

PCCUA Adult Education: Let Us Help You Find Your Way



Student Handbook

2023-2024

Class Locations: Helena-West Helena, Marianna, & Marvell

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TO THE STUDENT

WELCOME to Phillips Community College of the University of Arkansas' Adult Education program. The purpose of our program is to provide academic preparation to improve your quality of life by assisting you in acquiring the skills necessary for employment and self-sufficiency, promoting lifelong learning, and/or assisting you in completing any one of our slate or educational components: the General Educational Development (GED) Test, Workforce Alliance for Growth in the Economy (WAGE™) program, an integrated education and training program, TANF workforce training or SNAP Education & Training. The PCCUA Adult Education Program mission is to create an intentional learning environment by providing a quality education for all learners seeking adult education services to acquire and become equipped with the knowledge, skills and resources required to obtain their General Education development diploma and become self - sufficient. We believe that anyone can learn and become successful.

This program provides adults 18 years of age and older the opportunity to study for the GED exam, to review reading, language, and writing skills, to develop self-confidence, and to attain basic skills for becoming an effective worker and member of the community. This Adult Education program also provides a "Special Provision Admissions" for 16-17-year-old students who have been out of school for one full calendar year; home schooled or has been referred to the Adult Education program from the public, private, or parochial school district or the Department of Human Services. See Appendix A for the "Special Provision Admissions".

Your enrollment and continued presence in the adult education program proves that you are the kind of person who has goals and aspirations in life. With hard work and determination, these goals are possible, and we are here to assist you in obtaining them. Whatever you hope to accomplish, allow the adult education program to provide you with the tools necessary to reach your goals. Take advantage of the benefits that Adult Education has to offer which can result in you continuing your education, getting a better job, feeling better about yourself, increasing your income and/or investing in your future.

Adult Education
Director

CLASS LOCATION AND TIMES

<u>Site</u>	<u>Location</u>	<u>Day</u>	<u>Time</u>
PCCUA-Phillips County	Helena, AR	Monday	8:30am - 12:30pm 5:00pm-7:30pm
		Tuesday	8:30am - 12:30pm 5:00pm-7:30pm
		Wednesday	8:30am - 12:30pm 5:00pm-7:30pm
		Thursday	8:30am - 12:30pm
		Friday	<i>LAB OPEN ONLY</i> (for testing, practice and study)
PCCUA-Lee County	Marianna, AR	Monday	8:30am - 12:30pm
		Tuesday	8:30am - 12:30pm
		Wednesday	8:30am - 12:30pm
PCCUA-Phillips County	Marvell, AR	Monday	5pm - 8pm
		Tuesday	5pm - 8pm
		Thursday	5pm - 8 pm

Schedules are subject to change depending on instructor availability and student need. Please contact the Helena office for updates to the class schedule.

FACULTY & STAFF

Helena Campus

Director:

(870) 338-6474 Ext. 1104

Paraprofessionals:

Christina Sanderlin

(870) 338-6474 Ext. 1394
csanderlin@pccua.edu

Adline Chandler

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achandler@pccua.edu

Test Examiner:

Cacecia Middleton

(870) 338-6474 Ext. 1149
cmiddleton@pccua.edu

Instructor(s):

Marisa Sanders

(870) 338-6474 Ext. 1166
msanders@pccua.edu

Donna Turner

dturner@pccua.edu

SNAP E&T Coordinator:

Jalessa Flowers

(870) 338-6474 Ext. 1383
jflowers@pccua.edu

TANF Coordinator:

Jalessa Flowers

(870) 338-6474 Ext. 1383
jflowers@pccua.edu

Marianna Campus

Test Examiner /
Paraprofessional:

Cecelia Middleton

(870) 338-6474 Ext. 1149
cmiddleton@pccua.edu

Instructor(s):

Shirley Larry

slarry@pccua.edu

Marvell Campus

Instructor(s):

TBA

(870) 338-6474 Ext. 1394
csanderlin@pccua.edu

Adult Education Fall 2023 Calendar

August 14 (M)	Reporting day for Faculty (8:30 am)
August 14-23 (M-F)	Registration begins (8:00am - 6:00 pm). On-going
August 16 (W)	Orientation
August 21 (M)	Day classes begin
August 21 (M)	Evening classes begin
September 4 (M)	Labor Day holiday (No classes, Offices closed)
September 21	Open House
October 25-27 (W-F)	AACAE Conference (No classes)
November 20-24 (M-F)	Thanksgiving Holiday (No classes, Offices open) Faculty & students do not report
November 23-24 (TH-F)	Thanksgiving Holiday (No classes, Offices closed)
November 27 (M)	Offices open /Classes resume (8:30)
December 8 (F)	Last day for face-to face Adult Education Classes; Online classes/remote learning ongoing
December 21 (W)	Last day for full-time staff

Spring 2024 Calendar

January 3 (W)	Offices open /classes resume 8:00am)
January 4 (TH)	Registration (8 am - 6 pm) On-going
January 15 (M)	Martin Luther King Holiday (No classes/Offices Closed)
January 8 (M)	Day & Evening classes begin
March 18-22 (M-F)	Spring break (No classes)
March 25 (M)	Offices open
April 25 (TH)	Last day for Adult Education classes
May 3 (F)	Adult Education Graduation 6:00 pm, PCCUA Community Room

Summer 2024 Calendar

May 31 (W)	Memorial Day Holiday (no classes)
June 3 (M)	First day of summer school classes
June 19 (W)	Juneteenth Celebration (college open, classes meet)
June 27 (TH)	Last day of Adult Education Classes

WHAT YOU NEED TO KNOW

PCCUA Parking Decals

All students need decals for parking on campus. The first decal is free. All others will cost \$10. You may make arrangements to obtain a decal at the PCCUA College Admissions desk.

