
Students who miss the first two days of class must be reported to the Office of Admission and Records as "NO SHOWS".

K. Student Referrals
Students and their success are important to PCCUA. There are many factors that play a role in the success of a student, some of which the College, faculty and staff have no control over. Support assistance may be provided through different channels so faculty are asked to submit an electronic referral form.

L. Students with Disabilities
PCCUA is an open enrollment college and committed to meet the needs of students with disabilities who wish to advance their educational background. In order to meet the needs of students with disabilities entering the College, PCCUA provides assistance, a professional academic advisor, and certain academic accommodations. Through the use of these services, students are more likely to experience success in a positive learning environment.

Philosophy
PCCUA welcomes students with disabilities. PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. Students with disclosed disabilities who work with a Disability Coordinator to obtain reasonable accommodations are more likely to experience success in a positive learning environment.

Confidentiality
Information in the student's disability file is confidential. Information pertaining to the student's disability will be maintained in a sealed envelope in the student's permanent academic record. Information about the existence and relevant limitations of a disability as well as the accommodation for which a student is eligible will be disclosed only with the student's written permission. The student must provide written permission for disclosure to secure academic and support services (parking, library usage).

Disclosure
Students are encouraged to disclose a disability and to request reasonable accommodation for that disability, as early as possible during a particular semester, in order that any agreed upon accommodation may be implemented as soon as possible for the benefit of the student. Written documentation of a disclosed disability must be presented to one of

the PCCUA Disability Coordinators who are identified in the PCCUA College Catalog and Student Handbook.

Appeal
A student may appeal a decision concerning accommodation by first requesting an informal meeting with a Disability Coordinator, the Vice Chancellor for Instruction, and instructor if applicable. If the issue is not resolved, the student may activate the formal grievance process as outlined in the *PCCUA Policy and Procedure Manual*.

Legal Policy
PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). A Disability Coordinator is available on each campus to assist students in obtaining reasonable accommodations for self-disclosed disabilities. Disability Coordinators are identified in the PCCUA College Catalog and Student Handbook. It is the student's responsibility to self-disclose the disability to the Disability Coordinator.

https://www.pccua.edu/students/student-assistance/students-with-disabilities/

The Rehabilitation Act of 1973 included Section 504 forbade discrimination against persons with disabilities by programs and activities receiving federal financial assistance, which included virtually every institution of higher education, except the U.S. military academies and a few small religious schools.

A postsecondary institution must make reasonable accommodations for students with disabilities so that they can participate in programs and activities.

Colleges must make "academic accommodations" for students with disabilities so that they can participate in the academic and extra curriculum at the institution. Academic accommodations include extended time for test taking or completion of course work; tape recording of classes; substitution of specific courses to meet degree requirements; modification of test taking and other adjustments.

Colleges do not have to provide accommodations that would "fundamentally alter" the educational program or academic requirements essential to a program of study or necessary to fulfill licensing requirements.
http://www.ed.gov/about/offices/list/osers/osep/index.html

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act of 1990 (IDEA), and the Disabilities Education Act of 1997, Public Law 105017.

Process for Receiving Services

1. Make an appointment to meet with a Disability Coordinator as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and identified in the College Catalog and Student Handbook.

DeWitt-Shawanna Wansley (ext. 1610)
Helena-West Helena-Doug Bielemeier (ext.1135)
Stuttgart-Sylvia Boyd(ext.1809)

2. Obtain an Application for Disability Services Form at the following link.
https://www.pccua.edu/students/student-assistance/students-with-disabilities/

3. Submit to the Disability Coordinator (1) a completed Application for Disability Services Form and (2) medical documentation from providers, which include but are not limited to, a certified/licensed physician, psychologist, psychometrist, audiologist, speech pathologist, rehabilitation counselor, physical or occupational therapist. Medical documentation must reflect the student's present level of functioning with respect to the major life activity affected by the disability. Diagnostic information must include specific recommendations as well as the rationale for each. **The cost of obtaining professional documentation is the sole responsibility of the student.**

4. The Disability Coordinator will verify eligibility and discuss with the student the medically recommended accommodations.

5. The Disability Coordinator and student will identify and agree upon reasonable accommodation(s).

6. The Disability Coordinator will complete a Faculty Notification of Services Form, which identifies recommended reasonable accommodation(s).

7. The Disability Coordinator will give the completed Faculty Notification of Services Form to the student.

8. The student will assume responsibility for taking the completed Faculty Notification of Services Form to each of the student's instructor(s) to discuss the identified accommodation(s) on the Faculty Notification of Services Form.
(The Disabilities Coordinator will e-mail instructor(s) teaching courses for which the student has requested accommodations.)

9. The instructor and student will discuss the requested reasonable accommodations.

10. The instructor will sign the Faculty Notification of Services Form indicating his or her notification to provide reasonable accommodation services. Each instructor will keep a copy of this signed Faculty Notification of Services Form for his or her records.

11. The student will return the original Faculty Notification of Services Form to the Disability Coordinator **after** each of the student's instructor(s) for a particular semester has/have signed the form.

12. The Disability Coordinator will keep a signed copy of the Application for Disability Services Form, medical documentation, and Faculty Notification of Services Form in the Disability Coordinator's office.

13. The Disability Coordinator will send a copy of the Application for Disability Services Form, medical documentation, and Faculty Notification of Services Form in a sealed envelope to the Registrar's office for inclusion in the student's permanent academic record.

14. Requests to rescind or modify any accommodation must be submitted in writing to the student's Disability Coordinator <u>and</u> all instructors providing reasonable accommodations for a particular semester.

15. The <u>REQUEST</u> to receive accommodation services for a disclosed disability MUST BE REPEATED each and every semester the student is enrolled. However, documentation does not need to be presented to the Disabilities Coordinator each semester unless the status of a disability changes requiring a different level of accommodation. The following link will take you to the Student with Disabilities page.

https://www.pccua.edu/students/student-assistance/students-with-disabilities/

Pdf copies of the application process, application form, student checklist, and faculty notification are included at the bottom of the web page.

<u>Faculty Responsibilities</u>
Faculty are required to comply with federal and state laws requiring reasonable services to students with disabilities. Therefore, the faculty will ensure the following actions are implemented:
Comply with reasonable accommodations.
Identify additional accommodations which may facilitate student learning.
Inform the student's advisor of high-risk student behaviors.
Maintain confidentiality of the student's disability.

