

U of PHILLIPS

2025-2026

FACULTY HANDBOOK



PCCUA Faculty Handbook

Welcome to the PCCUA Faculty Handbook

The **Faculty Handbook** of *Phillips Community College of the University of Arkansas (PCCUA)* provides an overview of key policies, procedures, and expectations for all faculty – both full-time and adjunct. It is a resource to help you navigate your role and support the College’s academic mission.

While this guide summarizes important information for quick reference, all faculty and staff are expected to follow the full policies available online or in referenced documents. The handbook is reviewed annually to reflect current practices and priorities, and it complements onboarding and orientation efforts. Please note that this handbook is not an employment contract. Faculty are encouraged to consult the handbook regularly and for the most current information, please refer to the college website or check with division dean, director, or Vice Chancellor for Instruction. Thank you for serving as a PCCUA faculty and for your commitment to our students and college community. After reading through this handbook, please sign the Faculty Acknowledgement and Agreement located at the end.

Mission

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

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 opportunities 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.

PCCUA Core Values

Phillips Community College respects the unique differences of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and 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.

Respect for All

We respect the inherent worth and dignity of every person.

PCCUA Vision

Imagine a college where...

- Students begin planning a career or academic experience early in life.
- High school students see it as a first choice for education and training.
- Student admission, registration, and enrollment is easy.
- High quality teaching and learning experiences allow all students to succeed.
- Exceptional programs and services meet the needs of the students, community, and region.
- Barriers and obstacles which many students face are removed.
- Exceptional state of the art technology and distance learning infrastructure is provided.
- The college is responsive to the needs of the community, even in times of crisis.
- Economic development and industry training preparing students for the workforce is a priority.
- Engaging in the lives of its students, employees, and community is a priority.
- The community views it as a partner, resource, and change agent.
- Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and a college where everyone wants to work and that is the college we want to be.

Core Competencies (STACC) of Graduates

All students receiving an Associate's Degree from PCCUA will possess the following STACC core competencies:

- **Social and Community Responsibility** - behavior that demonstrates adherence to legal/ethical standards established by society. A person competent in social and community responsibility engages in social activities, events, and organizations at the college and community level.
- **Technology Utilization** - use of tools of the trade to achieve a specific outcome. A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.
- **Analytical and Critical Thinking and Reasoning** - modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes. A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.
- **Communication** - the interactive process through which there is an exchange of verbal and/or nonverbal information. A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.
- **Cultural Competency** – an appreciation for the holistic and distinct needs of others demonstrated when interacting with people of different cultures.

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

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.

PCCUA Administrative Directory

Chancellor	Dr. Keith Pinchback	1233
Vice Chancellor for Instruction	Monica Quattlebaum	1331
Vice Chancellor for Finance & Administration	Stan Sullivant	1274
Vice Chancellor of Admissions and Records	Michelle Waites	1111
Vice Chancellor for Student Services & Campus Life	Dr. Kimberley Johnson	1235
Vice Chancellor for College Adv. and Resource Dev.	Rhonda St. Columbia	1130
Vice Chancellor for Arkansas County	Dr. Kim Kirby	1825/1605
Associate Vice Chancellor of Information Tech	Lee Williams	1328
Dean of Allied Health	Shanna Pryor	1371
Dean of Applied Technology, Workforce Dev., & Train.	Joe St. Columbia	1937
Dean of Arts and Sciences	Dr. Carol Birth	1331
Dean of Business & Information Systems	Kayla Holland	1397
Director of Adult Education	Christina Sanderlin	1104
Director of the Career and Technical Center	Arthur Gentry	1028
Director of Student Support Services	Von Daniels	1110
Director of Continuing Education & Comm. Service	Wandra Williams	1210
Director of Distance Learning	Amy Hudman	1181
Director of Financial Aid (Helena, Stuttgart, DeWitt)	Kim Banks	1358
Director of Gear Up	Tomisha Gant	1021
Director of Library Services	Keri Simpson	1145
Director of Institutional Research	Doug Bielemeier	1076
Title III, Project Coordinator	Amy Hudman	1181
Registrar	Demetric Johnson	1138
Bookstore-Rowdy Rents (Campus Libraries)	Keri Simpson	1145
Students with Disabilities	Deborah Gentry (H)	1214
	Shawanna Wansley (D)	1628
	Valerie Colvin (S)	1822
Director of Public School Relations (D)	Savanna Bronson	1608
Director of High School Relations (H)	Kevin Martin	1363
Director of Public School Relations (S)	Michelle Blasengame	1816

Departments	DeWitt (870) 946-3506	Helena-West Helena (870) 338-6474	Stuttgart (870) 673-4201
Admissions	1602	1337	1806
Advising	1628	1214	1809
Bookstore	1145	1145	1145
Business Office	1602	1325	1803
Career Pathways	1690	1116	1886
Disability Services	1628	1214	1809
Financial Aid	1607	1258	1822
Library	1621	1246	1819
Scholarships	1607	1240	1822
Testing Center	162	1134	1828

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 leader and second Chancellor. July 1, 2015 Dr. Keith Pinchback became the fourth leader and third Chancellor at PCCUA.

Strategic Planning

Phillips Community College of the University of Arkansas (PCCUA) conducts ongoing strategic planning to align institutional goals with community needs and student success. Faculty participation is encouraged in planning activities to ensure academic programs and services meet evolving educational demands.



PCCUA STRATEGIC PLAN 2025-2030

Support for Instruction and Learning	Development for Students and Employees	Advancement of Understandable and Transparent Policies and Procedures	Improvement of Connections through Communication, Alignment, and Consistency	Support for Partnerships with Business, Industry, Agencies, K-12 schools, Colleges, and Universities
Increase recruitment, retention, and graduation rates.	Provide a wide range of professional development activities.	Review, modify or change policies which do not meet this goal.	Ensure communication and open discussions and actions are shared.	Continue and strengthen ongoing community partnerships.
Provide focused advising and designed to assist students through the PCC college experience.	Develop a student and employee development schedule	Improve communication to ensure transparency in practice.	Create a definite strategy for information sharing and ensure all are aware of this protocol.	Seek and develop new partnerships especially when opportunities emerge.
Provide a wide range of academic support services to students and employees.	Focus on departmental and functional area development needs.	Develop and share and apply college, division, and area strategic plans including short, medium, and long-term goals.	Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values focused	Provide student workforce training which includes field experiences, apprenticeships, and "hands-on" training.
Make social support available to all.	Support distance learning options for faculty, adjunct faculty, employees, and students	<p style="text-align: center;"><i>PCCUA Mission</i></p> <p>Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.</p>		

PCCUA Assessment

Assessment is a high priority at Phillips Community College of the University of Arkansas (PCCUA). In addition to understanding the Strategic Plan, faculty must actively engage in the College's assessment processes, which are integral to continuous improvement and institutional effectiveness.

Assessment Committee & Faculty Involvement

The PCCUA Assessment Committee includes representatives from every academic division, department, and functional area. Faculty participate in assessment at three levels:

- **Course Level**
 - **Program Level**
 - **Institutional Level**
-

HLC and Quality Initiative

Following the **July 2020 HLC Virtual Visit**, the College submitted an **Assessment Report** for 2023, which was well received. Faculty-led efforts were praised for their quality and effectiveness. As part of the **Open Pathway**, the next **HLC Visit** is scheduled for **April 27-28, 2026**.

PCCUA selected **assessment reorganization** as its **Quality Initiative** and joined the **HLC Assessment Academy** to support this effort. Academy participation has enhanced institutional alignment, faculty engagement, and decision-making across divisions. This work supports improved performance on Arkansas's state funding formula metrics, including:

- Student success
- Time to degree
- Gateway course completion
- Transfer success

Assessment had been underemphasized in the past, but recent work has revitalized it as a central element of institutional improvement.

Assessment Cycle

The following flexible assessment cycle guides PCCUA's process:

1. **Establish and revise** course and program Student Learning Outcomes (SLOs)
2. **Map SLOs** to course, program, and institutional goals
3. **Select or design** appropriate assessment tools or methods
4. **Develop a cycle or plan** for implementation
5. **Conduct assessment** and collect data
6. **Compile an assessment report**
7. **Analyze and interpret** data
8. **Use results** to inform instructional or programmatic improvements

Resources

- PCCUA Assessment Handbook: www.pccua.edu/assessment
- Faculty are required to participate in the assessment process and use the standard **Assessment Report Template** adopted by the committee. (See next page)

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

The Assessment Committee has adopted a **three-year cycle** focused on **Program Learning Outcomes (PLOs)** to evaluate student learning at the program level. At the start of each academic year, division and department leaders submit an **Assessment Plan** identifying the specific PLOs to be assessed within their programs. While instructors continue to assess individual courses, this cycle allows for a more targeted and meaningful review of outcomes at the program level.

This year's primary focus is on establishing consistent assessment processes across divisions. A key element of this effort is to foster meaningful dialogue among faculty and staff about student learning, shared instructional goals, and the development of a robust outcomes-based culture. This collaborative approach is expected to evolve over the next two to three years.

To support this, the Committee is implementing a more structured, college-wide assessment schedule, encouraging faculty to approach assessment as an integrated institutional effort rather than isolated departmental tasks.

PCCUA's ongoing participation in the **Higher Learning Commission's Assessment Academy** further strengthens this work by providing structure, guidance, and momentum for continuous improvement.

Faculty Guidelines & Expectations

Faculty Responsibility – (BP 363)

Teaching is the primary responsibility of the Phillips Community College faculty. Faculty are expected to meet their classes regularly and punctually and to be prepared to conduct classes as effectively as possible.

Professional Growth– (BP 367, AP 367.01)

Faculty members are expected to maintain the highest standards of instructional excellence by continuing their professional growth and knowledge. The growth can be accomplished by taking additional graduate courses, participating in in-service training programs, conducting research and study, or organizing/participating in community service activities.

Faculty Work Schedule– (AP 363.05, BP 364)

Full-time faculty should maintain a schedule of 30 hours per week and post an office schedule on their office door each semester. Faculty are also required to be available and participate in department, division, and institutional meetings and activities which exceed 30 hours. Work schedules should be submitted to the Office of the Vice Chancellor for Instruction, Deans, and Directors. *(See Appendix C)*

Professional Development

At Phillips Community College, faculty and staff are expected to actively engage in professional development to enhance their skills and effectiveness. Participation in these activities is essential for ongoing growth. Those seeking to attend external events – such as conferences or workshops – must submit a request for approval to ensure their absence does not disrupt College operations. Faculty and staff may also be asked to lead professional development sessions during College meetings. The College will provide funding and resources to support participation in approved external opportunities.

Committees

Faculty will serve on various committees within the college, including but not limited to Faculty Senate, Faculty Association, and other as needed committees. Participation in the committees is vital to the overall success of the purpose of each committee.

Graduation– (BP 366, AP 366.01)

Faculty, non-classified staff, and professional staff are expected to participate in the Spring graduation ceremony on both the Helena-West Helena and the Stuttgart campuses. Faculty and professional staff must participate in the procession and ceremony unless excused by the Chancellor and Vice Chancellor for Instruction.

Advisors

Advisors at PCCUA are expected to provide accurate, timely, and supportive guidance to students throughout their educational journey. Advisors are assigned to students based on their program of study choice, where advisors will assist with course selection, degree planning, and understanding college policies, while promoting student success, retention, and graduation. *(See Appendix B for a full list of advisors.)*

Instructor Guidelines & Expectations for Instruction

Instructor Availability

Students may need to talk with an instructor between class meetings, on weekends, or at other times. Each instructor is to provide a telephone number (office or home) and an email address to students on the first day of classes. When possible, students' calls should be returned within twenty-four hours during the week and forty-eight hours over the weekend.