Identification

Please bring your driver's license for identification. We must have proof of your date of birth and your social security number. If you do not have a driver's license, you will need to bring your Arkansas state ID card.

Student Retention

Students are expected to attend all classes regularly and punctually. *Good attendance is important in all of our programs.* We can't emphasize enough how important it is for you to attend your scheduled classes. As in everything else, the more you put into your involvement here, the more you'll get out of it.

Please call your instructor or the Adult Education office if you are going to be late or absent from class. We will be looking for you, and we will miss you when you are absent.

The instructor will contact the student by telephone after three (3) consecutive days of absence. A letter will be sent after five (5) days of absence. It is our hope that a telephone call or letter will show our genuine concern, and we hope that any student that is excessively absent will return to class to continue gaining positive educational experiences which will aid in accomplishing short and long term goals.

Attendance Policy

Regular class attendance and punctuality are expected. All arrangements for completing missed work are to be made with the instructor. It is the student's responsibility to initiate these arrangements. Please call your Instructor if you are unable to attend your class. If he/she is out of his/her office, you may leave a voice message.

STUDENT INTAKE AND ORIENTATION PROCEDURES

When a student enrolls in the Adult Education Program, he/she is asked to complete a Student Enrollment Package. This package includes: Adult Education Enrollment Forms.

A student is then given the TABE (Test for Adult Basic Education) Locator. After the Locator is scored the student is given a Reading, Math and Language Test on the appropriate level on the TABE Survey Test. This test is scored and the scores are then recorded on the student's Enrollment Form.

(See Appendix B for instructions concerning enrollment of 16-17 year old students.)

Student will meet with the Program Director or Intake Paraprofessional for goal setting and be assigned the appropriate ability level classes in accordance with the following chart:

ABE Literacy	Level E Level M
ABE (Adult Basic Education)	Level E Level M Level D
GAE (General Adult Education)	Level A or D

Students will then be enrolled in appropriate classes and receive a class schedule.

Students will be given a copy of the Adult Education Program's Handbook and Testing Procedures and Conduct Requirement Rules will be discussed. The student will be given a form to sign stating he/she has read and understands the Conduct Requirement Rules (Appendix A).

After **40 hours** of instruction in subject areas (not including computer and job skills) the student will be given the "TABE Survey Test" for a Post Test Score. If a student improves to the next ability level he/she will be moved to the next level. Example: student pre-test score is 525 Level D then post-test score is 537 Level D: the student will be moved to a GAE level class.

Step by Step Process for Taking the GED Test in Arkansas

Student must take GED Ready test at an approved Adult Education or GED Testing Center before they can be administered the official GED test. Passing score is 145 on each part.

- Student goes into Adult Education Center and is administered TABE 11/12.
- If student scores at least 535 in Reading, they may take the Reasoning Through Language Arts and Social Studies GED Ready tests. If student scores at least 535 in Math, they may take the Science and Math GED Ready tests. If student earns these scores, they may use a voucher that was issued to the center by Arkansas Adult Learning Resource Center AALRC.
- Results of GED Ready test in student's **GED.com** account can be used as a prescription for studying for the official GED test as the results are synced to various publishing companies' material.
- If a person does not wish to use a voucher for a free GED Ready test, they may go to the **GED.com** web site and register for the GED Ready test. However, they must pay the GED Testing Service charge of \$6 per area (total \$24) for the GED Ready test. **Candidate will still be required to take the GED Ready test in an approved Adult Education or GED Testing Center before they can be administered the official GED test.**
- Student may take one part of the GED Ready test at a time and then take that part of the test.
- Student signs up for GED Ready test by registering through **GED.com**.
- On **GED.com**, they will be asked for their email address and password that they have created on **GED.com**.
- If student does not pass the GED Ready test, they should enroll in adult education classes **or** study at home.
- If student passes the GED Ready test, the adult education center should email **GED@arkansas.gov** that the student has passed the GED Ready test and is ready to register for the official GED test.
 - The state GED Testing Office will then release the student from the exception queue. All registered candidates will go into an "exception queue" through the **GED.com** web site.

- The Arkansas GED Office will release the candidate for testing after receiving notification from the adult education center that the candidate has passed the GED Ready test.
- The email to **GED@arkansas.gov** should include the candidate's name, date of birth, adult education center name, and a statement that the candidate has passed the official GED Ready test and what parts they have passed.
- The GED Testing Office will notify the sender of the email that the candidate has been released from the exception queue.
- Student will schedule for the official GED test through **GED.com** using their email address and password.
- The official GED test will cost the candidates \$4 per part or \$16 for the four parts. The fee must be paid with a debit card or a credit card. The Arkansas Department of Career Education is covering the remainder of the testing fee.
- Candidate can see their test results through **GED.com** using their email address and password.
- Adult Education center can also see candidate's results through **GED.com** if they have candidates email and password.