M. Professional Leave (BP 650, AP 650.04)
Faculty members are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth. Deans and department chairpersons will make an effort to provide information in advance about professional opportunities to all faculty members.

Each division will have a limited budget to support travel for faculty. These funds will normally be used for meetings and other activities within driving distance. If a division has spent its allotted budget or if additional money is needed, a request may be made to the department chairperson or dean. The additional money may be provided through the faculty development fund. The money in this fund will be allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction will be responsible for administering the funds allocated to each division.

A written request should be submitted at least four weeks in advance of the date the leave is requested. A Proposal for Professional Leave form should be submitted to the department chairperson and/or the dean. If money is available and the request is approved, the proposal will be signed and attached to the college Request for Leave of Absence form then submitted as normally required.

Individuals granted faculty development funds will be expected to submit a short-written report to the department chairperson upon their return. A copy will be sent to the Vice Chancellor for Instruction for the permanent file.

Faculty development funds may be made available outside of the division rankings for faculty who apply or are asked to present scholarly papers at regional and national meetings. Faculty members who are contemplating presenting papers at such a meeting should have full written approval before accepting any obligation. There will be no set limit on the number of presentations that may be requested; however, funds for this type of application are limited and will be considered on an individual basis. Presentation requests that result from a competitive selection process will have a priority funding status. Concurrent submission to the Vice Chancellor for Instruction. (See Proposal for Professional Leave Form, p. 44)

N. PCCUA Initiatives
The College offers support and services to help lower-income people get work and improve their financial security. Under this strategy, individuals receive a coordinated set of three key services. This approach provides integrated services through the bundling and sequencing of complementary supports in the three key areas: financial coaching and education, employment, and improved access to public benefits. The College faculty and staff stress a focus not just on such measures as participation rates, but also on key outcomes which include job placement and retention, family income, credit score improvement and completion rates for college degrees or training programs.

- **Achieving the Dream**- Achieving the Dream is a national initiative to help more community college students succeed. It focuses on student groups that traditionally have faced significant barriers to success, including students of color and low-income students. The priority for this initiative is success in remedial education, completion of gateway courses, increased retention and completion. It relies on Supplemental Instruction and Student Success I and II courses along with numerous other interventions.

- **Holistic Student Support Redesign (HSSR)**-Holistic Student Supports Redesign is an approach developed by Achieving the Dream (ATD) based on several initiatives like the Working Student Success Network (WSSN) to integrate student supports central to student success. The holistic student supports approach emphasizes understanding design, integrating with academics, and delivering services that are critical for the success of every student. HSSR helps guide institutions in redesigning student supports in an integrated, collaborative, and holistic way that enables students to progress along their educational and career pathways. It intentionally designs and offers services broadly, strategically and equitably. The priority of focus is to support and students' access to

services for success and it is supported through a SNAP Grant. The first purchases have been extremely helpful and include washing machines and dryers on the Helena campus and a refrigerator for the Stuttgart campus.

- **Program Improvement Process for Equity (PIPE) -** The Program Improvement Process for Equity (PIPE) is a data-driven, decision-making, institutional change process focused on increasing the participation, completion, and transition of underrepresented groups in nontraditional programs of study. The PIPE process includes 1) conducting a student data gap analysis, 2) identifying root causes for the gaps, and 3) developing an action plan with research-based strategies proven to close the gaps. PIPE focuses on institutional programs, practices, and policies to build an environment where every student can realize their potential in high-wage, high-skill, in-demand careers. It is Carl Perkins driven and funded

- **Career Pathways**- The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on each campus.

- **Strong Start to Finish**- The Charles A. Dana Center, Arkansas Division of Higher Education (ADHE), and Arkansas Community Colleges (ACC) Center for Student Success have collaborated with the Strong Start to Finish Arkansas initiative. It has and will continue to focus on math and English gateway course completion through three (3) pillars: 1) using multiple measures for student placement; 2) placing students into the appropriate math pathway for their program of study; and 3) scaling co-requisite support for at least 75% of all underprepared students. Its focus is to strengthen math and English gateway course completion and providing more options in the math and English pathway.

- **Career and Technical Center**- Partnering with school districts in our service area (Helena-West Helena, Marvell, KIPP, Barton, DeWitt, Stuttgart, Clarendon, and Lake Village) to provide job training and career exploration in high demand career fields such as Advanced Manufacturing, Welding, Criminal Justice, Medical Professions and Computer Engineering. These programs have prioritized funding based on workforce need as determined by the Department of Career Education.

- **Student Support Services (SSS) -** Students accepted for enrollment at Phillips Community College are eligible to apply for SSS. It is designed for first generation or low-income students. The term *low income* means from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. The term *first generation college student* means a student both of whose parents did not complete a baccalaureate degree or, in the case of any student who regularly resided with and received support from only one parent, a student whose only such parent did not complete a baccalaureate degree. Services provided to SSS students include academic

advising and course selection, financial aid counseling and assistance, transfer information and assistance, including college trips, instruction in study skills, career exploration, peer and computer assisted tutoring, peer mentoring, advocacy with staff and faculty, and an open computer lab.

- **Arkansas Delta Workforce Opportunities for Rural Communities**- Arkansas Delta Training & Education Consortium (ADTEC) received a U. S. Department of Labor-Education & Training Administration grant. ADTEC serves14 counties in eastern Arkansas, as well as three counties in Missouri and one county each in Tennessee and Mississippi. Arkansas. The purpose of the grant is to increase the labor participation rate in the Arkansas Delta by preparing new entrants to the workforce, particularly persons from impoverished backgrounds and the formerly incarcerated, as well as dislocated workers for jobs in high-demand fields. ADTEC includes the following colleges: Arkansas Northeastern College (ANC)- leading this grant, EACC, PCCUA, ASU Newport, and ASU-Mid-South**.**

- **Carl Perkins V-** Carl Perkins V focuses on student success in career and technical education. Perkins V includes: 1) Postsecondary Placement, 2) Credential attainment and 3) Concentrators Non-Traditional. The needs assessment drives the development and spending decisions. Assessment includes: student performance, program quality, labor market needs, educator development, and special population access to programs. Perkins relies on input from multiple stakeholders. Perkins funding is designed to ensure students are prepared for careers and that business and industry have skilled workers to stay economically competitive.

