



Concurrent Credit Instructor Guide 2025-2026



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.

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 admissions, 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 arts 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.

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.

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.

PCCUA High School Enrollment Programs

Concurrent enrollment allows high school students the opportunity to enroll in college level courses while continuing their high school courses and activities. Many options are open to high school students.

Concurrent Enrollment is the enrollment of a high school student in a college course for 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 is the enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.

Secondary Career Tech Center provides area high school students in 10-12th grade with the unique opportunity to earn college credit while still in high school at no charge. The center's curriculum serves as an extension of the high school curriculum offerings by providing students with hands-on experiences in a variety of career fields taught by PCCUA Faculty on all 3 PCCUA campuses.

Combinations allow high school students to enroll in a combination of the above programs at the same time

All concurrent enrollment instructors teaching at a high school must be approved by PCCUA, qualified to teach college level courses and use the college curriculum. Aspects of the high school enrollment classes parallel the college, sharing common syllabi, textbook, assignments, tests, and grading processes. The appropriate academic dean or department must annually approve all PCCUA courses offered on a high school campus.

A MOU (Memorandum of Understanding) will be completed to confirm concurrent classes that will be taught. It will be valid when signed by the College Chancellor and School District Administrator.

Concurrent Credit Course is a college-level course offered by an institution of higher education in Arkansas that upon completion would qualify for academic credit in both the institution of higher education and a public high school. Courses offered for concurrent credit will meet the same standards as courses taught on the college/university campus.

Student advantages of taking college classes in high school

- Students can shorten the time it takes to earn a college degree.
- Tuition costs are lower compared to standard college rates.
- Students enter college with earned credits already on their academic record.
- Students who take concurrent credit courses tend to perform better in college.
- Students gain exposure to the expectations and rigor of college classes while still benefiting from the support of their high school and home environment.

High School Student Qualifications

PCCUA enrollment procedures for concurrent enrollment follow guidelines established by the Arkansas Division of Higher Education (ADHE) and the Arkansas Higher Education Coordinating Board (AHECB). These guidelines ensure that concurrent enrollment opportunities maintain the same academic rigor, integrity, and student support expectations as courses offered on the College campus.

Students must have successfully completed the eighth grade to be eligible to enroll in concurrent credit courses. Participation in concurrent enrollment requires a recommendation from the student's high school principal or designee, confirming the student's readiness to engage in college-level coursework.

In accordance with Arkansas Code §6-18-223, high school students are authorized to enroll in college or university courses and, upon successful completion, earn credit that applies toward both a high school diploma and a college degree. The student's high school or school district may establish additional eligibility requirements for participation in concurrent courses.

PCCUA complies with all provisions of the AHECB Concurrent Enrollment Policy, including requirements related to faculty qualifications, course ownership, student eligibility, academic standards, and program oversight. All concurrent courses offered through PCCUA are college-level courses that maintain the same learning outcomes, instructional standards, grading practices, and academic expectations as those offered on campus. The College also ensures that students enrolled in concurrent courses have access to appropriate academic resources and support services.

Student Eligibility and Placement for Concurrent Courses

Student eligibility for concurrent enrollment at PCCUA is determined using a comprehensive review of academic readiness in alignment with AHECB Student Placement Policy. Consistent with state guidelines, placement into college-level coursework is not based on a single standardized test score but instead utilizes multiple measures to assess a student's likelihood of success.

Students may demonstrate readiness for concurrent enrollment through one or more of the following:

- Standardized test scores (e.g., ACT, SAT, ACCUPLACER, or other approved assessments)
- High school grade point average (GPA)
- Completion of relevant high school coursework
- Prior academic performance or demonstrated college readiness indicators
- Other measures supported by institutional analysis of student success

Placement decisions are made with the expectation that students enrolled in concurrent courses have a strong likelihood of earning a grade of "C" or better in the course. For

courses that are reading-intensive or require strong quantitative reasoning skills, additional consideration is given to ensure students possess the necessary academic foundation for success.