Maintaining consistent availability to support student learning success is vital. This includes holding regular office hours, responding to emails and phone calls in a timely manner, and being open to appointments as needed. Instructors should provide accessible guidance, clear communication, and prompt feedback to ensure a positive and productive learning environment for all students.

Teaching Responsibilities– (BP 363, AP 363.01)

Instructors are expected to teach according to the course description listed in the college catalog. Every instructor—full-time or adjunct—must prepare and share a course syllabus that follows the PCCUA syllabus template with students on the first day of class. This syllabus should clearly explain grading criteria and assignment expectations. *(See Appendix G for the syllabus template)*

Any minor changes to the syllabus during the semester (like due dates or assignment weight adjustments) should be communicated in advance. Major changes should be avoided unless absolutely necessary. A copy of the syllabus must be submitted electronically to the division dean or director prior to the semester beginning. The division dean/director will forward the syllabus to Linda Miller and Monica Quattlebaum, 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.**

Teaching Load– (AP 364.01)

Occasionally, due to scheduling conflicts or unexpected extended faculty vacancies, overload teaching assignments may be necessary. When a faculty overload becomes necessary, a faculty member may need to teach a load that is more than their scheduled teaching schedule. Faculty should take precaution to limit overload teaching. The assignment of overload courses will follow the course assignment policy as adopted by the Faculty Senate.

Classroom Expectations

Instructors must start and end class on time and be present for the full scheduled period. For hybrid courses, at least 75% of instruction should be face-to-face unless otherwise approved. Any changes to the course delivery format must be approved by the Dean and Vice Chancellor for Instruction.

Blackboard Ultra

Faculty will maintain an up-to-date Blackboard course site with all essential course materials, assignments, and deadlines. Faculty will align course content and assignments, post grades in a timely manner, and provide meaningful feedback to support student progress and success.

The Blackboard component will be used to conduct student evaluations and surveys and should include instructional course materials. Student attendance/participation, course roster verification, and student progress will be completed in Blackboard.

Communication & Student Feedback

Instructors should provide students with an email address or phone number for communication outside of class. Communication between the instructor and student is vital to the overall success of the student. Instructors should check office phones, voicemail, and email regularly and respond in a timely manner, ideally within 24 hours during the week and within 48 hours over the weekend.

Grades must be submitted by the required deadlines at midterm and the end of the semester via **Workday**. Each instructor is responsible for fairly assessing student work, including exams, papers, class participation, and projects. Student evaluations of instruction will be conducted in Blackboard at least once each fall and spring semester.

Grading Scale– (BP 404)

A	Excellent
B	Good
C	Average
D	Passing
F	Failing
AU	Audit
I	In Progress (Incomplete if the course work is not completed within the designated time; the “I” grade will automatically become an “F”)
W	Withdrawal
R	Repeated
S	Students working up to potential in individualized or self-pacing courses
S/U	Non-credit courses will be given a grade of “S” for satisfactory or a grade of “U” for unsatisfactory
WC	Withdrawal Crisis
CR	Credit – no grade point value, only credit unit value

Grade Changes

An instructor may change a recorded grade assigned in error. The instructor should complete a Request for Grade Change through Workday and submit via email to the Office of Admissions and Records.

Appeal of Grade or Other Academic Issues– AP 404.06

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:

- Student initiates contact with instructor within ten (10) working days of receiving the final course grade by submitting a completed grade appeal form to the instructor.
- If no resolution is reached, the student submits a copy of the completed grade appeal form with the instructor's "action taken" to the division dean or director, and the campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within five (5) working days of step one.
- If no resolution is reached, the student submits a copy of the completed grade appeal form with signatures of the instructor, division dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within five (5) working days of Step 2, to the Vice Chancellor of Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.
- Within five (5) working days of Step 3, 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 five (5) working days the time and location of the hearing.
- The Academic Standards Committee findings concerning the appeal are considered final. (See Appendix I: Academic Appeal Form)

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

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.

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 complainant. 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 dean or director, and the Campus Vice Chancellor (if the course appealed is in DeWitt or Stuttgart). 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 dean/director, and Vice Chancellor (if the course appealed is in DeWitt or Stuttgart). 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 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	Faculty Senate Academic Standards Committee will convene the hearing. Findings concerning the appeal are considered final.	Within 5 working days of Step 5.

Student Attendance – (BP 406, AP 406.01)

Students are expected to attend all classes consistently and on time. Each instructor should provide a written attendance policy at the start of the semester.

In courses (online or alternative-format) that don’t meet regularly, instructors should explain how participation will be monitored. Full-time and adjunct instructors should notify a student, and their instructor, who is at risk either by phone, in writing, or by email when they are in danger of becoming excessively absent. If a student exceeds allowed absences, the instructor may initiate a withdrawal (“W”) request with the Registrar.

A general attendance guideline is:

- **1 class per week:** 2 absences allowed
- **2 classes per week:** 4 absences allowed
- **Summer sessions:** 2 absences allowed

Instructor Absences – (AP 363.03)

If you know in advance that you'll miss a class, you should make arrangements with your dean or director. In case of sudden illness, notify your supervisor as early as possible (don't leave a voicemail) and report your absence through Workday. If you miss three or more consecutive days, a doctor's note is required to return to work.

Rosters and Verification

Instructors should view the course roster prior to the first day of class. Rosters can be found in Workday and will need to be verified each day throughout the first ten (10) days of classes. If a student is present but is not listed on the course roster, the student will need to contact their advisor or the Admissions and Records office so that appropriate changes can be made to their schedule.

Each instructor must report discrepancies between the class roster 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. Roster verifications must be completed by the 11th class day. No shows, drops, and W's will be reported in Workday. Once rosters are confirmed, instructors should verify enrollment in their course(s) in Blackboard as there may be discrepancies after roster confirmation. Instructors should reference the step-by-step quick reference guides that are available in Workday for more information.

"No Show" Reporting

Students who do not attend the first two in-person class meetings must be reported as "No Shows" in Workday. This ensures accurate enrollment data. Students who do not participate in online courses by the tenth (10th) day of class must be reported as "No Shows" in Workday. Reporting no-shows is done through roster verification. For any questions regarding no-shows, contact the Office of Admissions and Records.

Early Warning Practices

PCCUA values attendance as key to academic success. The early warning process helps identify at-risk students:

- **1st Absence:** Have a friendly conversation with the student to stress the importance of attending and making up missed work.
- **2nd Absence:** Contact the student and their advisor by email.
- **3rd Absence:** Notify the advisor again. At this stage, students are considered "at risk" and may require additional support.

For evening and once-weekly courses, students are considered "at risk" after just one absence.

Grade Recording & Retention

Instructors are required to report midterm and final grades, as well as student progress when requested. Grades may be recorded in ink or electronically but must be kept up to date. Gradebooks should be retained for **three years**. After that, they must be securely destroyed. If an instructor leaves the college, all gradebooks must be returned to their supervisor.

Interim (Mid-term) and Final Grades– (BP 404)

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 and/or an electronic grade book. Grades should be kept up to date and instructors should advise students of their current grade on a regular basis.

Instructors will record all grades and attendance in the grade book or post in Blackboard 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 dean or director.

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 an "I" grade 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 completing of the course work provided. The instructor will file the contract with the Office of Admissions and Records. (*See Appendix H*)

Student Referrals & Tutoring

Faculty are encouraged to support student success by submitting referrals when concerns arise. The college offers various support resources, and referrals help connect students with the appropriate services. Tutoring services are available to help students strengthen their understanding of course material and improve academic performance. Encouraging students to take advantage of these resources can enhance their confidence and success in the classroom.

Students with Disabilities– (AP 363.07)

PCCUA is committed to supporting students with disabilities through reasonable accommodations and support services. Students are encouraged to disclose their disability early in the semester and meet with a Disability Coordinator to begin the accommodation process.

Key Points:

- **Confidentiality** is maintained. Disability records are sealed and disclosed only with written permission.
- **Disclosure** should happen as early as possible for timely support. Documentation must come from a licensed provider and outline the student's limitations and recommended accommodations.
- **Process** includes meeting with a coordinator, submitting documentation, and distributing Faculty Notification of Services Forms to instructors. These forms are signed by the instructor and returned for official record-keeping.
- **Renewal:** Accommodations must be re-requested each semester. Documentation is only required again if there's a change in the disability or accommodations needed.

Faculty Responsibilities:

- Implement reasonable accommodations as agreed upon.
- Keep disability information confidential.
- Inform advisors about students who may be at academic risk.
- Work collaboratively with students and Disability Coordinators.

Disability Coordinators by campus:

- **DeWitt:** Shawanna Wansley (ext. 1628)
- **Helena-West Helena:** Deborah Gentry (ext. 1214)
- **Stuttgart:** Valerie Colvin (ext. 1809)

The Rehabilitation Act of 1973

The Rehabilitation Act of 1973 including Section 504 forbade discrimination against persons with disabilities by programs and activities receiving federal financial assistance, which included virtual 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.

PCCUA Library Services

The library supports academic and personal growth for students, faculty, and the community. It offers updated resources, databases, computer access, and assistance with research. Individual and group instruction sessions are available.

The campus bookstore is also located within the library. Library hours are extended to improve accessibility. For assistance, contact the library at **extension 1145**. **Library Director:** Keri Simpson

PCCUA Library Services Hours of Operation		
DeWitt	Helena – West Helena	Stuttgart
Mon – Thurs 7:30 am – 4:30 pm	Mon – Wed 7:00 am – 5:00 pm	Mon – Thurs 7:45 am – 4:30 pm
Friday 7:30 am – 1:30 pm	Thursday 7:00 am – 6:00 pm	Friday 7:45 am – 2:45 pm
	Friday 7:00 am – 12:00 pm	

Textbook Rental: Rowdy Rents

PCCUA offers an affordable textbook rental program through campus libraries. For **\$22 per credit hour**, students can rent all required textbooks.

- Textbooks are rented through the Library Services on all three campuses
- No charges apply for courses without textbook requirements
- Allied Health and select programs may require **specific editions or bundled kits**—students should consult their advisor before purchasing

Faculty will reach out to deans and the librarian about textbook adoptions one month prior to textbook adoption due date via email. The date to submit adoptions is October 1 for the Spring term and March 1 for the Summer and Fall terms. The Legislative deadlines are November 1 for the Spring term and April 1 for the Summer and Fall terms.

The Textbook Adoption information will be approved by the appropriate deans and shared with Keri Simpson, the Librarian.

Student Code of Conduct – (AP 405.01)

The Code of Student Conduct sets forth behavioral standards for students to follow as they live, study, work, and pursue their educational goals in a safe and secure learning environment at Phillips Community College of the University of Arkansas (“the College”). The Code reflects expectations based on values essential to a flourishing academic environment, such as honesty, integrity, respect, and fairness. (See the full policy in Manuals and Forms in My RidgeNet.)

The Code of Student Conduct is included in the Student Handbook, which is provided to students and can be viewed on the College’s website.

Professional Leave – (BP 650, AP 650.04)

PCCUA encourages faculty participation in professional meetings, conferences, and workshops that foster professional development. Deans and supervisors will share opportunities as they become available.

Each division is allotted a limited budget to support professional travel, primarily for events within driving distance. If the division's budget is exhausted, additional funding may be requested from the dean and may be covered through the faculty development fund. This fund is distributed to divisions based on the number of full-time instructors and administered by the Vice Chancellor for Instruction.

To request professional leave:

- Submit a **Proposal for Professional Leave** form to your dean or director **at least four weeks in advance**.
- After returning from professional leave, submit a short-written report to your department dean or director. A copy will also go to the Vice Chancellor for Instruction.