- **GEAR UP**- Partnering among PCCUA and ten school districts (Helena-West Helena, Barton-Lexa, Marvell-Elaine, Lee County, Stuttgart, DeWitt, Clarendon, KIPP, Dumas, and Lakeside (Lake Village), as well as other community partners such as the Chamber of Commerce, City governments, local police and fire departments, and more. Services include: afterschool programs; mentoring college/career planning; summer programs; college campus experiences; professional development for school staff; resources to support the delivery of rigorous and academic curriculum; and parent programming. This is funded by the U.S. Department of Education.

- **Adult Education**- The Adult Education program allows students over the age of 16, who have not completed high school studies, the opportunity to acquire the skills necessary to pass the General Educational Development (GED) test or to meet other educational goals. Adult Basic Education (ABE) teaching basic literacy in reading, language skills, and math, and work readiness skills. 2)Adult Secondary Education (ASE) teaching reading, English, and math skills necessary to pass the GED test or available training programs.3) Integrated Education and Training (IET) teaching basic educational skills and technical training in approved vocational areas.

- **Food Pantry-** PCCUA has a Food Pantry on each campus. These centers are available to assist students when there are food crisis issues. For more information contact the following people: Helena-Debbie Hardy, DeWitt-Kim Rawls, and Stuttgart- Shawanna Wansley

- **Career Closet-** The Helena campus has a Career Closet available to students needing professional attire for interviews, internships, and work. Clothes and accessories are free and all are only lightly worn. Helena Campus-Shawndus Gregory.

O. PCCUA Library Services

Ruthie Pride is serving as the Interim Library Director (ext. 1145). She works closely with the Library staff to accommodate the needs of students, faculty, staff, and community patrons for this area in Arkansas. Materials and resources are frequently added to the Library collection to aid in research for classes or personal enrichment. Individual and group instruction sessions are available. Extended hours have been added to increase availability to all patrons. Access to computers and multiple Library services (such as databases and the online catalog) are provided for convenience to everyone. If you need help, ask a Library staff person.

Campus	DeWitt	Helena Lewis Library	Stuttgart
Contact Staff	Ruthie Pride ext. 1145	Ruthie Pride ext. 1145	Jamie Milliken ext. 1819
Library Hours	Mon.-Tues 9:30 am – 6:30 pm Wed.-Thurs. 7:30 am – 4:30 pm Friday 7:30 am – 1:30 pm	Mon. thru Thurs.: 7:45 am to 8:00 p.m. Friday 7:45 a.m. to 4:30 pm	Mon. – Tues 9:30 am-6:30 pm Wed.-Thurs. 8:00 am-5:00 pm Friday 8:00 am – 2:00pm

P. Helpful Faculty Links

Adjunct Faculty may call Debbie Hardy for questions regarding instruction (870.338.6474 ext. 1242), using Web Advisor, accessing resources, and other assistance.

Achieving the Dream
http://www.pccua.edu/about/special-initiatives/achieving-the-dream

Faculty Association
http://www.pccua.edu/faculty-staff/faculty-association/

High School Relations
http://www.pccua.edu/students/high-school-students/

Students with Disabilities
https://www.pccua.edu/students/student-assistance/students-with-disabilities/

Student Discipline
http://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/

Q. Accidents and Incidents

In most cases, unless a security officer is present, the responding employee becomes a temporary emergency team leader responsible for taking action at the scene of an incident. If you are involved or witness an accident or incident take the following steps:

1. Assess the accident or incident
2. Report the accident or incident to the switchboard
3. The PCCUA employee reporting the accident or incident to the Vice Chancellor for Student Services will complete the accident report form (See both Accident Report Form and Incident Report Form - On Internet).
4. If you are writing the report give it to the Vice Chancellor for Student Services in Helena or the Campus Vice Chancellor's in Stuttgart or DeWitt. (See Crisis Management Plan for Complete Process **http://www.pccua.edu/faculty-staff/resources/**

R. Travel

PCCUA encourages faculty to reserve a college vehicle when traveling as a representative of PCCUA. If a vehicle is not available for out of town travel, mileage reimbursement may be available. Discuss the travel plan with your dean or department chair before filing a leave form requesting reimbursement. (See Vehicle Request, p.47).

S. Forms

Numerous forms can be found on Ridgenet. Most faculty forms, templates, and other useful documents are posted for your convenience.

The Mini Guide Help Resource

If you have questions regarding financial aid, registration bills, loans, billing, tuition, payment plans, scholarships, work study, or FAFSA, contact:

Office of Financial Aid	Student Accounts and Cashier Services	Office of the Registrar
Phone: (870) 338-6474 ext. 1258		
DeWitt: (870) 946-3506 ext. 1607	DeWitt: (870) 946-3506 ext. 1602	DeWitt:(870) 946-3506 ext.1628
Helena: (870)338-6474 ext. 1258	Helena: (870) 338-6474 ext. 1217	Helena:(870) 338-6474 ext.1138
Stuttgart:(870) 673-4201 ext. 1822	Stuttgart:(870) 673-4201 ext. 1803	Stuttgart:(870-673-4201 ext.1803

Online Student Information http: **http://www.pccua.edu/students/online-classes/**

If you have credits that need to be transferred, want to take courses at another institution, want to know if your transcripts have been received, or need a transcript sent, contact:

Office of the Registrar-Heather Funk	Arkansas Course Transfer System (ACTS) Website
Phone: (870) 338-6474 ext. 1138	

Academic Affairs	https://www.pccua.edu/faculty-staff/academic-affairs/

If you have problems/complaints involving faculty, administrators, or staff, contact:

DeWitt	Helena-West Helena	Stuttgart
Kim Kirby	Dr. Kimberley Johnson	Kim Kirby
Vice Chancellor for DeWitt	Vice Chancellor for Student Services	Vice Chancellor for Stuttgart
Phone: (870) 946-3506 ext. 1605	Phone: (870) 338-6474 ext. 1235	Phone: (870) 673-4201 ext. 1813

If you need help with writing a paper, math, the sciences, study skills, time management, a tutor, or any graduate test help, contact:

DeWitt-Shawanna Wansley	Helena-West Helena-Addie Chandler	Stuttgart-Sonya Allen
Phone: (870) 946-3506 ext. 1620	Phone: (870) 338-6474 ext. 1278	Phone:(870) 673-4201 ext. 1828