What is the GED test?

The 2014 GED test is a four-subject high school equivalency test that measures skills required by high schools and requested by colleges and employers. The four subjects are Science, Social Studies, Mathematical Reasoning, and Reasoning through Language Arts. After you pass the GED test, your diploma or credential will be issued by your state but you'll receive a GED transcript to apply to college, start training, or get a better job.

The test is part of the 2014 GED program, the only high school equivalency program built to help adults qualify for college, training, or a good job with good wages.

At GED Testing Services, we believe that everyone deserves a fighting chance at a good job with good wages. That's why the 2014 GED program includes start- to-finish support and a test based on what's needed to succeed in college and jobs.

Test Facts:

- The first GED test was created in 1942 and is updated every 10-15 years
- The 2014 GED test takes a little more than seven hours to complete
- The 2014 GED test is administered year-round at more than 1,500 testing centers worldwide
- People with a high school credential earn \$568,000 more in a lifetime than people without a high school credential

THE 2014 GED® TEST SPECIFICATIONS

The 2014 GED® Test consists of four content areas:

Reasoning Through Language Arts (RLA) (150 minutes)

Section 1 (27 minutes*)

Section 2 (45 minutes)

Student Break (10 minutes)

Section 3 (60 minutes*)

* The time allotted for sections 1 and 3 may vary slightly, but the total test time will always be 150 minutes.

Mathematical Reasoning (115 minutes)

Part 1 (first 5 test questions) calculator not
allowed

Part 2 - (remaining 41 test questions) calculator allowed

*As of Friday, February 21, 2014, the standard time allowance on the GED® test - Mathematical Reasoning was increased by 25 minutes. The time allowance for GED Ready® - Mathematical Reasoning was also increased by 13 minutes.

Science (90 minutes)

Social Studies (70 minutes)

Tests are administered in English and Spanish

In most states, you can test three times on the same subject without waiting. After the third attempt, you have to wait 60 days before trying again. Check your state's policy page to see if they have a different retake policy.

Tests consist of 7 different item types:

Extended response

Drag-and-drop

Drop-down

Fill-in-the-blank

Hot spot

Multiple choice

Short answer

Tests are delivered on computer (not online). Paper testing only available as an accommodation.

THE 2014 GED® TEST ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

The purpose of accommodations is to provide candidates with full access to the GED® test. However, accommodations are not a guarantee of improved performance or test completion. GED Testing Service provides reasonable and appropriate accommodations to individuals with documented disabilities who demonstrate a need for accommodations. GED® test accommodations may include things such as:

- A separate testing room
- Extra testing time
- Extra breaks

Test accommodations are individualized and considered on a case-by- case basis.

Consequently, no single type of accommodation (e.g. extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to accommodations.

WHAT ACCOMMODATIONS ARE RIGHT FOR ME?

Specific accommodations should be related to the functional limitations. For example, a functional limitation might be the limited use of one's hands for typing. The appropriate accommodation might be to provide a scribe and/or increase the testing time allowed due to the limitation. It is essential that the documentation of the disability provide a clear explanation of the current functional limitation and a rationale for the requested accommodation. You should work with your doctor or other professionals who know you to determine which accommodations are appropriate for you. All GED® candidates who are requesting accommodations because of a disability must provide appropriate documentation of their condition and how it is expected to affect their ability to take the GED® test under standard conditions.

HOW DO I REQUEST ACCOMMODATIONS?

Each request for accommodations is considered on a case-by-case basis. You'll be asked to fill out a Request for Testing Accommodations form based on disability type. In order to apply for accommodations on the computer based GED® test, you must first create a registration account and then proceed with submitting your request for official review.

Before you request any testing accommodations, you must complete the following steps:

- Create a MyGED™ account by signing up on www.GED.com or log-in to your MyGED™ account if you have an active account.
- Answer yes on the GED Testing Service Registration form on the last question asking, “Do you need to request accommodated testing conditions for a documented disability?”
- Once the registration form is submitted, you will receive an email indicating where you will submit your accommodations request form and supporting documentation.

Preparing the Request Form and supporting Documentation for Review:

- Read the Documentation Guidelines for Candidates (PDF). Make sure your supporting documentation meets our guidelines. You may want to review your documentation with an advocate, teacher or other professional.
- Print a copy of the Accommodations Request Form for your disability and complete section one. You may also be able to obtain the request form from an adult education program offering GED® preparation courses.
- Give your evaluator (i.e. doctor, psychologist) a copy of the Documentation Guidelines for Evaluators for your disability. Your evaluator should make sure that the documentation they provide you meets our guidelines. In most cases, your evaluator will be a psychologist or doctor who administered a series of psychological, educational or medical tests with *you*, and provided *you* with a copy of a diagnostic report or a detailed letter that you will submit with your request form.
- When you have completed the Accommodations Request Form, submit your completed request form along with the supporting documentation via fax directly to GED Testing Service, as directed on the bottom of the accommodations form. If you plan to test in Nova Scotia, Newfoundland and Labrador, Northwest Territories, or Yukon Territory, please send to the corresponding address listed here.
- The accommodations request decision will be communicated to you from GED Testing Service to your email account provided during the registration process. In most cases, you will hear a decision within 30 days.