PCCUA may establish minimum placement guidelines for specific subject areas, including English and mathematics, consistent with documented institutional criteria and state policy. Students may also be permitted to enroll in co-requisite support courses, when appropriate, to strengthen academic success while enrolled in college-level coursework.

Additional Requirements for Concurrent Enrollment

All students enrolled in concurrent courses must meet PCCUA admission requirements and adhere to all institutional policies and procedures, including those related to academic integrity, grading, attendance, and course completion.

High school students enrolled in concurrent courses are subject to the same academic standards as traditional college students. Grades earned in concurrent courses become part of the student's official college transcript and may impact future college enrollment, financial aid eligibility, and academic standing.

Students and parents are advised that while many concurrent courses are included in the Arkansas Course Transfer System (ACTS), transferability of credit may vary by institution and program. Students are encouraged to consult with advisors to ensure alignment with their postsecondary goals.

Participation in concurrent enrollment is governed by a formal Memorandum of Understanding (MOU) between PCCUA and the partnering high school or school district. This agreement outlines expectations related to student eligibility, course delivery, instructor qualifications, academic standards, and program oversight. The MOU is reviewed annually to ensure continued alignment with state policy and institutional expectations.

High School Student Responsibilities:

Students should first consult with their high school counselor or the PCCUA High School Relations Coordinator to discuss eligibility, course options, and enrollment procedures for concurrent or dual enrollment.

High school students enrolled in concurrent courses through PCCUA are not responsible for tuition, mandatory fees, or textbooks for up to fifteen (15) credit hours per semester or thirty (30) credit hours annually, as permitted by state policy and institutional agreements.

Students enrolled in dual enrollment courses are not responsible for tuition for up to fifteen (15) credit hours per semester or thirty (30) credit hours annually; however, dual enrollment students are responsible for the cost of textbooks and any applicable course fees.

For more information regarding the Access to Acceleration scholarship visit:
<https://sams.adhe.edu/Scholarship/Details/A2A>

All students seeking to enroll in concurrent or dual enrollment courses must complete the PCCUA admissions process. This includes submission of:

A completed online application for admission

An official high school transcript

Applicable placement documentation (e.g., ACT, ACCUPLACER, or other approved measures)

Required immunization records

Requirements for Concurrent Instructors

To ensure that concurrent courses meet the same standard as those offered on the college/university campus, high school faculty must meet the same academic qualifications required by the college/university faculty. The PCCUA High School Relations Director/ Concurrent Coordinator and the Vice Chancellor for Instruction must review and approve the credentials of each concurrent instructor. Credentials include:

Faculty Qualifications: follow procedures as outlined in Administrative Procedure 370.02.

Current curriculum vitae/resume

Official Transcripts on file in the HR Department

Complete all required documents in Workday and provide other employee information as requested by PCCUA.

High School Instructor Responsibilities:

Apply in Workday and submit required documents including resume and official transcript.

Attend PCCUA Concurrent Credit Instructor Orientation each fall

Work with designated academic department dean, liaison or faculty members

Distribute parent approval signature form and collect from students (form attached)

Submit Monitoring Forms as scheduled during the semester for progress review of students.

Verify attendance through Workday by published PCCUA no show dates

Submit interim and final student grades through Workday by the published PCCUA final grade deadline

Distribute course and instructor evaluations at the end of the semester

Complete the Concurrent Enrollment Program evaluation form

Submit a course syllabus for approval on each concurrent course taught

Required PCCUA template attached

Instructor Stipend Pay

High school instructors also functioning as approved PCCUA adjunct instructors teaching a concurrent credit course on their high school campus will be paid by PCCUA a \$500.00 stipend per class. The stipend is intended to cover all overload associated in offering the class for PCCUA concurrent credit. The stipend does not cover instruction or lecture time as the instructor is already compensated for time in regular high school salary. The stipend will be paid in either six fall disbursements and/or five spring disbursements. The first fall semester payment will be October 15th while the first spring semester payment will be March 15th.