Career Pathways *Center for Working Families* (Director Kim Rawls)

DeWitt	Helena-West Helena	Stuttgart
	Shawndus Gregory	
Phone: (870) 946-3506 ext. 1644	Phone: (870) 338-6474 ext. 1116	Phone: (870) 673-4201 ext. 1887

If you have been diagnosed with a Learning Disability or have any other disability and would like accommodations, contact:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628
Helena-West Helena-Doug Bielemeier (870) 338-6474 ext. 1135
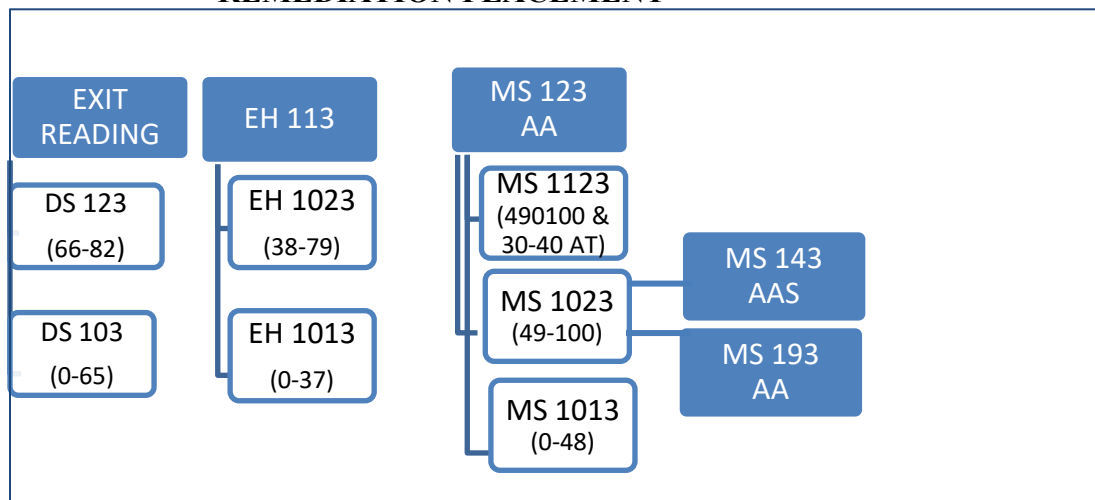Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

U. Summary of the Steps for Enrollment in Developmental Education at PCCUA

A student completes the PCCUA Admissions Application and begins the enrollment process following the next steps. All students attending PCCUA are NG ACCUPLACER Tested. At entry students receive a test review and afterward are tested before being placed with a focused advisor. Students who do not score a 19 or better on the ACT or an equivalent test are placed in remedial classes (See Placement Scale). Once students receive the placement test outcomes, they are assigned an advisor who understands the developmental course pathway. This advisor will make sure each student understands the remediation needs in relation to his or her proposed degree plan. All students enrolled in Developmental Education will receive the following interventions: supplemental instruction, focused advising, student success courses ((EH 1023 & EH 113), Early Alert, mandatory orientation, and access to a Student Success Learning Lab. In addition, students receive numerous services such as tutoring, virtual career assistance, and counseling. Students placing in developmental education may start at different course levels depending on their skill level. There are two reading levels: College Reading Strategies, DS 103, and College Reading Strategies, DS 123; two writing levels-Basic Writing I, EH 1013, and Basic Writing II, EH 1023; and three math levels-Fundamental Math, MS 1013; Elementary Algebra, MS 1023; Intermediate Algebra, MS 1123. Students not placing in developmental education are placed in college level course work. (See Placement Scores, pp. 28-29)

Placement Steps.
Step 1:   Students receive the NG ACCUPLACER Test Preparation/Review
Step 2:   Students are tested and placed in the appropriate courses.
Step 3:   Students are assigned an advisor
Step 4: Students discuss remediation needs and an academic program of study. They begin course work needed to complete remediation or begin college level course work.

REMEDIATION PLACEMENT

EXIT READING	EH 113	MS 123 AA		
DS 123 (66-82)	EH 1023 (38-79)	MS 1123 (490100 & 30-40 AT)	MS 143 AAS	
DS 103 (0-65)	EH 1013 (0-37)	MS 1023 (49-100)	MS 193 AA	
		MS 1013 (0-48)		

Note: Placement in remediation is based on NG ACCUPLACER scores. Testing and placement is mandatory for all incoming students. Students that score below a 19 on the Reading, English, and/or Math portions of the ACT are required to take the NG ACCUPLACER. PCCUA students (not concurrent students) can enroll in some developmental and gateway college level courses

concurrently: Basic Writing II with Composition I, and Intermediate Algebra with College Algebra.

Pilot in Math

Working with the Strong Start to Finish initiative, the Helena Campus is piloting a new math remediation pathway. The College has aggressively tackled the math progression concern by adding MS 193 Quantitative Reasoning, and by asking advising to make sure that students in the applied technology areas enroll in MS 143, Technical Math. This year, the Helena campus will offer a new pathway for math. It includes the following steps.

All students needing math remediation will take MS 1023

1. Students with an ACT 14 or below or 227 or below on the NG Accuplacer must enroll in the following corequisite course.

   MS 1023 and lab <u>MS 1002</u>

2. Students <u>with ACT 15-16; or a 228-236 on the NG Accuplacer</u> must enroll in the following course:

   MS 1023 <u>NO LAB</u>

3. Students with 17-18 or above; 237-248 on the NG ACCUPlacer QAS or complete MS 1023 may enroll in either of the following courses:
   - Tech Math, MS 143
   - College Algebra MS 123 and MS 1121
   - Quantitative Reasoning/Literacy, MS 193 and the Lab-MS 1191

4. Students with ACT 19 or above, or a 249 or above on the NG ACCUPlacer QAS may enroll in either of the following courses:
   - Tech Math, MS 143
   - College Algebra MS 123
   - Quantitative Reasoning/Literacy, MS 193

This placement used for the Helena campus pilot does not apply to high school concurrent credit.