Faculty invited to present scholarly work at regional or national meetings may apply for additional funding, even outside the normal division budget. Presentations selected through a competitive process are given funding priority. **Written approval must be obtained before accepting a presentation invitation.** (See the Proposal for Professional Leave form)

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 before filing a leave form requesting reimbursement. Be sure to file leave and complete the Spend Authorization in Workday. (See Appendix K)

Accidents and Incidents– (AP 250.05)

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

- Assess the accident or incident
- Report the accident or incident to the switchboard
- The PCCUA employee reporting the accident or incident to the Vice Chancellor for Student Services and Campus Life will complete the accident report form
- If you are writing the report, give it to the Vice Chancellor for Student Services and Campus Life in Helena, or the Vice Chancellor of Arkansas County for DeWitt and Stuttgart campuses.

(See Appendix J: Vehicle Incident Report Form)

PCCUA Initiatives

PCCUA supports students—especially low-income and underserved populations—through coordinated services in **financial coaching, employment readiness, and access to public benefits**. Key outcomes include job placement, family income improvement, credit repair, and educational attainment.

Programs include:

1. **Career Pathways**
Offers Temporary Assistance for Needy Families (TANF)-eligible students funding and support to earn credentials for high-demand occupations. Each campus has a Career Pathways specialist.
2. **Career & Technical Center (CTC)**
Collaborates with school districts in the local service areas of each campus to provide job training in fields such as Advanced Manufacturing, Welding, Medical Professions, and Computer Engineering. These programs have prioritized funding based on workforce need as determined by the Department of Skills and Development. Criminal Justice is also offered through the CTC.
3. **Student Support Services (SSS)**
Serves first-generation and low-income students with advising, financial aid counseling, study skills development, peer mentoring, tutoring, and transfer assistance.
4. **Carl Perkins V**
Supports Career & Technical Education by focusing on credential attainment, non-traditional enrollment, and postsecondary placement. Funding decisions are data-driven and informed by labor market needs and stakeholder input.
5. **GEAR UP**
A partnership with 10 area school districts and community organizations to offer mentoring, college readiness programs, summer learning, and parent engagement. Funded by the U.S. Department of Education.
6. **Adult Education**
Offers Adult Basic Education (ABE), Adult Secondary Education (ASE), GED preparation, and Integrated Education and Training (IET) for students over 16 who have not completed high school.
7. **Food Pantry**
Available on each campus to assist students facing food insecurity:
 - Helena-West Helena: Kena Henderson (ext. 1242)
 - DeWitt: Kim Rawls (ext. 1690)
 - Stuttgart: Sharonda Thomas (ext. 1814)
8. **Career Closet**
Provides free, professional clothing for interviews or work:
 - Helena-West Helena: Shawndus Gregory (ext. 1116)
 - DeWitt: Kali Mannis (ext. 1602)
 - Stuttgart: Sharonda Thomas (ext. 1814)

Enrollment Process for Developmental Education in Workday

Overview

All PCCUA students complete the NG Accuplacer test. Students not scoring a 19 or above on the ACT or the equivalent based on the PCCUA Placement Chart using multiple measures are placed in developmental courses.

Interventions

- Supplemental instruction
- Focused advising
- Student success courses (ENGL 10103/EH 113)
- Early Alert system
- Mandatory orientation
- Student Success Learning Lab access
- Tutoring, virtual career help, counseling

Placement Areas (*See Appendix A*)

1. Reading:

- READ 00343/DS 103 for scores ≤ 231 with lab required.
- READ 02343/DS 123 for scores 232-250 with lab required.

2. Writing:

- ENGL 10383/EH 1013 & ENGL 10181/EH 1011 for lower placement.
- ENGL 10103/EH 113 & ENGL 11301/EH 1131 (lab) with corequisite UNVI 11060/SS 110 or UNVI 11261/SS 111 for mid-level scores.

3. Math:

- MATH 10373/MS 1023 for remediation with lab for lower scores.
- Tech Math, College Algebra, or Quantitative Reasoning options for higher placements.

Placement Steps

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

Note: Placement in remediation is based on NG Accuplacer and ACT scores. Testing and placement is mandatory for all incoming students. Students that score below a 19 on the Reading, English, and Math portions of the ACT are required to take the NG Accuplacer. PCCUA students can enroll in some developmental and gateway college level courses concurrently.

Concurrent Faculty Responsibility

PCCUA values and supports concurrent faculty as an essential part of its academic community and its mission to provide access to quality higher education. Concurrent faculty are expected to adhere to the same rules and guidelines as all instructional staff, including compliance with college policies, syllabus requirements, and the academic calendar (*See Appendix D: 2025-2026 PCCUA Academic Calendar*). All instructors must use the PCCUA syllabus template for their courses, and a completed syllabus must be submitted for approval for each concurrent course taught.

Through this collaborative approach, PCCUA ensures that students participating in concurrent enrollment receive a rigorous, authentic college experience that prepares them for future academic and professional success. Concurrent enrollment allows high school students the opportunity to enroll in college level courses while continuing their high school courses and activities. Below are definitions of concurrent enrollment.

ADHE Definitions

Concurrent Enrollment

The enrollment of a high school student in a college-level course for both high school credit and college-level credit. Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

Dual Enrollment

The enrollment of a high school student in a college course exclusively for college credit. High school students enrolled in a dual enrollment course may petition their district or high school to consider the dual enrollment college-level course to be counted for high school credit, but it is not guaranteed.

Concurrent Credit Course

A college-level course offered by an approved Arkansas institution of higher education that, upon completion, qualifies for academic credit at both the institution and a *public high school*.

For questions or help with High School Concurrent Enrollment/Placement, please contact the PCCUA Director of High School Relations for your campus.

Helena-West Helena – Kevin Arnold	(870) 338-6474, ext. 1363	karnold@pccua.edu
Stuttgart – Michelle Blasengame	(870) 673-4201, ext. 1816	mblasengame@pccua.edu
DeWitt – Savanna Bronson	(870) 946-3506, ext. 1608	sbisswanger@pccua.edu

Appendix

The following pages contain documents that may need to be printed for ease of access. It is important to follow each document carefully and accurately.

More documents/files can be found on My RidgeNet.

The following documents are included in the Appendixes section:

Appendix A:	Placement Chart
Appendix B:	Advisor List
Appendix C:	Office Schedule Template
Appendix D:	2025-2026 Academic Calendar
Appendix E:	Fall Exam Schedule 2025
Appendix F:	Spring Exam Schedule 2026
Appendix G:	Syllabus Template
Appendix H:	Incomplete (I) Grade Contract
Appendix I:	Request for Academic Appeal
Appendix J:	Motor Vehicle Accident Form
Appendix K:	Incident Report Form
Appendix L:	Vehicle Request Form (Helena ONLY)
Appendix M:	Student Discipline Form

Appendix A

PCCUA Course Placement for Math, English, and Reading				
Course Placement		ACT	NG Accuplacer	Multiple Measure
College Algebra MATH 11003 (MS 123)		19 or above	249 or above QAS	
		17 – 18	237 – 248 QAS	Cumulative HS GPA 3.25 or higher or completed Elementary Algebra MATH 10373 with a B or higher
College Algebra MATH 11003 (MS 123)	College Algebra Support Lab MATH 11271 (MS 1121)	17 – 18	237 – 248 QAS	Cumulative HS GPA below 3.25
Elementary Algebra MATH 10373 (MS 1023)		15 – 16	228 – 236 QAS	
Elementary Algebra MATH 10373 (MS 1023)	Elementary Algebra Support Lab MATH 10072 (MS 1002)	14 or below	227 or below QAS	
Technical Math MATH 10133 (MS 143)		16 or above	237 or above QAS	Completed Elementary Algebra MATH 10373 (MS 1023) with a C or higher
Quantitative Literacy MATH 11103 (MS 193)		19 or above	249 or above QAS	
		17 – 18	237 – 248 QAS	Cumulative HS GPA 3.25 or higher or completed Elementary Algebra MATH 10373 with a B or higher
Quantitative Literacy MATH 11103 (MS 193)	Quantitative Literacy Support Lab MATH 11971 (MS 1191)	17 – 18	237 – 248 QAS	Cumulative HS GPA below 3.25
Composition I				
Composition I ENGL 10103 (EH 113)		19 or above	251 or above Writing	
		14 – 18	226 – 250 Writing	Cumulative HS GPA 3.25 or higher
Composition I ENGL 10103 (EH 113)	Composition I Lab ENGL 11301 (EH 1131)	14 – 18	226 – 250 Writing	Cumulative HS GPA below 3.25
Basic Writing I ENGL 10383 (EH 1013)	Basic Writing I Lab ENGL 10181 (EH 1011)	13 or below	225 or below Writing	
Reading – Not Required				
		19 or above	251 or above Reading	
		14 – 18	232 – 250 Reading	Cumulative HS GPA 3.25 or higher
College Reading Strategies READ 02343 (DS 123)	Reading Lab II READ 02441 (DS 1231)	14 – 18	232 – 250 Reading	Cumulative HS GPA below 3.25
Intro to College Reading READ 00343 (DS 103)	Reading Lab I READ 00441 (DS 1031)	13 or below	231 or below Reading	

❖ A GED College Ready Placement score of 165 or higher in Math, Language Arts Reading, and/or Language Arts Writing can be used with testing scores for placement in college courses.

Appendix B

ADVISORS			
MAJOR	HELENA ADVISOR (870) 338-6474	DEWITT ADVISOR (870) 946-3506	STUTTGART ADVISOR (870) 673-4201
Advanced Manufacturing	Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
Associate Degree Nursing (students who have been admitted to the ADN program)	Shanna Pryor, ext. 1371 Shelby Gentry, ext. 1384 Valerie Bloesch, ext. 1305	Kelly Roberts, ext. 1838	Kelly Roberts, ext. 1838
Basic Skills, Adult Education	Adult Ed Ctr, ext.1104 Christina Sanderlin, ext. 1394		
Behavioral Health Technology	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Carriell Brown, ext. 1883
Biology, Chem, Engineering, Math, Physics, Pre Med	Carol Birth, ext. 1314 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Business Administration	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Tracie Karkur, 1834
Business Management	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Charlotte Purdy, ext. 1846
CDL/Truck Driving	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114		Charlotte Purdy, ext. 1846
Construction Technology	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114		Charlotte Purdy, ext. 1846
Cosmetology & Manicuring	Karen Jones, ext. 1215		
Criminal Justice	Carol Birth, ext. 1314 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Drama, English, Speech	Carol Birth, ext. 1314 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Early Childhood Education	Yvette Robertson, ext. 1307	Christi Freeman, ext. 1840	Christi Freeman, ext. 1840
Education	Carol Birth, ext. 1314 Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Emergency Medical Technician	Shanna Pryor, ext. 1371 Valerie Bloesch, ext. 1305	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
General Education	Carol Birth, ext. 1314 Deborah Gentry, Ext.1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
General Technology	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
Graphic Communication	Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
High School Relations	Kevin Martin, ext. 1363	Savanna Bronson, ext. 1608	Michelle Blasengame, ext. 1816
HVAC	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114		Charlotte Purdy, ext. 1846
Information Systems Tech	Charlotte Purdy, ext. 1846	Charlotte Purdy, ext. 1846	Charlotte Purdy, ext. 1846
Medical Coding	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Charlotte Purdy, ext. 1846
Medical Laboratory Technology/Phlebotomy	Julie Pittman, ext. 1109 Christina Garner, ext. 1079		Julie Pittman, ext. 1109 Christina Garner, ext. 1079
Nursing Assistant	Shanna Pryor, ext. 1371	Leslie Webster, ext. 1306	Leslie Webster, ext. 1306
Medical Office Tech	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Charlotte Purdy, ext. 1846
Physical Education	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Practical Nursing (students who have been admitted to the LPN program)	Leslie Webster, ext. 1306	Leslie Webster, ext. 1306	
Pre-Law, Social Science	Deborah Gentry, ext. 1241 Cathy Fullilove, ext. 1395	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Pre-Nursing (ADN & PN)	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Welding	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
Undecided	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809