If you are not satisfied with the accommodations decision, you may appeal this decision by completing an Appeal Form (PDF) and providing us with additional documentation to review.

HOW DO I SCHEDULE AN ACCOMMODATED EXAM?

If you are approved for accommodations, your decision letter will include a number for scheduling your GED® accommodated exam. Accommodated exams must be scheduled by calling in to Pearson VUE Accommodations and Exceptions Scheduling. You cannot schedule a GED® accommodated exam online nor can accommodations be applied to an exam already scheduled.

Appendix A

PCCUA

Adult Education Program

Special Provision (16-17 year old) Students

Enrollment Policy

Adult Education programs may reserve the right to serve only adults 18 years or older or limit the number of students below the age of 18. Persons sixteen (16) or seventeen (17) years of age may or may not be enrolled in adult education programs in accordance with Act 1659 of 2001 and Act 604 of 2003.

Requirements and provisions for serving 16-17 year olds in Arkansas Adult Education programs were previously enacted and clarified in Act 1659 of 2001. These provisions have been further amended by Act 604 of 2003. Act 604 of 2003 contains only amended wording for Act 1659 of 2001 based on changes in standards for the GED Test. **It is** important to remember that, together, the two acts provide complete requirements for serving 16-17 year olds in adult education programs in Arkansas.

According to Act 1659 of 2001 and Act 604 of 2003 the processes outlined below should be used for each of the following groups:

Public School Students

- (1) Student makes formal application to the school district for a "Waiver for 16-17 year old Students" to enroll in the adult education program.
- (2) Student is administered the "Tests of Adult Basic Education" (TABE) by a public school official designated by the school.
- (3) Student must score a minimum **535 on a TABE Level A or D Complete Battery**.
- (4) *Student and parents/guardians meet with school counselor to discuss academic options for the student.*
- (5) The school district determines that the student is a proper candidate for enrollment in adult education, contingent upon approval by the appropriate adult education program.
- (6) The adult education program reviews the student's school and testing records and agrees to admit student into the program.
- (7) If a student was not enrolled in school the previous year, the minimum test scores are not required.
- (8) If accepted by the adult education program, student must attend adult education classes a minimum of **20 hours a week or 10 hours a week for student who works 30 hours or more each week**. Student must present documented evidence of employment if attending 10 hours per week.
- (9) Student and student's parents/guardians must agree in writing that the student will attend the required number of hours and maintain appropriate conduct.
- (10) If student does not attend class or make satisfactory progress toward completion of adult education curriculum, student must re-enroll in public school within 5 days from date of release from adult education program.
- (11) The adult education program must report attendance of all 16-17 year old enrollees to the sending school district on a monthly basis.
- (12) All students must take and pass the Official GED practice test before taking Official GED tests.

Private, Parochial, or Home School Students to Enroll in Adult Education

- (1) If private or parochial school student wishes to enroll in adult education program, a letter verifying enrollment status from the principal or administrator of the private or parochial school is required.
- (2) Private or parochial school student must score **535 on a TABE Level A or D Complete Battery**.
- (3) If a Homeschool student wishes to enroll in an adult education program, a notarized copy of the "Notice of Intent to Homeschool" must be presented to the Adult Education program. Student must score **535 on a TABE Level A or D Complete Battery**.
- (4) The student and parents/guardian shall meet with adult education counselor to discuss academic options.
- (5) The adult education program reviews the student's school and testing records prior to allowing admission to the adult education program.
- (6) Student must attend adult education classes a minimum of **20 hours a week or 10 hours a week for student who works 30 hours or more hours each week**. Student must present documented evidence of employment if attending 10 hours per week.
- (7) If student does not attend class or make reasonable progress toward completion of adult education curriculum, student shall re-enroll in either public, private, parochial or home school within 5 days from date student is released from the adult education program.
- (8) Student and student's parents/guardians must agree in writing that student will attend the required number of hours and maintain appropriate conduct.
- (9) If a homeschool student is accepted into an adult education program, the student's parent/guardian shall send written notification to the local public school superintendent of their intent to participate in an adult education program.
- (10) All students must take and pass Official GED practice test before taking Official GED test.

Private, Parochial, or Home School Students Who Desire to Take GED Tests

- (1) Student is not required to obtain permission or approval from any official in a public school district.
- (2) Private or parochial school student must provide a letter from the principal or administrator of private or parochial school verifying enrollment status.
- (3) Home school student must provide a notarized copy of the "Notice of Intent to HomeSchool" form.
- (4) Private, parochial, or home school student must achieve at least minimum Official GED practice test scores to be allowed to take Official GED Test.

NOTE: The GED Tests cannot be administered to a person currently enrolled in a public high school.

ATTENDANCE POLICY FOR 16-17 STUDENTS

Copies of the local adult education attendance and conduct policies based on the State Adult Education Department's student attendance policy for students who are sixteen (16) or seventeen (17) years of age enrolled in adult education program shall be provided to the students and the students' parents or guardians at the beginning of the school year or upon enrollment, whichever event first occurs.

Students who are 16 or 17 years of age who attend an adult education program **MUST** enroll and attend on a continued basis of a minimum of 20 hours of class attendance and instruction per week until they complete the program by passing the GED Test or reaching their 18th birthday.