PCCUA COURSE PLACEMENT TABLE					
PLACEMENT	**COMPASS**	**ACT**	**CLASSIC ACCUPLACER**	**NG**	**HELENA ONLY Fall**
EH 1013 (Basic Writing I) and **EH 1011** (Basic Writing I Lab)	0 – 37 on Writing Skills	13 or below on English	50 or below on Sentence Skills	225 or below on Writing	
EH 1023 (Basic Writing II) and **EH 1021** (Basic Writing II Lab)	38 – 79 on Writing Skills	14-18 on English	51-82 on Sentence Skills	226-250 on Writing	
EH 113 (Freshmen English I)	80 or above on Writing	19 or above on English	83 or above on Sentence Skills	251 or above on Writing	
MS 1013 (Pre-Algebra)	0 – 48 on Pre-algebra	14 or below on Math	40 or below on Elementary Algebra	227 or below on QAS	*****N/A*****
MS 1023 (Elementary Algebra)	49 – 100 on Pre-algebra and 0 – 29 on algebra	15-16 on Math	41-59 on Elementary Algebra	228-236 on QAS	ACT 14 / NG ACC QAS 227 or below **PLUS LAB MS 1002**
MS 1023 (Elementary Algebra)					ACT 15-16/ NG ACC 228-236 **NO LAB**
MS 1123 (Intermediate Algebra)	49 – 100 on Pre-algebra and 30 – 40 on Algebra 2 years of HS Algebra	17-18 on Math	60-77 on Elementary Algebra	237-248 on QAS	*****N/A*****
MS 123 (College Algebra)	41 or above on Algebra 2 years of HS Algebra recommended, but not required	19 or above on Math 2 years of HS Algebra recommended, but not required	78 or above on Elementary Algebra	249 or above on QAS	ACT 17-18 / NGA QAS 237-248 or completed MS 1023 **PLUS LAB MS 1121**
MS 123 (College Algebra)					ACT 19 or 249 NG QAS and above
MS 143 (Technical Math)	21 or above on Algebra	16 or above on Math	60 or above on Elementary Algebra	237 or above on QAS	ACT 17-18 / NGA QAS 237-248 or complete MS 1023
MS 143 (Technical Math)					ACT 19 or 249 NG QAS and above
MS 173 (Geometry)	49 – 100 on Pre-algebra				
MS 183 (College Mathematics)	49 – 100 on Pre-algebra and 36 or above on Algebra	19 or above on Math	78 or above on Elementary Algebra	249 or above on QAS	

MS 193 Quantitative Reasoning/Literacy					ACT 17-18 / NGA QAS 237-248 or completed MS 1023 **PLUS LAB MS 1191**
MS 193 Quantitative Reasoning/Literacy					ACT 19 or 249 NG QAS and above
DS 103 (Introduction to College Reading Skills) and **DS 1031** (Reading Lab I)	0 – 65 on Reading	13 or below on Reading	47 or below on Reading	231 or below on Reading	
DS 123 (College Reading Strategies) and **DS 1231** (Reading Lab II)	66 – 82 on Reading	14-18 on Reading	48-77 on Reading	232-250 on Reading	
Exemption from Reading	83 or above on Reading Skills	19 or above on Reading	78 or above on Reading	251 or above on Reading	
PILOT COURSES					
RWS-1014 & RWS 1012 (Combo for Reading DS 103 & Writing EH 1013) **Helena only**	0 – 65 on Reading Skills and 0 – 37 on Writing Skills	13 or below on Reading and Writing	47 or below on Reading and 50 or below on Sentence Skills	231 or below on Reading or 225 or below on Writing	
MS-1121C & MS-1123C		ACT 17 or above or Grade of "C" in MS-1023	60-77 on Elementary Algebra	237-248 on QAS	

Course Name:
ACTS Name:
Course Number:
ACTS Course Number:
Academic Year:

Meeting Time & Place:

Prerequisites:

Required Laboratories:

Credit Hours:

INSTRUCTOR INFORMATION:
Instructor:
Office Location:

Office Phone #: (870)

Email Address: @pccua.edu

Office Hours:

COURSE DESCRIPTION
Use the PCCUA catalog description and correct name of the course.

TEXT AND READING MATERIALS:
   Publisher:

EXPECTED LEARNING OUTCOMES

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

PCCUA CORE COMPETENCIES
The five core competencies (STACC) 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 Responsibility
    2)   Technology Utilization
    3)   Analytical and Critical Thinking
    4)   Communication
    5)   Cultural Awareness

.

GRADING POLICY
Quizzes
Papers,
Assignments
Tests
Mid Term Exam
Final Exam
Grading Scale

ATTENDANCE POLICY

PARTICIPATION

COURSE EVALUATION & ASSESSMENT

EARLY ASSESSMENT OF LEARNING MEASURE (must be completed before the 4th week of class-test, demonstration, essay, writing assignment, other-must identify what the assessment will be).

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME (what intervention do you plan to implement if early assessment of student learning indicates the student is having problems with the material-must identify intervention which could be tutoring, review or material, review sessions after class, study sheets, one on one assistance).

MISSED OR LATE ASSIGNMENTS AND EXAMS

STUDENT RESPONSIBILITIES

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. Explain how this will be accomplished.

ACADEMIC HONESTY POLICY

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:
Dr. Kimberley Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawana Wansley (870) 946-3506 ext. 1610

Helena-Doug Bielemeier (870) 338-6474 ext. 1135

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or on the College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

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 without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

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 an insurance agency to assist any student with individual student insurance coverage. 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.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health concerns, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and

other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

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

SYLLABUS REVIEW FORM

Faculty Name:_____

Course Name: _____   Course Number:_____   Semester/Term:_____

Division:_____   Dean/Chair: _____

Syllabi Review Summary of Concerns	Actions Needed to Remediate Deficiency
Must be shared with faculty member immediately after review (1 work day if possible). It is preferable if this is provided to the faculty member in person.	Must be revised within 48 hours of date received.

Signature of Review Team Chair:_____   Date:_____

Signature of Faculty Member: _____   Date:_____

The syllabus must be amended within 48 hours and resubmitted to the division chair/dean for review by the Syllabus Review Team.