Appendix C

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									
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7:00 – 7:30									
7:30 – 8:00									
8:00 – 8:30									
8:30 – 9:00									
9:00 – 9:30									
9:30 – 10:00									



PCCUA 2025-2026 Academic Calendar

Fall Semester 2025

August 18 (M)	Reporting Day for Faculty/Staff: Awards/In-Service (offices closed)
August 19 (T)	Registration (8:00 am - 6:00 pm)
August 20 (W)	Orientation for all new and returning students (Helena-West Helena) Nursing Orientation in Helena (All students admitted to the ADN Program.) Nursing Orientation in DeWitt (All students admitted to the PN Program.)
August 21 (TH)	Orientation for all new and returning students (DeWitt and Stuttgart)
August 22 (F)	Last day for Course Registration
August 25 (M)	Classes begin (Fast Track 2 begins October 20)
September 1 (M)	Labor Day Holiday (no classes, offices closed)
September 2 (T)	Last day for 100% refund
September 10 (W)	Last day to complete application file for current semester/Last day for 50% refund
October 15 & 16 (W & TH)	Online Midterm Proctored Exams & Fast Track 1 Final Exams
October 17 (F)	Midterm Advisory Grades Due (4:00 pm)
October 20 (M)	Fast Track 2 Begins
October 24 (F)	Faculty/Staff In-Service (offices closed)
November 3 (M)	Last day to drop and receive a "W"
November 10 (M)	Spring registration begins
November 24-26 (M-W)	Fall Break (no classes, offices open)
November 27-28 (TH & F)	Thanksgiving Holiday (no classes, offices closed)
December 1 (M)	Classes resume (8:00 am)
December 5 (F)	Priority Registration Day
December 10 & 11 (W & TH)	Online Proctored Final Exams
December 11 (TH)	Last day to receive an instructor "W"
December 11 (TH)	Last day for classes
December 12 (F)	Study Day (Faculty will be available in their offices from 8:30 am to noon)
December 15-18 (M-TH)	Final Exams
December 19 (F)	Final Grades are due (12:00 noon)
December 22 (M)	December Graduation (no commencement)
December 23 (T)	Offices close from 4:30 pm until 8:00 am on 1/5/26 (M)

Appendix D Continued

Spring Semester 2026

January 5 (M)	Offices open
January 7 (W)	Reporting Day for Faculty; Faculty/Staff In-Service
January 8 (TH)	Registration (8:00 am - 6:00 pm)
January 9 (F)	Last day for Course Registration
January 12 (M)	Classes begin (Fast Track 2 begins March 11)
January 19 (M)	Martin Luther King Holiday (no classes, offices closed)
January 20 (T)	Last day for 100% refund
January 28 (W)	Last day to complete application file for current semester/Last day for 50% r
February 20 (F)	Faculty/Staff In-Service (offices closed)
March 3 & 4 (T&W)	Online Midterm Proctored Exams & Fast Track 1 Final Exam
March 10 (T)	Midterm Advisory Grades Due (4:00 pm)
March 11 (W)	Fast Track 2 begins
March 23-27 (M-F)	Spring Break
March 27 (F)	Spring Break Friday (no classes, offices closed)
March 30 (M)	Classes resume (8:00 am)
April 6 (M)	Last day to drop and receive a "W"
April 6 (M)	Summer & Fall registration begins
April 29-30 (W & TH)	Online Proctored Final Exams
April 30 (TH)	Last day to receive an instructor "W"
April 30 (TH)	Last day for classes
May 1 (F)	Study Day (Faculty will be available in their offices from 8:30 am to noon)
May 1 (F)	Priority Registration Day
May 4-7 (M-TH)	Final Exams
May 8 (F)	Final Grades Due (12:00 noon)
May 14 (TH)	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 15 (F)	Graduation Phillips County at the Hendrix Fine Arts Center Lily Peter Auditorium (7:00 pm)
May 25 (M)	Memorial Day Holiday (offices closed)

Summer I 2026

June 1 (M)	Last Day for Course Registration
June 1 (M)	Summer I Classes Begin
June 2 (T)	Last day for 100% refund
June 8 (M)	Last day to receive a 50% refund
June 23 (T)	Last day to drop and receive a "W"
July 4 (S)	July 4 Holiday
July 7 (T)	Last day to receive an instructor "W"
July 7 (T)	Last Day of Classes for Summer I
July 8 (W)	Summer I Final Grades Due (4:00 pm)

Appendix D Continued

Summer I Extended and Online 2026

June 1 (M)	Summer I Extended and Online Classes begin
June 2 (T)	Last day for 100% refund
June 8 (M)	Last day for a 50% refund
June 23 (T)	Last day to drop and receive a "W"
July 4 (S)	July 4th Holiday
July 20 (M)	Last day to receive an instructor "W"
July 20 (M)	Last Day of Classes for Summer II Extended and Online
July 21- 22 (T & W)	Summer I Extended and Online Final Proctored Exams
July 23 (TH)	Summer I Extended and Online Final Grades Due (12:00 noon)

Summer II 2026

July 8 (W)	Summer II begins
July 9 (TH)	Last day for 100% refund
July 15 (W)	Last day for a 50% refund
July 28 (T)	Last day to drop and receive a "W"
July 29 (W)	Last day to receive an instructor "W"
August 6 (TH)	Summer II Final Grades Due (12:00 noon)

Appendix E

FALL EXAM SCHEDULE 2025

Class Period (Start Time)	Class Days	Test Days	Test Period
8:00	MW	Mon. Dec. 15	8:00-10:00 AM
11:00	MW	Mon. Dec. 15	10:30 AM-12:30 PM
12:00	MW	Mon. Dec. 15	1:00-3:00 PM
8:00	TTH	Tues. Dec. 16	8:00-10:00 AM
11:00	TTH	Tues. Dec. 16	10:30 AM-12:30 PM
12:30	TTH	Tues. Dec. 16	1:00-3:00 PM
9:30	MW	Wed. Dec. 17	8:00-10:00 AM
1:00	MW	Wed. Dec. 17	10:30 AM-12:30 PM
2:00	MW	Wed. Dec. 17	1:00-3:00 PM
9:30	TTH	Thur. Dec. 18	8:00-10:00 AM
1:00	TTH	Thur. Dec. 18	10:30 AM-12:30 PM
2:00	TTH	Thur. Dec. 18	1:00-3:00 PM
Extended Day Schedule			
4:00, 5:00, and 5:30	M	Mon. Dec. 15	4:00-6:00 PM
4:00, 5:00, and 5:30	T	Tues. Dec. 16	4:00-6:00 PM
4:00, 5:00, and 5:30	W	Wed. Dec. 17	4:00-6:00 PM
4:00, 5:00, and 5:30	TH	Thur. Dec. 18	4:00-6:00 PM
Evening Schedule			
6:00, 6:30 or later	M	Mon. Dec. 15	6:30-8:30 PM
6:00, 6:30 or later	T	Tues. Dec. 16	6:30-8:30 PM
6:00, 6:30 or later	W	Wed. Dec. 17	6:30-8:30 PM
6:00, 6:30 or later	TH	Thur. Dec. 18	6:30-8:30 PM

Study Day will be Friday, December 12 and final exams begin Monday, December 15. 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 in 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 pm Friday, December 19.

SPRING EXAM SCHEDULE 2026

Class Period (Start Time)	Class Days	Test Days	Test Period
8:00	MW	Mon. May 4	8:00-10:00 AM
11:00	MW	Mon. May 4	10:30 AM-12:30 PM
12:00	MW	Mon. May 4	1:00-3:00 PM
8:00	TTH	Tues. May 5	8:00-10:00 AM
11:00	TTH	Tues. May 5	10:30 AM-12:30 PM
12:30	TTH	Tues. May 5	1:00-3:00 PM
9:30	MW	Wed. May 6	8:00-10:00 AM
1:00	MW	Wed. May 6	10:30 AM-12:30 PM
2:00	MW	Wed. May 6	1:00-3:00 PM
9:30	TTH	Thur. May 7	8:00-10:00 AM
1:00	TTH	Thur. May 7	10:30 AM-12:30 PM
2:00	TTH	Thur. May 7	1:00-3:00 PM
Extended Day Schedule			
4:00, 5:00, and 5:30	M	Mon. May 4	4:00-6:00 PM
4:00, 5:00, and 5:30	T	Tues. May 5	4:00-6:00 PM
4:00, 5:00, and 5:30	W	Wed. May 6	4:00-6:00 PM
4:00, 5:00, and 5:30	TH	Thur. May 7	4:00-6:00 PM
Evening Schedule			
6:00, 6:30 or later	M	Mon. May 4	6:30-8:30 PM
6:00, 6:30 or later	T	Tues. May 5	6:30-8:30 PM
6:00, 6:30 or later	W	Wed. May 6	6:30-8:30 PM
6:00, 6:30 or later	TH	Thur. May 7	6:30-8:30 PM

Study Day will be Friday, May 1 and final exams begin Monday, May 4. 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 in 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 pm Friday, May 8.



Course Name:	Instructor Information:
Course Number:	Instructor:
ACTS Course Number:	Office Location:
Academic Year:	Office Phone #:
Meeting Time & Place:	Email Address:
Prerequisites:	Office Hours:
Required Laboratories:	
Credit Hours:	

COURSE DESCRIPTION (Use PCCUA Course Catalog Description)

TEXT AND READING MATERIALS: (Information submitted to Division Dean and Campus Library and Textbook Services)

COURSE STUDENT LEARNING OUTCOMES

INSTRUCTIONAL OBJECTIVES & MEASURES (related to course SLOs)

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.

Students graduating from PCCUA will demonstrate the following core competencies:

- 1. Social and Community Responsibility**
- 2. Technology Utilization**
- 3. Analytical and Critical Thinking and Reasoning**
- 4. Communication**
- 5. Cultural Competency**

GRADING POLICY

Quizzes/Tests, Papers, and Assignments

Mid Term Exam

Final Exam

Grading Scale

ATTENDANCE POLICY AND PARTICIPATION

COURSE EVALUATION & ASSESSMENT

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.

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 of material, review sessions after class, study sheets, one on one assistance)

MISSED OR LATER ASSIGNMENTS AND EXAMS

ACADEMIC HONEST 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

The Vice Chancellor for Campus Life and Student Services 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.

DeWitt	Shawanna Wansley	(870) 946-3506, ext. 1628
Helena-West Helena	Deborah Gentry	(870) 338-6474, ext. 1214
Stuttgart	Valerie Colvin	(870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or at <https://www.pccua.edu/disability-services/>

Appendix G Continued

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 students with individual student insurance coverage.

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" may not transfer and institutional policies may vary. ACTS may be accessed at <https://www.pccua.edu/acts-courses/>

COLLEGE DELAY OR CLOSURE

Weather, natural disasters, health, or emergencies may require PCCUA 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 assignment and class time.