The student's parents or guardians shall be notified the first week the student attends **LESS** than 20 hours per week for unexcused reasons. Notice shall be by telephone contact with the student's parents or guardians or by regular mail with a return address on the envelope.

Whenever a student attends less than 20 hours a week the second week (not necessarily two consecutive weeks) for unexcused reasons, the adult education program shall notify the sending school district and the student's parents or guardians that the student has been released from the adult education program and that the student is being referred back to the sending school district. **The student must re- enroll in the sending school district within 5 days from the date of the release from the adult education program.**

Attendance Policy for 18 and Over Students

Per session, an adult student is allowed to miss 4 days total. After 4 absences, the adult student will be removed from that session and will be allowed to return at the start of the next session

****Subject: Civics Test Requirement**

POLICY: According to Arkansas Act 478 of 2017, beginning in the 2018-2019 year, in order to receive a high school equivalency diploma, students **below the age of 19** must take a test that is identical to the civics portion of the naturalization test used by United States Citizenship and Immigration Services; and correctly answer at least sixty (60) of the one hundred (100) test questions. The test may be taken prior to or after entrance into a local Adult Education program.

INFORMATION/RATIONALE: In order to comply with Arkansas Act 478 of 2017, Adult Education programs must ensure that students pass the civics test.

STUDENT CONDUCT

An objective of Phillips Community College is to provide an opportunity for education to all of its students. In order to achieve this objective, it is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with the regulations.

1. Unauthorized selling or peddling on college property is prohibited. Vendors or salespersons who offer their wares for sale on college-controlled property must obtain approval from the Vice Chancellor for Student Services' Office in the Administration Building.
2. Unauthorized distribution of handbills and the use of amplifying equipment is prohibited. Approval must be obtained from the Vice Chancellor for Student Services' Office. Unauthorized distribution of literature on campus is prohibited. Literature and materials must not contain writings which are libelous, obscene, or in violation of federal, state, local laws.
3. A student may not misuse and/or make misrepresentation of college documents and/or records.
4. A student may not threaten or attempt to commit physical violence against any other student, faculty member, administrative officer, employee or invited guest of the college.
5. A student may not cause the destruction, damage, or theft of personal or college property.
6. A student may not possess, use, or distribute substances expressly prohibited in law.
7. A student may not possess, use, sell, furnish to others, or be under the influence of alcoholic beverages on college property.
8. A student may not possess weapons on college-controlled property or at college sponsored or supervised functions.
9. A student may not display disorderly conduct, including violent, noisy, or drunken behavior. The use of abusive or obscene language on college controlled property or while representing the college or attending a college function is prohibited.
10. A student may not participate in any demonstration, assembly, or speech that is manifestly unreasonable in terms of time, place or manner, that incites a riot or destruction of property, or that violates the law or college regulations.
11. A student may not violate college regulations regarding the operation and parking of vehicles. Regulations may be obtained in the Office of Admissions.
12. A student may not display lewd or lascivious behavior, indecent exposure, illicit sexual relations or perversion.
13. A student may not fail to comply with directions of college officials acting in the performance of their duty.
14. Smoking is not permitted in any buildings, including bathrooms.

We, the undersigned, have read and understand the Attendance Policy and Student Conduct Code of the Phillips Community College Adult Education Program. We understand the policies and agree that the student will maintain regular attendance and appropriate conduct in order to remain in the Adult Education Program.

Student

Date

Parent/Guardian

Date

Adult Education Coordinator/Counselor

Date

Revised: 08-16-2022

Appendix B

ADULT EDUCATION STUDENT EXPECTATIONS

Attendance

All students are to report to class on time. Students not in their seats ready to work at the scheduled time are considered late. Each class period late, regardless of whether it is at the beginning of the scheduled class period or upon return from break, is a separate unauthorized lateness.

There shall be a fifteen (15) minute grace period at the beginning of the school day. Lateness beyond the fifteen minute grace period shall result in the student's not being able to enter the classroom. The student should check-in at the computer lab for the remainder of that class period. There will be a ten-minute break between classes. Students are expected to be in their seats ready to work at the beginning of each class period.

If excessive lateness persists, (more than 3 times) the instructor will document action and refer student to AE counselor. If a student is found to have cut class, the student will be dismissed from campus the remainder of that day. If cutting class continues, the student will be referred to the counselor and Vice Chancellor of Student Services.

Clothing Etiquette

Students must come to school in appropriate attire:

- Pants, shirts, and blouses must not be revealing/see-through
- Exposed undergarments or midriffs (belly shirts) are not acceptable
- Tank tops and tube tops must be worn with a shirt
- Shorts and skirts must come down to the length of the students extended fingertips unless leggings are worn
- Do-rags, handkerchiefs, bandanas, hoodies, gang paraphernalia, hats, and clothing that display profanity are not permitted.
- Sagging pants are not permitted (It is against the law.)

Electronic Devices

Students are not to use cell phones, tablets, gaming consoles, earbuds, headphones, etc. in any class unless given express permission to do so by the instructor. These devices should be turned off and put away or left at home. If a student interrupts a class through the use of one of these devices, he/she will receive a warning. If interruptions continue, the student's personal device will be stored until the end of the class day. Interruptions thereafter will result in a referral to the Adult Education director.