FACULTY INSTRUCTIONAL AND OFFICE SCHEDULE

(TERM)   **PHONE:**   **NAME**   **EXT:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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						
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5:00 – 5:30						
5:30 – 6:00						
6:00 – 6:30						
6:30 – 7:00						
7:00 – 7:30						
7:30 – 8:00						
8:00 – 8:30						
8:30 – 9:00						
9:00 – 9:30						
9:30 – 10:00						

ADVISORS

MAJOR	HELENA ADVISOR (870) 338-6474	DEWITT ADVISOR (870) 946-3506	STUTTGART ADVISOR (870) 673-4201
Advanced Manufacturing	Vicki Cobb, ext. 1122	Shawanna Wansley, ext. 1628	Cindy Grove, ext. 1885
Associate Degree Nursing	Shanna Pryor, ext. 1371 Shelby Gentry, ext.1384 LeAnne Marley, ext. 1141	Helena & Stuttgart Campus only	Shanna Pryor, ext. 1371 Shelby Gentry, ext.1384 LeAnne Marley, ext. 1141
Basic Skills, Adult Education	Carol Birth, ext.1304		
Behavioral Health Technology	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1628	Naomi Owen, ext. 1809
Biology, Chem, Engineering, Math, Physics, Pre Med	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
Business Administration	Monica Quattlebaum, ext. 1331	Tracie Karkur, ext. 1610	Cindy Grove, ext. 1809
Business Management	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Cosmetology	Connie Johnston, ext. 1215	Helena Campus Only	Helena Campus Only
Criminal Justice	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
Drama, English, Music, Speech	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1610	Sylvia Boyd, ext. 1809
Early Childhood Education	Yvette Robertson, ext. 1307	Joyce Hargrove, ext. 1840	Joyce Hargrove, ext. 1840
Education	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
Emergency Medical Technician	Shanna Pryor, ext. 1371	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
General Education	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
Graphic Communication	Vicki Cobb, ext. 1122	Shawanna Wansley, ext. 1628	Cindy Grove, ext.1885
Health Sciences	Shanna Pryor, ext. 1371-Helena	Shanna Pryor, ext. 1371-Helena	Shanna Pryor, ext. 1371-Helena
High School Relations	Kyunta McCoy, ext. 1363	, ext. 1608	Michelle Blasengame, ext.1816
Horticulture Operations	DeWitt & Stuttgart Only	Shawanna Wansley, ext. 1628	Cindy Grove, ext. 1885
Information Systems Tech	Monica Quattlebaum, ext. 1331	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Medical Coding	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1809
Medical Laboratory Technology/Phlebotomy	Julie Pittman, ext. 1109	Shawanna Wansley, ext. 1628-Helena Campus Only	Naomi Owens, ext. 1809 Helena Campus Only
Nursing Assistant	Shanna Pryor, ext. 1371 LeAnne Marley, ext. 1141	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus Only
Office Tech-Admin Support/Medical Office	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Physical Education	Robin Bryant, ext. 1370	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809
Practical Nursing	Shanna Pryor, ext. 1371	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus Only
Pre-Law, Social Science	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1628	Naomi Owen, ext. 1809
Pre-Nursing (ADN & PN)	LeAnne Marley, ext. 1141 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Naomi Owen, ext. 1809
Truck Driving/CDL	Linda Killion, ext. 1368	Helena & Stuttgart Campuses Only	Sylvia Boyd, ext. 1809
Welding	Vicki Cobb, ext. 1122	Shawanna Wansley, ext. 1628	Cindy Grove, ext.1885
Undecided	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Sylvia Boyd, ext. 1809

2021-2022 Academic Calendar

Fall Semester 2021
August 16 (M)…………………………Reporting day for Faculty/Staff-Awards Breakfast (offices closed)
August 17 (T) ....Registration (8:00 am - 6:00 pm)
August 17 (T)...**Last Day for Online Course Registration**
August 18 (W) ....Orientation for all new and returning students (Helena-West Helena)
               Nursing Orientation in Helena (All admitted ADN students.)
               Nursing Orientation in DeWitt (All admitted PN students)
August 19 (TH)...Orientation for all new and returning students (All Campuses)
August 23 (M) ....**Day, evening & Fast Track I classes begin, Fast Track 1 begins, Online classes begin.**
August 30 (M) ....Last day for 100% refund
September 6 (M)...Labor Day Holiday (no classes, offices closed)
September 8 (W)...Last day to complete application file for current semester/Last day for 50% refund
October 13-14 (W & TH) ....**Online Midterm Proctored Exams & Fast Track 1 Final Exams**
October 15 (F) ....Midterm advisory grades due (4:00 pm)
October 19 (T)...**Online Midterm Advisory Grades due & Fast Track 2 begins**
October 22 (F) ....Faculty/Staff In-Service (no day classes/evening &weekend classes meet) (offices closed)
November 1 (M)...Last day to drop and receive a "W"
November 8 (M)...Spring registration begins
November 22-26 (M-F) ....Faculty and students do not report (no classes, offices open Nov. 22-24)
November 25-26 (TH & F)............................Thanksgiving Holiday (no classes, offices closed)
November 29 (M)..Offices open, classes resume (8:00 am)
December 2 (TH)...Last day to receive an "EW"
December 6, 7, 8 (M, T, W)........................**Online Final Proctored Exams & Fast Track 2 Final Exams**
December 9 (TH)...Last day for classes
December 9 (TH) ....**Online & Fast Track 2 Grades due**
December 10 (F)...Study Day (Faculty will be available in their offices from 8:30 am to noon)
December 13, 14, 15, 16 (M, T, W, TH) ....Day, evening, and night exams begin Monday, Dec.13
December 17 (F)...Final grades due (12:00 noon)
December 21 (T)...December Graduation (no commencement)
December 21 (T)   ....Offices closed from 4:30 pm until 8:00 am on 1/4/22 (T)

Spring Semester 2022
January 4 (T)...Offices open
January 10 (M) ....Reporting day for faculty (8:00 am); Faculty/Staff In-Service
January 11 (T). ....Registration (8:00 am - 6:00 pm) **(Last Day for Online Registration)**
January 12 (W) ....**Day & evening classes begin, Online & Fast Track 1 Classes begin**
January 17 (M)...Martin Luther King Holiday (no classes, offices closed)
January 20 (TH)..Last day for 100% refund
January 31 (M) ....Last day to complete application file for current semester/Last day for 50% refund
February 18 (F)...Faculty/Staff In-Service (no day classes but extended day and evening classes meet)
March 2-3 (W & TH).................................**Online Midterm Proctored Exams & Fast Track 1 Final Exam**
March 10 (TH) ....**Midterm advisory grades due, Online Midterm grades due (4:00 pm) & Fast Track 2 begins**
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)
April 4 (M) ....Last day to drop and receive a "W"
April 4 (M) ....Summer & Fall registration begins
April 25 (M) ....Last day to receive an "EW"
April 26, 27, 28 (T-TH).............................**Online & Fast Track 2 Final Proctored Exams**
April 28 (TH)..Last day for classes
April 29 (F)...Study Day (Faculty will be available in their offices from 8:30 am to noon)