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



INCOMPLETE (I) GRADE CONTRACT

Student Name:	Student ID#:
Instructor:	Semester/Year:
Course Name/Course Number/Section:	
Contract Requirements Between Instructor and Student:	
Date to Complete Contract Requirements:	
<p>If the student does not finish coursework by the completion date, the grade given will be _____*.</p> <p>*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".</p>	
Student Signature:	Date:
Instructor Signature:	Date:
<p>Prepare three copies for:</p> <ol style="list-style-type: none"> 1. Student 2. Instructor 3. Admissions Office (Attach this copy to the grade sheet). 	
<p><u>Instructor</u></p> <p>Please Note: Before the above completion date, you must submit to the Admissions Office written notification of the grade change.</p>	

App. By Academic Council 5/7/03
Revised June 2025



Request for Academic Appeal

Student Name:	Student ID#:
Semester/Year:	Course Name/Number:
Instructor(s):	
Reason for Appeal:	
Request to change course grade from _____ to _____	
Other:	
Step 1:	
Student's Signature: _____ Date: _____	
Action taken:	
Faculty Signature: _____ Date: _____	
Step 2:	
Dean's Signature: _____ Date: _____	
Campus Vice Chancellor (DeWitt and Stuttgart: _____ Date: _____ _____	
Action Taken:	
Step 3:	
Vice Chancellor for Instruction's Signature: _____ Date: _____	
Action Taken:	

Appendix I

Step 4: Chair of the Faculty Senate Academic Standards Committee Signature: _____ Date: _____
Action Taken: Hearing note warranted _____ Hearing warranted _____
Step 5: Chair of Academic Standards Committee: _____ Date: _____
Action Taken: Notify Student: _____ Notify Instructor: _____ Date of Hearing: _____ Time of Hearing: _____ Location of Hearing: _____
Step 6: Hearing Convenes Findings: Student: _____ Date: _____ Academic Standards Committee Chair _____ Academic Standards Committee Members _____ _____ _____ _____



**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 VEHICLE(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:

WITNESS(S):

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



INCIDENT REPORT FORM

An incident is defined as any serious illness or actual or threatened personal injury (to include theft) 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:	<input type="checkbox"/> Serious Illness <input type="checkbox"/> Actual Personal Injury <input type="checkbox"/> Threatened Personal Injury <input type="checkbox"/> Theft of Property
Location: (Be specific)	

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

First Name:	Last Name:
Address:	City:
State:	Zip Code:
Telephone (Home) #:	Telephone (Cell) #:
Email 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

First Name:	Last Name:
Address:	City:
State:	Zip Code:
Telephone (Home) #:	Telephone (Cell) #:
Email 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:



**VEHICLE REQUEST FORM
HELENA CAMPUS ONLY**

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.

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
STUDENT DISCIPLINE FORM**

The **Student Discipline Form** is to be filed in the Vice Chancellor of Student Services and Campus Life Office within 4 hours of the incident.

Date: _____ Student's Name: _____

Student's ID #: _____

Location of Incident: _____ Campus: DeWitt _____ Helena _____ Stuttgart _____

Witnesses: _____

It is not always possible to have a witness to an incident. This is not required to file a disciplinary form.

Brief description of incident: _____

Signature of Student: _____

Signature is not an admission of guilt. Instructor can forward form without student signature.

Signature of Instructor/Reporter of Incident: _____

Check all that apply:

Classroom Offenses – These offenses can disrupt instruction but usually **Informal Resolution** eliminates the problem. Persistence of this behavior can result in a **Formal Resolution**, especially if the behavior is exceptionally disruptive.

- Talking during the lecture or activity
- Leaving on or using cell phone in the classroom
- Using loud or profane language
- Using disrespectful language toward the Instructor or guest
- Using disrespectful language toward any other student
- Arguing or disagreeing constantly with the instructor, student, or classroom guest
- Laughing or screaming inappropriately
- Annoying, intentional, unusual and persistent disruptive behavior
- Disrupting the ongoing instruction
- Cheating and dishonesty
- Stealing
- Consumed alcohol including being drunk and/or disorderly
- Other – Please describe: _____

Very Serious Offenses

- Using, distributing, or selling alcohol or drugs
- Possession of a weapon, including but not limited to a hand gun
- Loud, abusive, or obscene language
- Destructive behaviors toward property or individuals
- Indecent exposure, illicit sexual relations, perversions
- Misuse of college documents or records
- Abusive behavior toward an instructor, student, or PCCUA employee, includes physical abuse, verbal abuse, threats, assaults
- Unauthorized people on campus
- Inappropriate touching of self or others
- Stalking (persistently contacting another person without consent)
- Terrorist type threats
- Any action, which endangers self or other
- Technology and Computer violations
- Fire and Safety endangerment
- Dishonesty and Cheating outside the classroom
- Other – Please describe: _____

Date Received by VC for Student Services and Campus Life: _____

Incident addressed by:

- Instructor
- Dean
- Student Relations Committee
- Campus Vice Chancellor
- VC for Student Services

Copies sent to:

- Instructor
- Dean
- Student Relations Committee
- Campus Vice Chancellor
- VC for Student Services & Campus life

Other _____

Action Taken:

- 1st Warning for Offense
- 2nd Warning for Offense
- 3rd Action Taken for Offense
- Very Serious Offense (immediate action taken)
- Probation for _____ (length of time)
- Suspension for _____ (length of time)
- Expulsion from

This form is to be filed in the Office of the VC of Student Services and Campus Life. Copies of This document will go to the instructor, dean, director, and Vice Chancellor in DeWitt or Stuttgart.

Date filed: _____

All disciplinary forms identifying outcomes will be placed in a student's file with a copy sent to the employee who requested the disciplinary action.

Board and Administrative Policies

Certain sections of this handbook reference specific Board and Administrative Policies that guide institutional procedures and faculty responsibilities. These referenced policies are included in the following pages for ease of access and clarity. Faculty are encouraged to review these policies in detail to ensure a thorough understanding of the expectations and standards set by the college.

For the most up-to-date and comprehensive version of all Board and Administrative Policies, faculty should refer to the full guide available through My RidgeNet by navigating to Manuals/Forms/Minutes > Manuals/Forms > Manuals.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 140

Subject: The College Mission and Core Values

Date Approved: 6/68

Revised: 6/76, 5/94, 7/96, 9/10, 8/25

The Phillips Community College Board of Visitors, as the policy-making body for the College, recognizing its role of stewardship for the community, resolves that the following mission statement shall be the guiding precept for the College.

College Mission

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer, and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

In consonance with the stated mission, the Board reaffirms the following Core Values:

Core Values

Phillips Community College respects the differences of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and 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.

Respect for All

We respect the inherent worth and dignity of every person.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 250.05

Subject: Accidents and Incidents

Applicable Board Policy: 250

Date Adopted: 4/74

Revised: 7/89, 2/99, 8/07, 9/09, 10/10, 8/13, 3/23

Reviewed: 4/14, 7/19

For the purpose of this Administrative Procedure, an accident is any occurrence which results in bodily injury to a student, member of the general public, or college employee.

Employees should not discuss college liability for the medical costs of any accident victim. When employees working within the scope of their job duties are involved in an accident, the Worker's Compensation laws of the State of Arkansas will govern.

Automobile Accident (including College vehicles)

If an employee is involved in or witnesses an automobile accident on campus, the following steps should be taken:

1. Assess the Accident. Call 911 if necessary to report the accident. Request medical assistance if necessary. (PCCUA may not be responsible for medical expenses).
2. Call Security (Helena Campus). Report the accident to the front desk clerk or switchboard operator (DeWitt/Stuttgart). The front desk clerk/operator will then notify the Campus Vice Chancellor or the Vice Chancellor for College Advancement/Resource Development, who will notify other appropriate Vice Chancellors.
3. PCCUA employee reporting the accident should complete PCCUA Motor Vehicle Accident Report form. (Available on RidgeNet).
4. If an employee is injured, contact the Office of Human Resources to complete a First Injury Report with Workman's Compensation.
5. Campus Vice Chancellor or Vice Chancellor for College Advancement/Resource Development is to request a copy of the police report and PCCUA Motor Vehicle Accident report form. The report should include date and time of the accident and names of the parties involved. Copies of reports should be given to the Vice Chancellor for Finance and Administration.

Incidents

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.

If an employee is involved in, or witnesses an incident on campus, the following steps should be taken:

1. Assess the incident. Call 911 and report the incident. Request medical assistance if necessary. (PCCUA may not be responsible for medical expenses).
2. Call Security (Helena Campus). Report the incident to the front desk clerk or switchboard operator (DeWitt/Stuttgart). The front desk clerk/operator will then notify the Campus Vice Chancellor or the Vice Chancellor for College Advancement/Resource Development who will notify the Vice Chancellor for Finance and Administration.
3. PCCUA employee reporting the incident should complete the PCCUA Incident Report form. (Available on RidgeNet).
4. If an employee is injured, contact the Office of Human Resources to complete a First Injury Report with Workman's Compensation.
5. Campus Vice Chancellor or Vice Chancellor for College Advancement/Resource Development is to request a copy of the police report and PCCUA Incident Report form. The report should include date and time of the incident and names of the parties involved. Copies of reports should be given to the Vice Chancellor for Finance and Administration and the College Advancement/Resource Development.

Reporting the Incident

1. Call 911 and report the incident. Request medical assistance if necessary. If possible, contact the campus front desk clerk or switchboard operator.
2. Complete the PCCUA Incident Report Form.
3. If injured, contact the Office of Human Resources to complete a First Injury Report with Workman's Compensation

Campus Vice Chancellor or College Advancement/Resource Development should request a copy of the police report and PCCUA Incident Report form. The report should include date and time of the accident and names of the parties involved. Copies of the reports should be given to the Vice Chancellor for Finance and Administration and Vice Chancellor for College Advancement/Resource Development.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 301.04

Subject: Professional Growth of Professional and Non-Classified Staff

Applicable Board Policy: 301

Date Adopted: 12/05

Revised: 2/24

Reviewed: 6/19

Professional and non-classified staff are encouraged to continue their professional growth. This growth may be accomplished in various ways including the following:

1. Working in a professional organization.
2. Attending applicable job-specific training.
3. Participating in community service activities.
4. Participating in the in-service training programs.
5. Participating in staff development training.
6. Pursuing education goals.

The identification and implementation of innovative approaches to professional/non-classified staff development are a high priority at Phillips Community College. Standing and ad hoc staff committees address this important topic.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure Number: 301.10

Subject: Americans with Disabilities (ADA)

Applicable Board Policy: 301

Date Adopted: 12/23

Revised: 2/24

The Human Resources Office provides information relating to accommodations under the American Disabilities Act (ADA) and monitors ADA accommodations for faculty and staff. PCCUA is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability.

Accommodations for ALL employees are administered through the Office of Human Resources, the HR Director serving as ADA Coordinator.

Accommodations for students are administered through disability services.

Accommodations Procedures for Faculty and Staff with Disabilities

- 1) Employee informs his or her supervisor in verbal or written form that the employee has a disability, which results in his/her needing some adjustment or change to perform the essential functions of the job he/she holds..
- 2) Supervisor refers the employee to the Human Resources Office to discuss reasonable accommodations as outlined by the Americans with Disabilities Act (ADA), confidentiality and the need for medical documentation supporting the request.
- 3) Once the employee submits the requisite medical documentation to the HR Director, the HR Director and the employee review the documentation to determine whether the employee's situation meets important criteria under the ADA. Specifically, to be entitled to receive accommodations, the employee must be a *qualified individual with a disability* under the ADA, which is defined as an individual with a disability who can perform the essential functions of the job with or without reasonable accommodations. An *individual with a disability* is defined as one having a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. *Substantially limits* in the context of employment means that the individual is significantly restricted in the ability to perform either a class of jobs or a broad range of jobs in various classes as compared to the average person having comparable training, skills, and abilities. The term *major life activities* includes the activity of working. *Essential functions* means fundamental job duties of the employment position the individual with a disability holds or

wishes to hold; the term does not include marginal functions of the position. An accommodation is *reasonable* if it does not cause undue hardship to the employer. Undue hardship is established when the requested accommodation is too expensive in view of the employer's overall financial posture or when implementing the requested accommodation would be too disruptive administratively or operationally. The HR Director would consult relevant guidelines and regulations to determine, from an informed perspective, whether the employee's situation meets the requisite criteria.