STUDENT CONDUCT

An objective of Phillips Community College is to provide an opportunity for education to all of its students. In order to achieve this objective, it is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with the regulations.

1. Unauthorized selling or peddling on college property is prohibited. Vendors or Salespersons who offer their wares for sale on college-controlled property must obtain approval from the Vice Chancellor for Student Services' Office in the Administration Building.
2. Unauthorized distribution of handbills or literature and the use of amplifying equipment are prohibited. Approval must be obtained from the Vice Chancellor for Student Services.
3. A student may not misuse and/or make misrepresentation of college documents and/or records.
4. A student may not threaten or attempt to commit physical violence against any other student, faculty member, administrative officer, employee or invited guest of the college.
5. A student may not cause the destruction, damage, or theft of personal or College property.
6. A student may not possess, use, or distribute substances expressly prohibited in law.
7. A student may not possess, use, sell, furnish to others, or be under the influence of alcoholic beverages on college property.
8. A student may not possess weapons on college-controlled property or at college sponsored or supervised functions.
9. A student may not display disorderly conduct, including violent, noisy, or drunken behavior. The use of abusive or obscene language on college controlled property or while representing the college or attending a college function is prohibited.
10. A student may not participate in any demonstration, assemble, or speech that is manifestly unreasonable in terms of time, place or manner, that recites a riot or destruction of property, or that violates the law or college regulations.
11. A student may not violate college regulations regarding the operation and parking of vehicles. Regulations may be obtained in the Office of Admissions
12. A student may not display lewd or lascivious behavior, indecent exposure, illicit sexual relations or perversion.
13. A student may not fail to comply with directions of college officials acting in the performance of their duty.
14. Smoking is not permitted in any buildings, including bathrooms.

Adult Education Computer Lab Rules and Regulations

1. Only Adult Ed students are allowed in the (AE) Computer Lab.
2. All students must sign in and out when entering and exiting Adult Ed Lab.
3. All students must use only the computer that is assigned to them.
4. Students are not allowed to download any information or programs in the lab.
5. Students are only allowed to use the programs that are assigned by their instructors.
6. Students are not allowed to make any changes to the Adult Ed computers including any setting such as color, screen saver, etc.
7. Students are not allowed to access any websites/internet unless instructed to do so. (This includes but is not limited to any profane or obscene (pornography) websites that advocate illegal acts, violence or discrimination towards others (hate literature).
8. All students must have prior permission from Adult Ed Lab Supervisor before using the computer other than assigned classroom time.
9. There will be NO FOOD OR DRINKS allowed in Adult Ed Computer Lab.
10. Students are not allowed to use any CD disks or materials in the Adult Ed Computer Lab except the property of Adult Ed or that is assigned by their Instructor.
11. There will be no obscene, profane, lewd, rude, inflammatory, threatening or disrespectful language in the Adult Ed Computer Lab.
12. Students must not remove any property or material from the Adult Ed Lab that belongs to Adult Ed or Phillips Community College.
13. Students are only allowed to be in the Adult Education Computer Lab when an instructor or staff person is present.

Date and sign below that you have read and understand the rules/regulations of the Adult Ed Lab. You are responsible for your actions rather it be intentional or not. Any violations may cause disciplinary actions to be taken by the Adult Ed department.

Student Signature

Date

Adult Education

Anti-Bullying Policy

We believe that all students have the right to live and be educated in an environment which is supportive, caring and safe, and where there is mutual respect, courtesy, kindness and cooperation. Bullying is anti-social behavior which threatens the fundamental principles of the Adult Education Program, and it will not be tolerated. This policy has been developed with due regard to the duties and obligations under existing legislation and public sector duties for the safeguarding and well-being of all students.

Forms of Bullying

Bullying is deliberately hurtful behavior to someone as a single incident or over a period of time. It can be physical, verbal or indirect, or a combination of any of these forms. Often it includes one or more of the following: intimidation, exclusion, rumor-spreading, name-calling, anonymous messages, damage to or theft of personal property. The victim may react by becoming silent or withdrawn, feigning illness, missing lessons, not eating, or not working. The potential serious consequences of bullying, both physical and emotional, should not be underestimated. Bullying can lead to psychological damage and in extreme cases, suicide.

Additional Types of Bullying

- Cyberbullying
- Sexual and sexist bullying
- Racist and religious bullying
- Homophobic bullying
- Disability bullying

Prevention

The following procedures and recommendations are intended to discourage bullying in **all its** forms.

General: Preventative measures to stop bullying

Members of faculty/staff are available during the school day for those who wish to discuss any personal problem with them.

Faculty/Staff will be informed of anyone in their classroom or tutor group who has reported or is suspected of being bullied or bullying, and asked to monitor the situation.

The issue of bullying and antisocial behavior will be periodically addressed in staff meetings, with tutor groups, and in classes.

Students will be advised that members of staff do have the ability to stop bullying and encouraged to speak to them.

Students will be advised that anyone who feels that they are being bullied, or who knows that someone else is being bullied, should tell any member of the program or college staff. The disclosure will be passed on to and dealt with by the director.

All complaints of bullying will be taken seriously, investigated, dealt with appropriately, effectively, sensitively and as confidentially as possible, and responded to in a consistent manner.