May 2, 3, 4, 5 (M-TH) ....Day and evening exams begin Monday, May 2
May 6 (F) ....**Online & Fast Track 2 Grades Due**
May 9 (M)…...Final grades due (12:00 noon)
May 12 (TH)...Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 13 (F)..Graduation Phillips Cty. at the Hendrix Fine Arts Ctr.in Lily Peter Audit. (7:00 pm**)**
May 30 (M) ....Memorial Day Holiday (offices closed)

SUMMER TERMS 2022
Summer I 2022
June 1 (W) .... **Last Day to Register for Online Courses**
June 1 (W) .... Summer I Begins & **Online Classes Begin**
June 2 (TH)..................... Last day for 100% refund
June 23 (TH)................... Last day to drop and receive a "W"
July 4 (M) .... July 4th Holiday
July 5 (T) .... Last day to receive an "EW"
July 12 (T) .... Last Day of Classes for Summer I-Summer Classes End
July 13 (W)..................... Summer I Grades Due by 4:30 p.m.
July 26- 27 (T & W)...... **Online Final Proctored Exams**
July 28 (TH) .... **Online Final Grades Due**

Summer I Extended 2022
June 1 (W) .... Summer I Extended begins
June 2 (TH)..................... Last day for 100% refund
June 23 (M)..................... Last day to drop and receive a "W"
July 4 (M) .... July 4th Holiday
July 5 (T) .... Last day to receive an "EW"
July 21 (TH) .... Summer I Extended ends (Final grades due by 4:30 p.m.)

Summer II 2022 (short)
July 13 (W)..................... Summer II begins
July 14 (TH) .... Last day for 100% refund
July 28 (TH) .... Last day to drop and receive a "W"
Aug 4 (TH) .... Last day to receive an "EW"
August 11 (TH).............. Summer II ends (Final grades due by 4:30 p.m.)

FALL EXAM SCHEDULE 2021

Class Period (Start Time)	Class Days	Test Days	Test Period
8:00	MW	Mon. Dec. 13	8:00-10:00
11:00	MW	Mon. Dec. 13	10:30-12:30
12:30	MW	Mon. Dec. 13	1:00-3:00
8:00	TTH	Tues. Dec. 14	8:00-10:00
11:00	TTH	Tues. Dec. 14	10:30-12:30
12:30	TTH	Tues. Dec. 14	1:00-3:00
9:30	MW	Wed. Dec. 15	8:00-10:00
1:00	MW	Wed. Dec. 15	10:30-12:30
2:00	MW	Wed. Dec. 15	1:00-3:00
9:30	TTH	Thur. Dec. 16	8:00-10:00
1:00	TTH	Thur. Dec. 16	10:30-12:30
2:00	TTH	Thur. Dec. 16	1:00-3:00
Extended Day Schedule			
4:00, 5:00 and 5:30	M	Mon. Dec. 13	4:00-6:00
4:00, 5:00 and 5:30	T	Tues. Dec. 14	4:00-6:00
4:00, 5:00 and 5:30	W	Wed. Dec. 15	4:00-6:00
4:00, 5:00 and 5:30	TH	Thur. Dec. 16	4:00-6:00
Evening Schedule			
6:00, 6:30 or later	M	Mon. Dec. 13	6:30-8:30
6:00, 6:30 or later	T	Tues. Dec. 14	6:30-8:30
6:00, 6:30 or later	W	Wed. Dec. 15	6:30-8:30
6:00, 6:30 or later	TH	Thur. Dec. 16	6:30-8:30

Study day will be Friday, December 10 and final exams begin Monday, December 13. Faculty will be available in their offices on study days and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction.   Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Friday, December 17.

SPRING EXAM SCHEDULE 2022

Class Period (Start Time)	Class Days	Test Days	Test Period
8:00	MW	Mon. May 2	8:00-10:00
11:00	MW	Mon. May 2	10:30-12:30
12:30	MW	Mon. May 2	1:00-3:00
8:00	TTH	Tu. May 3	8:00-10:00
11:00	TTH	Tu. May 3	10:30-12:30
12:30	TTH	Tu. May 3	1:00-3:00
9:30	MW	Wed. May 4	8:00-10:00
12:30	MW	Wed. May 4	10:30-12:30
1:00/2:00	MW	Wed. May 4	1:00-3:00
9:30	TTH	Th. May 5	8:00-10:00
12:30	TTH	Th. May 5	10:30-12:30
1:00/2:00	TTH	Th. May 5	1:00-3:00
Extended Day Schedule			
4:00, 5:00 and 5:30	M	Mon. May 2	4:00-6:00
4:00, 5:00 and 5:30	T	Tues. May 3	4:00-6:00
4:00, 5:00 and 5:30	W	Wed. May 4	4:00-6:00
4:00, 5:00 and 5:30	TH	Thur. May 5	4:00-6:00
Evening Schedule			
6:00, 6:30 or later	M	Mon. May 2	6:30-8:30
6:00, 6:30 or later	T	Tues. May 3	6:30-8:30
6:00, 6:30 or later	W	Wed. May 4	6:30-8:30
6:00, 6:30 or later	TH	Thur. May 5	6:30-8:30

Study day will be Friday, April 29 and final exams begin Monday, May 2. Faculty will be available in their offices on study day and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction. Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Monday, May 9.

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PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

INCOMPLETE (I) GRADE CONTRACT

Student Name _____   Social Security Number _____

Instructor _____   Semester and Year _____

Course name/Section _____

Contract Requirements Between Instructor and Student:

_____

_____

_____

Date to Complete Contract Requirements _____

If the student does not finish coursework by the completion date, the grade given will be _____*.
*This will be the grade given to the student if the instructor does not turn in a grade change. If no grade is given within the date provided, college policy will be applied, which is a grade of "F".