If the Employee Does Meet the Definition of Qualified Individual with a Disability of the ADA

- 1) The HR Director and the employee meet to discuss reasonable accommodations based on the documentation the employee has provided and the information contained in the completed Accommodation Request Form. During this meeting, the HR Director and the employee evaluate the essential and marginal functions of the job and discuss the employee's specific abilities and limitations.
- 2) Employee meets with the supervisor and the HR Director to discuss accommodations.
- 3) Supervisor suggests alternate accommodations and/or accepts the accommodations requested by the employee and submits them to the HR Director for review. Final resolution of the request is reached through an interactive and deliberative process in which the employee, his/her supervisor, and the HR Director participate. The employee and supervisor sign the accommodation form and return it to HR Director.
- 4) Employee or supervisor can continue to consult with the HR Director regarding any changes.

If the Employee does not Meet the Definition of Qualified Individual with a Disability of the ADA

- 1) If definition is not met, accommodations are not necessary and alternate referrals are provided.
- 2) Referrals may include sickness and disability plan, family and medical leave, worker's compensation, employee assistance program, etc.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 363

Subject: Faculty Responsibility

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

Teaching is the primary responsibility of the Phillips Community College faculty. Under the supervision of their deans/directors, all faculty have as their primary duty the instruction of assigned classes. This duty takes precedence over all others. Faculty are expected to meet their classes regularly and punctually and to be prepared to conduct classes as effectively as possible. When faculty accept a teaching appointment at PCCUA, they also accept certain responsibilities and obligations of a professional educator, in addition to classroom teaching.

The Chancellor shall publish the specific duties and responsibilities of faculty.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.01

Subject: Duties and Responsibilities of Faculty

Applicable Board Policy: 363

Date Adopted: 6/68

Revised: 8/88, 8/25

At Phillips Community College, teaching remains the central responsibility of instructional faculty. In alignment with our mission to provide accessible, high-quality education that prepares students for transfer, workforce, and lifelong learning, faculty members are expected to fulfill the following responsibilities under the guidance of their division deans:

Instruction and Classroom Management

- Teach assigned courses in accordance with approved course descriptions, syllabi, and instructional standards as approved by the division.
- Attend and conduct all scheduled class sessions promptly, whether in-person, hybrid, or online, and be prepared to engage students in meaningful learning experiences. All online courses must meet requirements for substantive interaction.
- Post and maintain consistent office hours as required by Board Policy 364 which is 30 hours per week for full-time faculty. Additional hours may be required for division and institutional meetings that are outside the regular work schedule. This also includes face-to-face and virtual office hours, especially for online courses.
- Maintain course rosters and records management in Workday. Submit reports, information, and verifications in Workday by due dates on the Academic Calendar or as required by administration. This includes but is not limited to tracking student attendance/participation, course roster verification for No Shows, posting Interim (mid-term) and Final grades, early alert notification to the student and the advisor, and any monitoring forms for student progress as requested. *(See Appendix D: PCCUA 2025-2026 Academic Calendar)*

Course Assessment and Student Feedback

- Collaborate with colleagues and division leadership to review and revise curriculum, select learning resources, and assess student learning outcomes. Use assessment data to improve instruction and support continuous improvement at the course and program level. Participate in division meetings to review program outcomes and establish action plans that support student engagement, retention, and success.
- Conduct course assessments as outlined in course syllabus and submit assessment reports at the end of each semester. All assessment reports are due to the Division Dean before leaving for the semester.
- Provide timely feedback to students on assignments and tests. Maintain accurate records of attendance, grades, and student progress. Submit student monitoring reports as requested and document course information in Workday by required due dates.

Student Support and Engagement

- Serve as an academic mentor and when appropriate, refer students to advising, tutoring, counseling, and other support services (financial aid, academic support, housing, clothing, food insecurities, etc.) to ensure holistic success.

Partner with student services to promote student persistence and retention. Encourage students to participate in events and activities (student clubs/organization, student activities, student support

Administrative Procedure: 363.01 continued

services workshops, community education events, etc.) that enhance their learning environment and support student success.

- Support campus student life by sponsoring, assisting, and/or participating in campus clubs, organizations, activities, and workshops. Serve on academic and college committees as requested.

Professional Development

- Pursue ongoing professional development through graduate study, certifications, industry experience, conferences, community involvement, or engagement with professional organizations to remain current in your field.
- Maintain up-to-date knowledge of the subject area and incorporate current teaching methods, technologies, and strategies that enhance student engagement and learning.

Administrative Compliance Standards

- Submit the Faculty Portfolio in accordance with guidelines and deadlines provided by the division dean.
- Adhere to all accreditation standards and institutional reporting requirements and deadlines including but not limited to Federal Regulations governing FERPA, HIPPA, and Title IX. All faculty must complete the required training modules in Workday.
- Attend the college spring graduation ceremony in support of student achievement, unless excused by the Vice Chancellor for Instruction. Online or distance learning instructors are required to attend both Phillips County and Arkansas County graduations unless excused by the Vice Chancellor for Instruction.

Institutional Service

- Understand and actively support the mission, values, core competencies, and strategic goals of the college.
- Participate in faculty in-service events, division meetings, and college-wide initiatives, including professional development opportunities and technology training. Meetings may be held at times that are outside the normal work schedule. Faculty are still required to participate unless excused by the Vice Chancellor for Instruction or the appropriate administration of the event or activity.
- Assist with student recruitment and registration activities. All faculty are encouraged to participate but faculty advisors are required to participate in designated registration events and be available for student appointments as requested.
- Fulfill other duties as assigned by dean, director, Vice Chancellor for Instruction, or other college administration.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.02

Subject: Course Syllabi

Applicable Board Policy: 363

Date Adopted: 6/76

Revised: 8/88

Reviewed: 6/19

Faculty are responsible for preparing an up-to-date syllabus for every course in the current curriculum and filing it with the division dean/director, who reviews it for accuracy and forwards it to the Vice Chancellor for Instruction. The Vice Chancellor for Instruction shall maintain a complete file of syllabi and all courses offered by the division. An updated copy shall be sent to the Vice Chancellor for Instruction each semester.

Course Syllabus Format

This suggested format for syllabi is based on a twofold premise: (1) that syllabi are intended primarily for the guidance and use of faculty (including new faculty) to ensure the best planning and understanding of course offerings, and secondarily for the use of students, counselors, and others; and (2) that courses should be firmly structured in order to identify and maintain standards, whereas methods should be flexible to assist individual students to meet those standards. Any materials designed primarily for the students' use – information, instructions, sample exercises for examination, bibliography – may be added at appropriate places. A course syllabus template is available to guide faculty in the development. (*See Appendix G for the syllabus template.*)

Catalog Description of the Course

A brief statement which informs the student about the content matter, approach, breadth and applicability of the course.

Student Learning Outcomes

The expected student learning outcomes are detailed in the syllabus.

Course Outline

Faculty should use a course outline with the syllabus. This includes a schedule – by days, weeks, or units – of assignments and class activities (deadlines, fixed examinations, field trips, appearances by guests, and so on).

Content and Conduct of the Course

Information about types of examinations, absence policies, grading, participation, outside reading – whatever is expected of students and how it will be assessed. A syllabus should be brief, concise, informative, and practical. It must also include the title of the course, date, faculty name and contact information, credit hours, prerequisites, and corequisites.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.03

Subject: Absence of a Faculty Member

Applicable Board Policy: 363

Date Adopted: 6/68

Revised: 8/99, 7/06

Reviewed: 6/19

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 designee.

Online faculty will have regular communication with students. If any faculty is unable to continue teaching an online class because of an emergency or illness, the faculty should keep the dean/director and the Vice Chancellor for Instruction informed.

If faculty know in advance that they must be absent from classes, arrangements for a substitute should be made through the dean/director. Proper leave forms must also be executed prior to leave being taken.

In case of illness, not previously reported, which prevents a faculty from meeting assigned classes, the faculty should contact the dean/director by phone, email, or text as early as practical.

Part-time (adjunct) faculty at Arkansas County campuses should inform the Stuttgart Vice Chancellor or the DeWitt Vice Chancellor.

In case of a continued illness, the faculty should contact the dean/director no later than 4:00 p.m. on each day of the absence and notify the dean/director whether or not the absence will be repeated on the following day. Proper leave forms must be executed immediately upon return to work.

In cooperation with the appropriate dean/director, each faculty prepares and posts a daily schedule, a copy of which is to be sent to the Vice Chancellor for Instruction. Any deviation from this approved schedule must be reported to the dean/director.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.05

Subject: Faculty Meetings

Applicable Board Policy: 363

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

Periodic faculty meetings are called and conducted by the Vice Chancellor for Instruction. Divisional meetings are called and conducted by the dean/chair. Every faculty member is expected to attend all faculty and divisional meetings unless excused by the dean/chair or Vice Chancellor for Instruction in advance of the meeting.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68

Revised: 8/88, 9/06, 9/10, 4/18

Reviewed: 6/19

Instructors teach specific courses at a time designed by the dean/chair. Instructors will take turns within their department in teaching evening classes or other kinds of off-schedule classes needed for student success.

In addition to their teaching duties, instructors keep scheduled office hours in order to be available to students. The faculty schedule is 30 hours per week for full-time faculty. However, faculty are required to be available and participate in departments, division, and institutional meetings and activities which exceed 30 hours. Faculty are expected to keep office hours to ensure student contact. However, faculty teaching clinical labs and labs may not need as many office hours as other faculty. Deans/chairs, and faculty will work together to determine office hours, and each semester's office hours will be posted on the office door.

Faculty working a nontraditional schedule must have approval for their schedule by the dean/chair and Vice Chancellor for Instruction. The time taken for a meal break should be approved by the dean/chair, campus vice chancellor, and the Vice Chancellor for Instruction, and posted on the faculty Work Schedule which is submitted to the Office of the Vice Chancellor for Instruction.

The College Chancellor is authorized to establish specific procedures related to work schedules and compensation for faculty and professional staff. The UA Board of Visitors establishes compensation levels.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88

Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18, 7/24

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instructional load for faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

- a. one point for each contact hour in the classroom (non-lab courses)
- b. one point for each credit hour taught
- c. six points per semester for student advising
- d. two-thirds point for each laboratory hour

Overload compensation is \$300 per point above 30 points in a regular semester. No overloads will be awarded in give discipline until all faculty within that discipline has a full teaching load. The same class taught during the day, evening, on-line or another delivery will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week (see policy on BP 364: Faculty Work Schedule).

Criteria for assigning overloads are as follows:

- a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.
- b. An instructor is not required to accept an overload; consequently, the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

Administrative Procedure: 364.01 (continued)

- c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.
- d. Double overloads will be assigned only in unavoidable situations.
- e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.
- f. Faculty teaching via synchronous interactive video will receive \$25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to instructors who teach courses designed for high school students meeting five days a week for the high school Secondary Center course(s).

Prorated Compensation

Prorated amounts for class enrollment include the following levels of compensation.

Number of Students	Compensation	Allied Health Compensation/Specific Selected Four-Hour Classes
10	\$1,800	\$1,800
9	\$1,620	\$1,800
8	\$1,440	\$1,800
7	\$1,260	\$1,260
6	\$1,080	\$1,080
5	\$ 900	\$ 900
4	\$ 720	\$ 720
3	\$ 540	\$ 540
2	Independent Study Rate	
1	Independent Study Rate	

Independent Study Compensation

Compensation for an independent study will be 0.25 points per credit hour. Two credit hours will be .5 points, three credit hours will be .75 pts, and 4 credit hours will be one point. Compensation will be based on credit hour only. Once a faculty member has three or more students enrolled in the same independent study course, the compensation for teaching that course will be calculated as a class of three and prorated on the base of a class with ten students.