Staff will receive frequent training opportunities to help prevent and tackle bullying.

Cyber-Bullying: Preventative measures to stop bullying

All students are required to adhere to the college's 'Acceptable Use of Internet Policy' for the safe use of the internet. Certain sites are blocked by the college's filtering system and staff may monitor students' use. Students' email use may also be monitored by the college.

Instruction and guidance is often offered on the safe-keeping of names, addresses, passwords, mobile telephone numbers and other personal details.

Mobile telephones are to be used with discretion and not in classrooms unless expressly for teaching purposes, as directed by the instructor.

The use of cameras on mobile telephones is not allowed in class (unless with express permission) nor in restrooms.

Recording, reporting and monitoring bullying

Students are encouraged to report incidents of bullying to any member of the staff of their choice. Students may also choose to give information anonymously by a note. The member of staff learning of the incident will follow the college's 'Child Protection Policy' and communicate it to those who will be able to deal with it effectively, if appropriate.

Adult Education

Disciplinary Policy

Consequences for Violation of Program Expectations

1. Student will receive a warning. *
2. If it is an instructional disruption, student will be removed from the classroom or lab and placed in a solitary study area. If it is attendance-related, student's privilege to visit other areas of campus (student lounge, cafeteria, gym) will be revoked for a period of one day to one week.
3. Student will be detained after class for a conference with instructor, staff member or the program director. If student is 16-17, the student's guardian may be contacted.
4. Student and/or student's guardian will be notified of student's risk of dismissal from the program if another violation occurs.
5. Student will be dismissed from the program for the remainder of the semester. **

**In cases of severe behavior that prevents the functioning of a class (e.g. fighting, threatening an instructor or staff member, drug activity), students forfeit the right to move through the hierarchy of consequences. Such behavior calls for immediate removal from the classroom.*

***If warranted by the severity of the violation, student may be permanently banned from the program.*

Tardy and Absentee Policy

Students are expected to attend each class punctually. There are no excused absences. As a courtesy, students should contact a staff member or instructor before any absences from class. Attendance will be monitored each day. The Adult Education Program adheres to state guidelines which stipulate that any student who fails to attend for 90 days will be separated, and will have to reapply to an adult education program.

Alternatives to Suspension

For some program violations, students may be offered alternatives to suspension. These include:

- Transfer classes (e.g. changing classrooms, or from day to evening classes)
- School service (for example, assisting the custodial staff)
- Parent supervision (for 16-17 year olds)
- Counseling
- Restitution for property damage
- Loss of privileges
- Mentoring (with a counselor, staff member or volunteer)
- Behavioral Contract

Adult Education
Student Grievance Policy and Process

The purpose of this procedure is to provide a prompt and equitable means for resolving student grievances. The procedures detailed are intended to ensure effective maintenance of conditions required for instruction and academic inquiry in Phillips Community College's Adult Education Program.

Board Policy 404 addresses grading policies at PCCUA. Adult Education Policies and Procedures follow those outlined in the PCCUA Board Policies and College Procedures Manual. While the Adult Education Program does not use the traditional grading scale outlined in the policy, the procedures for withdrawing, reporting, auditing, cheating and appealing grades of an academic nature may apply.

Administrative Procedure 404.06 outlines the student appeal process, which all Adult Education students are eligible to pursue. An academic appeal form may be requested from the program director.

Adult Education
10/04/2023

Appendix C

Workforce Alliance for Growth in the Economy (WAGE™) Program

For Students

Workforce Alliance for Growth in the Economy, or WAGE™, is a job-readiness and job retention training program to improve the basic skills of the unemployed labor pool and under-skilled workforce. The WAGE™ program helps students who have a goal of obtaining or retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training. **All students enrolled in adult education classes through PCCUA will complete a WAGE I certification prior to or concurrent with completion of the GED.** Students may choose to complete an optional WAGE II certification in available areas.

Employability—includes soft skills, job-readiness and job-retention training, academic assessment and training, and basic computer (including 20 words per minute typing), and digital literacy training.

Industrial - includes Employability plus additional requirements including manual dexterity, spatial relations and mechanical aptitude assessments, and computer training.

Office Technology- includes Employability plus additional requirements including communication skills and office tasks, use of word processing, spreadsheet and presentation programs, use of office machines, plus 35 words per minute typing speed.

Bank Teller - includes Employability plus additional requirements including communication and computer skills, use of office machines, plus 50 numbers per minute 10-key speed.

Customer Service I - includes Employability plus additional requirements including communication and computer skills, and use of office machines.

Customer Service II - includes Customer Service I plus an additional requirement of an essay on Customer Service.

Statistics have shown that a person earning a WAGE™ certificate in Arkansas will increase their earning power. The average increase in wages for certificate holders who were employed before earning a WAGE™ certificate compared to after earning a certificate increased by 17.8% according to data obtained from the Arkansas Research Center in 2012. The average yearly salary before earning a WAGE™ certificate was \$17,946.40 compared to \$22,075.12 after earning the certificate. These statistics are based on WAGE™ certificates earned in the Fiscal Year 2009-2010 and 2010-11. Some employers provide various incentives to encourage employees to complete WAGE™ including a sign-on bonus, an increase in hourly rates, release time for classes, or as a prerequisite to be enrolled in next-level workplace training.