_____   _____
 Student Signature   Instructor Signature

_____   _____
Date   Date

Prepare three copies for:
1. Student
2. Instructor
3. Admissions Office (Attach this copy to the grade sheet.)

_____

Instructor—Please note: Before the above completion date, you must submit to the Admissions Office written notification of the grade change.   Rev. 6/19

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REQUEST FOR GRADE CHANGE

Student Name:_____ Datatel ID number:_____

Instructor:_____ Term/Year_____

Course name/section_____

Previous grade: _____   Change to: _____

_____

_____   _____
Instructor Signature   Date

Reviewed 06/2019

U of A PHILLIPS   **REQUEST FOR ACADEMIC APPEAL FORM**

Student Name:	ID #:
Semester/Year:	
Course Name and Number:	Instructor(s):
Reason for Appeal:	
Request to change course grade from: _____ to _____.	
Other:	

STEP 1

Student's Signature:	Date:
Action Taken:	
Faculty:	Date:

STEP 2

Chair, Dean:	Date:
Campus V. Chancellor (DeWitt and Stuttgart):	Date:
Action Taken:	

STEP 3

Vice Chancellor, Instruction:	Date:
Action Taken:	

STEP 4

Faculty Senate Academic Standards Committee, Chair:	Date:
Action Taken: ☐ Hearing not warranted ☐ Hearing Warranted	

STEP 5

Academic Standards Committee Chair:		Date:
Action Taken:		
Notify Student:	Notify Instructor:	
Date of Hearing:	Time of Hearing:	Location of Hearing:

STEP 6

Hearing Convenes:	Academic Standards Chair:
Findings:	
Student:	Date:
Academic Standards Committee Members:	

Rev. 3/2020

PHILLIPS COMMUNITY COLLEGE

DeWITT | HELENA-WEST HELENA | STUTTGART

PROPOSAL FOR PROFESSIONAL LEAVE
REQUEST FORM

Name: _____ Division/Department: _____

Type of Fund(s) Requested

Attend Meeting: ____   Name of Organization Sponsoring Meeting:_____

Attend Conference: ____   Name of Organization Sponsoring Conference:_____
Name of Conference/Seminar: _____

Present Paper at a Conference: ____ Name of Organization Sponsoring Conference:_____
Name of Conference/Seminar: _____

Another Type of Professional Development (site visit, course, etc.):_____
Name of Sponsoring Organization: _____
Purpose of Professional Development:_____
_____

Presenters or Other Activity
Name of Presentation: _____

Organization to Whom Paper or Proposal Is Being Submitted: _____

Submission Deadline: _____ Date of Presentation: _____

Topic: _____

Brief Summary of Presentation or Activity:
_____

_____

_____   Date of Submission:_____
Name of Applicant

_____ _____ _____ _____
Dean/Supervisor   Date   Approved   Disapproved

_____ _____ _____ _____
Vice Chancellor for Instruction   Date   Approved   Disapproved

44

U of A PHILLIPS

UNIVERSITY OF ARKANSAS
MOTOR VEHICLE ACCIDENT FORM

UNIVERSITY VEHICLE:_____ **CAMPUS LOCATION:**_____

Driver's Name:		Driver's License #:
Home Phone #:	Date of Birth:	Department:
Vehicle Fleet #:	Type Code:	Campus Phone #:
Vehicle Year/Make/Model:		Veh ID/VIN#:
Accident Location (City/State):		(Street/Road/Hwy #):

ACCIDENT DATE:_____ **ACCIDENT TIME:**_____ **(am/pm)**

Driver Description of Accident (Give clear detailed account of: Where you were going; What load you were carrying; speed; amount of traffic; how accident occurred; weather; road conditions; etc.):

OTHER VEHCILE(S):

Driver's Name:	Driver's License #:
Address:	Driver's Phone #:
Owner's Name:	Owner's Phone #:
Vehicle Year/Make/Model:	License #:
Owner's Insurance Carrier:	Agent's Name:

INJURY TO PERSON(S):

Name/Address of person(s) injured in UNIVERSITY Vehicle	Name/address of person(s) injured in OTHER vehicle

WITNESSES:

NAME	ADDRESS
Investigating Officers Name:	Police Department:

The information contained on this report is true and correct to the best of my knowledge and belief.

_____   _____
Signature of University Vehicle Driver   Date

Rev.3/2020

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INCIDENT REPORT FORM

An incident is defined as any serious illness or actual or threatened personal injury that endangers the safety of any college employee, student, and/or visitor. All sections of this report must be completed. Incomplete reports will be returned to the originator for completion.

SECTION 1 – DETAILS OF INCIDENT

Date of Incident:	Time of Incident:
Type of Incident: ☐ Serious Illness ☐ Actual Personal Injury ☐ Threatened Personal Injury	
Location: (Be specific)	

SECTION 2 – PERSONAL INFORMATION FOR INDIVIDUAL(S) INVOLVED (MAY USE BACK OF FORM)

Name:	
Address:	City:
State:	Zip Code:
Telephone (Home)#:	Telephone (Cell) #:
E-mail Address:	Date of Birth:
Is the individual involved in the incident an: ☐ Employee ☐ Student ☐ Visitor ☐ Other/Explain *(mark all that apply)*	

SECTION 3 – DESCRIBE INCIDENT IN DETAIL (MAY USE BACK OF FORM)

SECTION 4 – INDIVIDUAL COMPLETING REPORT

Name:	
Address:	City:
State:	Zip Code:
Telephone (Office) #:	Telephone (Cell) #:
E-mail Address:	

SECTION 5 – INVOLVED INDIVIDUAL'S DECLARATION AND CONSENT

To the best of my knowledge, I confirm the above information is correct. I agree for the above information to be released to safety representatives so far as it relates to the above described incident.

Signature of Individual(s) Involved:	Date:
Signature of Individual(s) Involved:	Date:
Signature of Individual Completing Report:	Date:

Rev.3/2020

46

U of A PHILLIPS

Submit to Motor Pool in Maintenance:

Name of Traveler:		
Today's Date:	Acct./Dept. #:	Name of Acct./Dept.:
Purpose of Travel:		
Departure Date/Time:	Return Date/Time:	
Number Traveling:	Number of Vehicles:	Destination Point:
Signature of Traveler:		
Date/Time received in motor pool:		

Please don't park personal vehicles in front of the maintenance shop when you pick up a car.