Grant regulations may supersede this policy.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 363

Date Adopted: 6/96

Revised: 8/88, 3/18, 6/19, 5/24

Employment during the summer term is neither required nor guaranteed; it is dependent upon enrollment and the number of qualified faculty wishing to teach during the term. No faculty will be required to teach during the summer term. Faculty wishing to teach in the summer should notify the dean/chair before submission of the summer school schedule.

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for faculty who were full-time employees during the pervious year will be 2.5% per credit hour of base salary for the first course ONLY, up to four credit hours. There will be no exceptions. Additional summer courses will be paid at the overload rate of \$300 per point or \$600 per credit hour.

Faculty with enrollment exceeding 30 will receive \$50 per student. Summer courses must meet minimum enrollment requirements which is 10 for most courses. Exceptions include nursing which is 8 students and some four-credit hour (9 students) and five-credit (8 students) hour classes with labs. Any course offered at lower enrollment will be pro-rated regardless of the circumstances.

Number of Students	Compensation	Allied Health Compensation/Specific Selected Four-Hour Classes
10	\$1,800	\$1,800
9	\$1,620	\$1,800
8	\$1,440	\$1,800
7	\$1,260	\$1,260
6	\$1,080	\$1,080
5	\$ 900	\$ 900
4	\$ 720	\$ 720
3	\$ 540	\$ 540
2	Independent Study Rate	
1	Independent Study Rate	

Independent Study Compensation

Compensation for an independent study will be 0.25 points per credit hour (\$75). Two credit hours will be .5 points (\$150), three credit hours will be .75 pts (\$225), and 4 credit hours will be one point (\$300). Compensation will be based on credit hour only.

Administrative Procedure 364.02 (continued)

Deans/chairs, with input from full-time faculty, recommend what courses should be offered and who the faculty should be, using the following criteria:

- a. Summer term courses for full-time faculty (defined for this policy only as those having 18 or more points) will take precedence over the employment of part-time faculty. Part-time faculty will, however, be employed when full-time faculty are not available.
- b. Faculty will be assigned more than two courses during a summer term only in unavoidable situations.
- c. Summer classes will be offered first to qualified full-time faculty based upon years of experience at PCCUA. Should two equally qualified faculty with the same years of experience at PCCUA wish to teach and sufficient courses are unavailable to allow both to do so during the same summer term, courses will be assigned on a rotating basis.
- d. No faculty member within the same discipline will be assigned a second class during the summer term until each qualified full-time faculty is assigned one class. The second class will be assigned to the primary faculty (the one who taught the course most often during the previous three years, including summer terms).
- e. Grant regulations may supersede this policy

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 366

Subject: Participation in Graduation

Date Adopted: 6/68

Revised: 6/94, 2/24

Reviewed: 6/19

Graduation ceremonies epitomize the goals and purposes of Phillips Community College.

Faculty, non-classified staff, and professional staff are expected to assist with the spring graduation. Faculty and professional staff must participate in the procession and ceremony unless specifically excused by the Chancellor.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 366.01

Subject: Participation in Graduation Procedures

Applicable Board Policy: 366

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

Order of Line of March for Graduation

The order of the march is in accordance with general academic protocol as follows: (1) Chancellor, (2) UA System Representative, (3) Chairman of the Board of Visitors, (4) Keynote speaker and minister, (5) Vice Chancellor for Instruction, (6) Vice Chancellor for Admissions and Records, (7) Executive Council, Board of Visitors, and other platform guests, (8) administrators, faculty, and other academic employees, and (9) students.

Academic Regalia for Graduation

Faculty and professional staff should wear academic regalia accurately reflecting degrees earned. Academic regalia may be ordered through the bookstore.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 367

Subject: Professional Growth of Faculty Members

Date Adopted: 6/76

Revised: 8/84, 8/88

Reviewed: 6/19

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. The maintenance of high standards for employment at Phillips Community College in a faculty appointment is essential. Equally important is professional growth of the faculty member after employment.

In order to maintain the highest standards of instructional excellence, the Board expects all faculty members at Phillips Community College to continue their professional growth.

The Chancellor shall establish processes and procedures to promote professional growth of faculty members.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 367.01

Subject: Professional Growth of Faculty Members

Applicable Board Policy: 367

Date Adopted: 8/88

Reviewed: 6/19

Faculty members are expected to continue their professional growth. This growth may be accomplished in various ways, including the following:

1. Taking additional graduate courses.
2. Working in a professional organization.
3. Participating in in-service training programs.
4. Working in discipline-specific experiences.
5. Conducting research and study.
6. Organizing or participating in community service activities.

The identification and implementation of innovative approaches to faculty and staff development is a high priority at Phillips Community College. Standing and ad hoc faculty/staff committees will address this important topic.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 404

Subject: Grading Policy

Date Adopted: 6/68

Revised: 4/89, 7/90, 8/99, 2/17,
4/20, 4/25

Reviewed: 5/13, 6/19, 6/24

It is the intent of the Board that grades assigned at Phillips Community College be accurate, reflect graduation of each student's performance, and be fully and fairly reported.

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 are to retain grade books for a period of three (3) years, after which time the grade books should be shredded, electronically deleted, or destroyed. In the event of the termination of an instructor's employment with Phillips Community College, the instructor should turn in all grade books to the Office of Admissions and Records.

The Grading Scale

The following grading scale will be used at Phillips Community College.

A	Excellent
B	Good
C	Average
D	Passing
F	Failing
AU	Audit
I	In Progress (Incomplete if the course work is not completed within the designated Time the "I" grade will automatically become an "F")
W	Withdrawal
R	Repeated
S	Students working up to potential in individualized or self-pacing courses
S/U	Non-credit courses will be given a grade of "S" for satisfactory or a grade of "U" for Unsatisfactory
WC	Withdrawal Crisis
CR	Credit – no grade point value, only credit unit value

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.01

Subject: Withdrawals from Class

Applicable Board Policy: 404

Date Adopted: 4/74

Revised: 4/84, 5/89, 7/90, 8/99, 5/13, 4/25

Reviewed: 6/19

Official Enrollment Date

The official enrollment date for a regular fall or spring semester course which follows the standard semester pattern is the 11th class day. In other courses which do not follow the traditional semester pattern, the official enrollment date shall be established on a proportionate basis or as off schedule courses.

“W” Day Initiated by the Student

“W” day is the last day within a course when the student may withdraw and receive a “W” in lieu of an instructor assigned grade. “W” day will be published each year in the academic calendar in the College catalog.

Students withdrawing from a credit course between the “official enrollment date” and the designated “W” day for the course will receive the notation of “W” on their official permanent record or transcript.

When a withdrawal is for administrative reasons such as to permit a student to enroll in a different section or as a result of placement testing, no grade will be recorded for the course.

The administration shall determine and publish the official enrollment date and “W” day for each class of the various fall, spring, and summer terms in order to implement the spirit and intent of this procedure.

“W” Grade Initiated by Instructor

A withdrawal due to excessive absences must be initiated by the instructor. The grade given will be “W”. The last day for the instructor to submit a W for excessive absence will be published each year in the academic calendar in the College catalog.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.02

Subject: Grade Assignment and Change Procedures

Applicable Board Policy: 404

Date Adopted: 6/68

Revised: 4/84, 7/89, 9/91

Reviewed: 5/13, 6/19

These procedures shall be followed regarding the assignment and change of grades.

Grade Assignment

Assigning grades for college courses is the responsibility of each individual instructor. Instructors are expected to use good judgement 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 filing grades twice during each semester. These periods are at mid-term and after final examinations. Grades are posted with the Office of Admissions and Records and the due dates are published in the academic calendar of the Catalog.

Grade Change Options and Procedures

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 judgement, on a case-by-case basis, concerning the efficacy of assigning an "I" grade. If a grade of "I" is assigned, the instructor will use the Incomplete Grade Contract. This contract shall be signed by the instructor and the student, list work to be completed, and provide a specific date for completion of the course work. The instructor will file the contract with the Office of Admissions and Records.

If the remaining course requirements, as defined in the contract, are not completed within the designated time frame not to exceed 60 days from the end of the semester or summer term in which the grade was received. The grade of "I" may be changed to an "F". The contract cannot be extended without permission of the Vice Chancellor for Instruction.

Administrative Procedure 404.02 (continued)

Instructor Clerical Error

An instructor may change any recorded grade, as necessary. Instructor grade changes caused by instructor clerical error will be corrected by memo to the Office of Admissions and Records.

Administrative Clerical Error

The Office of Admissions and Records will correct any clerical errors that may be made while entering grades.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Policy: 404.06

Subject: Appealing a Grade or Other Matters of an Academic Nature

Applicable Board Policy: 404

Date Adopted: 6/93

Revised: 8/99, 10/03, 4/04

Reviewed: 5/13, 6/19

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 questions should be referred using the clearly defined process used by the College.

Steps	Procedure	Time Frame
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
2	Student submits copy of completed grade appeal form with instructor's "action taken" to the division dean or director, 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
3	Student submits copy of completed grade appeal form with signatures of instructor, division dean/director, 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
4	The Chair of the Faculty Senate Academic Standards Committee convenes to consider the appeal.	Within 5 working days of Step 3
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
6	Academic Standards Committee will convene the hearing. Findings concerning the appeal are considered final.	Within 5 working days of Step 5

The Vice Chancellor for Instruction notifies the student, instructor, and the Vice Chancellor for Student Services and Registrar of the hearing outcome. If the question is an academic matter other than grades, the same appeal process as above will be followed.

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.

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 which 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.

Instructors will keep their grade books on file for at least three (3) years. In the event of the termination of an instructor from Phillips Community College, the instructor will turn in all grade books to the Office of Admissions and Records.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 406

Subject: Attendance Policy

Date Adopted: 3/74

Reviewed: 5/13, 6/19

Class Attendance

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.

The Board authorizes the Chancellor to establish procedures for monitoring student attendance and maintaining attendance standards set by various state and federal agencies.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 406.01

Subject: Attendance Procedures

Applicable Board Policy: 406

Date Adopted: 3/74

Revised: 7/89, 7/91, 4/93, 8/98, 4/25

Reviewed: 5/13, 6/19

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 non-traditional and online courses which do not meet at a fixed time and place. Instructors of such non-traditional 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.

The instructor will warn a student in danger of becoming excessively absent by sending a warning notice to the assigned advisor, so that the student can be contacted by an advisor either by phone, writing, email, or text. If the student is absent more times than allowed by the instructor, the instructor will drop the student from the class roll with a grade of "W" by notifying the Office of Admissions and Records in writing within one week after the student has become excessively absent. Such written notification must include the student's last date of attendance.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 410.01

Subject: Textbook Adoption Procedures

Date Adopted: 6/76

Revised: 8/84, 8/90, 2/04, 3/07, 5/13, 6/19

Reviewed: 7/14

1. Factors to be considered in textbook adoption
 - a. The usefulness (i.e., content) is the most important factor in the selection of a textbook.
 - b. Duration of use is important in selecting a book. If the second semester course is a continuation of the first, a text which can be used for both semesters should be preferred.
 - c. Cost to the student is important. Paperback editions should be utilized where feasible.
 - d. Limiting required texts to one (1) per course and supplementing with additional handouts and other materials or online support is encouraged.
 - e. Use should be made of the library (i.e., placing reading materials and supplemental texts on reserve).
 - f. The readability level of each textbook is considered before adopting a textbook.

2. Procedures
 - a. All full-time faculty members teaching a particular course will jointly select the course textbook(s). The online Textbook Adoption form is available on the intranet.
 - b. Textbook orders require the approval of the dean/chair who submits the orders to the bookstore manager to be posted by April 1st for fall adoption, November 1st for spring adoption, and April 1st for summer adoption.
 - c. Deans/Chairs submit all book forms to the Bookstore Manager.
 - d. If courses are added or deleted, the Bookstore Manager should be contacted by the dean/chair of the appropriate area with the adjusted textbook adoption form.
 - e. The campus bookstore does not furnish textbooks to the instructor. Most publishers will furnish instructor copies if requested.