CONSIDER SNAP EMPLOYMENT & TRAINING...

Highlights

- * *Employment & Training reimbursements \$50 monthly.*
- *CNA, CDL, Pharmacy Tech & Phlebotomy training, FREE!*
- *Career advising*
- *Resume building*

Make a better future for you and your family!

For more information contact Jalessa Flowers at 870-724-8724 or stop by the Adult Ed building near the gym.

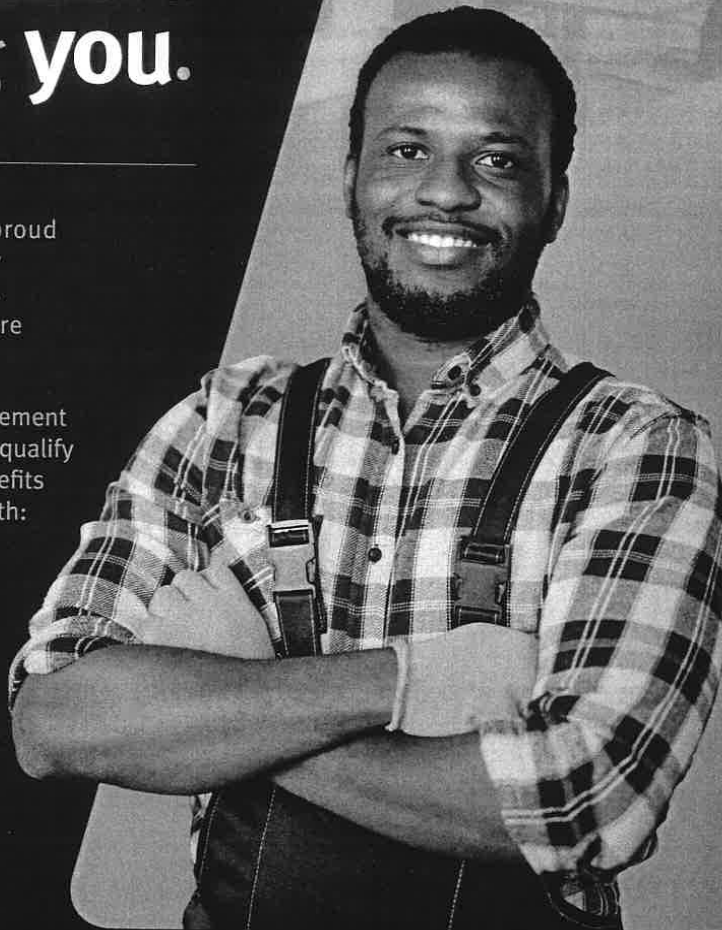


We're **invested** in helping you.

Arkansas Adult Education is proud to partner with the Temporary Assistance for Needy Families (TANF) program to provide more assistance to our students.

In addition to basic skills improvement and GED® testing, students who qualify for or receive **TANF** or **SNAP** benefits may be eligible for assistance with:

- Workforce Preparation
- Workforce Training
- Job Search and Resume Building
- Costs Associated with:
 - Tuition
 - Earning Credentials
 - Earning Certifications
- Education and Job-related Supplies
- Childcare
- Transportation (gas cards/ bus vouchers)
- Basic Needs (food/ shelter/ clothing)
- And much more!



Contact your local TANF Coordinator for more information.



Arkansas Division of
Workforce Services
Adult Education

In partnership with



TEMPORARY ASSISTANCE
FOR NEEDY FAMILIES

Demetric Johnson |

TANF Career Coach (870) 338-6474 ext. 1280

| Adult Education

English Language Learners

Adult education and English as a Second Language (ESL) classes are free and offered at a variety of times and days at PCCUA Adult Education. ***Please contact the Helena office to make an appointment to speak with our ESL instructor about your educational needs and schedule availability.***

Arkansas Adult Education centers and literacy councils provide instruction for beginners to advanced adult English language learners. Students can receive instruction in speaking, listening, reading, writing, grammar, citizenship, and workplace language skills designed to accommodate any language ability. Programs can also assist students with high school equivalency degrees and post-secondary preparation.

Each adult education center and literacy council has unique programs, events, and schedules to address the local needs of the students. Classes are open enrollment so students can join classes at any time. Programs may offer one on one tutoring, small groups, and large classes in addition to Distance Learning opportunities. Students are assessed with standardized tests to see their progress and address their needs. Program staff and instructors are trained to assist students with their educational, employment, and language goals.

With improved language skills, students can access community resources, improve employment opportunities, or enroll in college or vocational training programs in addition to having a greater voice and involvement in their community.

ESL Instructors/Directors

The Division of Workforce Services, Adult Education holds trainings and an annual English as a Second Language (ESL) Institute for teachers of adult ESL learners.

Any interested teachers should contact:

Arkansas Adult Learning Resource Center (AALRC)

Email: info@aalrc.org

Phone: 501-907-2490

For questions regarding ESL program content and development, contact:

Wendy Kittler

Email: wendy.kittler@arkansas.gov

Phone: 501-682-1973

Resources:

[ESL Curriculum Guidelines](#)

[U.S. Citizenship and Immigration Services](#)

[Literacy Information and Communications System](#)