Faculty Instruction and Learning Plan 2025-26

At Phillips Community College, teaching remains the central responsibility of instructional faculty as outlined in AP 363.01. In alignment with our mission to provide accessible, high-quality education that prepares students for transfer, workforce, and lifelong learning, faculty members are expected to fulfill the following responsibilities under the guidance of their division deans:

Instruction and Classroom Management

- Teach assigned courses in accordance with approved course descriptions, syllabi, and instructional standards as approved by the division.
- Attend and conduct all scheduled class sessions promptly, whether in-person, hybrid, or online, and be prepared to engage students in meaningful learning experiences. All online courses must meet requirements for substantive interaction.
- Post and maintain consistent office hours as required in Board Policy 364 which is 30 hours per week for full-time faculty. Additional hours may be required for division and institutional meetings that are outside the regular work schedule. This also includes face-to-face and virtual office hours, especially for online courses.
- Maintain course rosters and records management in Workday. Submit reports, information, and verifications in Workday by due dates on the Academic Calendar or as required by administration. This includes but is not limited to tracking student attendance/participation, course roster verification for No Shows, posting Interim (mid-term) and Final grades, early alert notification to the student and the advisor, and any monitoring forms for student progress as requested.

Course Assessment and Student Feedback

- Collaborate with colleagues and division leadership to review and revise curriculum, select learning resources, and assess student learning outcomes. Use assessment data to improve instruction and support continuous improvement at the course and program level. Participate in division meetings to review program outcomes and establish action plans that support student engagement, retention, and success.
- Conduct course assessments as outlined in course syllabus and submit assessment reports at the end of each semester. All assessment reports are due to the Division Dean before leaving for the semester.
- Provide timely feedback to students on assignments and tests. Maintain accurate records of attendance, grades, and student progress. Submit student monitoring reports as requested and document course information in Workday by required due dates.

Student Support and Engagement

- Serve as an academic mentor and when appropriate, refer students to advising, tutoring, counseling, and other support services (financial aid, academic support, housing, clothing, food insecurities, etc.) to ensure holistic success.
- Partner with student services to promote student persistence and retention. Encourage students to participate in events and activities (student clubs/organization, student activities, student support services workshops, community education events, etc.) that enhance their learning environment and support student success.

- Support campus student life by sponsoring, assisting, and/or participating in campus clubs, organizations, activities, and workshops. Serve on academic and college committees as requested.

Professional Development

- Pursue ongoing professional development through graduate study, certifications, industry experience, conferences, community involvement, or engagement with professional organizations to remain current in your field.
- Maintain up-to-date knowledge of the subject area and incorporate current teaching methods, technologies, and strategies that enhance student engagement and learning.

Administrative and Compliance Standards

- Submit the Faculty Portfolio in accordance with guidelines and deadlines provided by division dean.
- Adhere to all accreditation standards and institutional reporting requirements and deadlines including but not limited to Federal Regulations governing FERPA, HIPPA, and Title IX. All faculty must complete the required training modules in Workday.
- Attend the college spring graduation ceremony in support of student achievement, unless excused by the Vice Chancellor for Instruction. Online or distance learning instructors are required to attend both Phillips County and Arkansas County graduations unless excused by the Vice Chancellor for Instruction.

Institutional Service

- Understand and actively support the mission, values, core competencies, and strategic goals of the college.
- Participate in faculty in-service events, division meetings, and college-wide initiatives, including professional development opportunities and technology training. Meetings may be held at times that are outside the normal work schedule. Faculty are still required to participate unless excused by the Vice Chancellor for Instruction or the appropriate administration of the event or activity.
- Assist with student recruitment and registration activities. All faculty are encouraged to participate but faculty advisors are required to participate in designated registration events and be available for student appointments as requested.
- Fulfill other duties as assigned by dean, director, Vice Chancellor for Instruction, or other college administration.

Faculty Responsibility to Students

Faculty have a fundamental responsibility to support student learning, development, retention, and academic success, grounded in a commitment to academic integrity, professionalism, and respect.

Key responsibilities to students include:

Provide High-Quality Instruction

- Deliver accurate, clear, and engaging instruction that aligns with course objectives and current academic or industry standards.
- Attend and conduct all class meetings as scheduled. Be prepared to start each class meeting on time with course materials and teaching resources that enhance the learning environment. Provide high-quality, engaging, and relevant instruction that supports student retention and success.

- Provide a comprehensive course syllabus that includes instructor contact information, required textbooks and materials, course format and delivery method, a summary of course topics and expectations, grading criteria, and clearly defined student learning outcomes.
- Maintain an up-to-date Blackboard course site with all essential course materials, assignments, and deadlines. Ensure alignment between course content and assignments, post grades in a timely manner, and provide meaningful feedback to support student progress and success.

Create a Supportive Learning Environment

- Foster an inclusive, respectful, and safe classroom environment where all students feel valued and are encouraged to participate and succeed.
- Use a variety of teaching strategies to support different learning styles.
- Provide designated “study” times for students to meet with instructor to ask questions and/or receive basic feedback or tutoring. These “study” times could be during office hours or held via Zoom.
- Connect students to appropriate campus resources such as tutoring or other support services. Based on early alert assessments, faculty should connect students to campus services that help students stay on track and complete the course.

Assess Student Learning and Provide Feedback

- Maintain consistent and accessible office hours to support student learning. Respond to student inquiries promptly and provide timely, constructive feedback to promote academic progress.
- Clearly post office hours in both the course syllabus and Blackboard. Offer on-campus or virtual appointments (e.g., via Zoom) as needed to accommodate student needs.
- Respond to student emails within 24 hours or by the next business day if received over the weekend, understanding that prompt communication is crucial for supporting student success with assignments, exams, and course participation.
- Evaluate student performance using appropriate assessment methods and provide timely, constructive feedback on assignments and tests to support learning and improvement.
- Ensure grades and feedback are posted promptly—typically within one week of the due date—to keep students informed of their progress and help them stay engaged and prepared.
- Implement course assessments and evaluate learning outcomes to ensure instructional effectiveness. Administer early assessments at the beginning of the term to identify students in need of support and recommend appropriate interventions, such as tutoring, learning labs, study guides, or other instructional resources and strategies.

Demonstrate a Professional Conduct

- Demonstrate ethical behavior, professionalism, and academic honesty, serving as a role model and mentor for students.
- Explain to students the importance of academic integrity and academic dishonesty, including the consequences if they violate the standards and college policy. Faculty should refer students to their handbook for specific information and guidelines.
- Treat students with dignity and respect, even during conflict or disciplinary situations.
- Comply with all college policies and federal regulations, including those related to FERPA, HIPAA, and Title IX. Actively support a safe, respectful, and inclusive learning environment by upholding these standards in all academic and professional interactions.

Faculty Professional Development Expectations

Faculty are expected to engage annually in professional development that enhances instructional quality and student success. Areas of professional development may include:

- **Instructional Improvement:** Attend conferences, workshops, and/or training sessions—either in person or online—that focus on effective teaching methodologies and strategies to deliver engaging, relevant, and high-quality instruction.
- **Technology Integration:** Participate in technology-focused training to stay up to date with evolving technology resources, tools and current trends that enhance teaching and learning.
- **Content Proficiency:** Pursuing opportunities for professional growth that support content knowledge and maintain relevancy within the academic discipline.
- **Institutional Engagement:** Participating in college-sponsored professional development events, including in-service sessions, workshops, webinars, and specialized training opportunities offered throughout the academic year.

Faculty Acknowledgment and Agreement

By signing below, I acknowledge that I have reviewed and understand the responsibilities and tasks outlined in the Faculty Instruction and Learning Plan. I agree to perform and complete these duties in accordance with institutional policies and expectations. I understand that fulfilling these responsibilities is an essential part of my role as a faculty member at PCCUA.

Faculty Name:	
Date:	

****Once you have reviewed the information, please return the signed acknowledgement to your Dean or Director, either in person or via email. Timely submission is appreciated to ensure proper documentation.**

Index

2025-2026 Academic Calendar	26
Academic Appeal Request Form.....	35
Accidents and Incidents	18
Accreditation.....	3
Adult Education	19
Advisors	9
Advisors List	24
Appendix A: Placement Chart	22
Appendix B: Advisor List	23
Appendix C: Office Schedule Template	24
Appendix D: 2025-2026 Academic Calendar	25-27
Appendix E: Fall Exam Schedule 2025.....	28
Appendix F: Spring Exam Schedule 2026	29
Appendix G: Syllabus Template	30-32
Appendix H: Incomplete (I) Grade Contract	33
Appendix I: Request for Academic Appeal.....	34-35
Appendix J: Motor Vehicle Accident Form	36
Appendix K: Incident Report Form	37
Appendix L: Vehicle Request Form (Helena ONLY)	38
Appendix M: Student Discipline Form	39
Assessment Committee & Faculty Involvement	7
Assessment Cycle	7
Blackboard Ultra.....	11
Board and Administrative Policies	41
Career & Technical Center.....	19
Career Closet.....	19
Career Pathways.....	19
Carl Perkins V	19
Classroom Expectations	10
Committees.....	9
Communication & Student Feedback	11
Concurrent Faculty Responsibility	21
Core Competencies (STACC) of Graduates.....	3
Early Warning Practices	14
Enrollment Process for Developmental Education in Workday	20
Equal Educational Opportunity Policy	1
Exam Schedule	29

Faculty Guidelines & Expectations	9
Faculty Instruction and Learning Plan 2025-26	73
Faculty Responsibility	9
Faculty Work Schedule.....	9
Food Pantry.....	19
GEAR UP.....	19
Grade Appeal	12
Grade Changes	12
Grade Recording & Retention	15
Grading Scale.....	11
Graduation	9
History of Phillips Community College.....	5
HLC and Quality Initiative	7
Incident Report Form.....	38
Incomplete (I) Grade Contract.....	34
Incomplete (I) Grades	15
Instructor Absences.....	14
Instructor Availability	10
Instructor Guidelines & Expectations for Instruction	10
Interim (Mid-term) and Final Grades.....	15
Mission	1
Motor Vehicle Accident Form	37
No Show Reporting.....	14
Office Schedule	25
PCCUA Administrative Directory	4
PCCUA Assessment.....	7
PCCUA Core Values	2
PCCUA Initiatives	19
PCCUA Library Services	17
PCCUA Program Assessment Plan	8
PCCUA Vision.....	2
Placement Chart.....	23
Professional Development.....	9
Professional Growth.....	9
Professional Leave.....	18
Resources.....	7
Rosters and Verification.....	14
Strategic Planning.....	6

Student Attendance.....	13
Student Code of Conduct	17
Student Discipline Form.....	40
Student Referrals & Tutoring.....	15
Student Support Services.....	19
Students with Disabilities	16
Syllabus Template.....	31
Teaching Load.....	10
Teaching Responsibilities	10
Textbook Rental: Rowdy Rents.....	17
The Rehabilitation Act of 1973.....	16
Travel	18
Vehicle Request Form.....	39

The key policies, procedures, responsibilities, and resources in this handbook were designed to support faculty in their professional roles and to enhance the overall academic environment of the College. While every effort has been made to ensure the accuracy of the information contained within, all content is subject to revision based on institutional policy updates, changes in state or federal regulations, or evolving academic needs.

Faculty members are encouraged to remain informed by regularly reviewing updates as posted on the college website by the administration and by consulting with division deans/directors or the Vice Chancellor for Instruction.