Instructor Privileges

Receive tuition waiver for themselves or family members equal to the number of credit hours taught during that semester or academic year. Waivers must be used within two semesters of class taught.

Use of the computer labs for college-related business if classes are not in progress.

Use of the university library and research space and facilities (as approved by the appropriate department chairperson).

Bring your PCCUA class on campus for the day or have your local Director of High School Relations be a guest speaker in your PCCUA class

High School Classroom Qualifications

Phillips Community College of the University of Arkansas minimum and maximum class limits must be followed. Generally, a minimum of 10 students is required for any PCCUA course offered on a high school campus. The Concurrent Enrollment Program and/or the academic department will inform instructors teaching course(s) of established class maximum.

High School Administrator Responsibilities:

Support Concurrent Enrollment program within the school

Act as liaison among high school students, parents, instructors, counselors, college, and the community

Recommend courses and qualified instructors

Support high school instructors also serving as PCCUA adjunct instructors

Collaborate with the concurrent enrollment program to resolve any questions or concerns

PCCUA Responsibilities:

Provide curriculum and instructional support
Provide instructor stipend compensation (as applicable)
Advise students regarding course selection, admissions, and transfer pathways
Facilitate course registration and payment of fees (if applicable)
Oversee concurrent course delivery, including textbook selection, enrollment processes, and completion of required placement documentation during regular site visits
Implement an annual rotation cycle for instructor evaluation
Ensure annual approval of all PCCUA courses offered on a high school campus by the appropriate academic department

Accreditation/Approval

As a program approved by the Arkansas Department of Higher Education (ADHE), Phillips Community College of the University of Arkansas Concurrent Program adheres to requirements of the Arkansas Higher Education Coordinating Board (AHECB) to offer concurrent courses. PCCUA is accredited by NACEP through 2026.

Oversight of Concurrent Courses

The college/university administration will be responsible for all aspects of the concurrent credit course, including hiring/designating an institutional High School Relations Director/Concurrent Enrollment Coordinators, as well as participating in faculty selection, orientation, and evaluation processes.

Textbooks

Course instructors utilize textbooks approved by the appropriate PCCUA academic department to ensure consistency and academic quality across all sections. Textbooks and course materials may be obtained through the College Library and Textbook Services.

For concurrent enrollment courses, textbooks and required materials are provided at no cost to the student, with expenses covered through institutional or secondary career tech center arrangements. For dual enrollment courses, students are responsible for the cost of textbooks and any required materials unless otherwise provided by the high school or school district.

In some cases, high schools or school districts may purchase and distribute textbooks directly to students or may be billed for course materials and textbook costs based on established agreements.

Fee Payment

High school students enrolled in concurrent courses at PCCUA may have tuition, fees, and required course materials covered through the Arkansas Access to Acceleration (A2A) Scholarship, in accordance with state eligibility requirements and funding limitations.

Students enrolled in dual enrollment courses may also qualify for A2A funding for tuition; however, they may be responsible for the cost of textbooks and any applicable course fees unless otherwise covered through institutional or school district arrangements.

Any fees not covered under A2A funding must be paid to the appropriate PCCUA campus business office and are subject to established College policies regarding payment, refunds, drops, and withdrawals.

High school students participating in concurrent or dual enrollment are not eligible for federal financial aid programs, including grants and student loans.

Academic Record (Transcript)

All grades earned for concurrent credits will be posted on the college transcript. All students can access their grades by going to:

PCCUA college website: www.pccua.edu

Log in to My Ridge Net using their college assigned username and password

Select Workday icon

From their student profile, select Academic Hub

Select Academic History and My Academic Record to see course enrollments and grades.

Contact the Office of Admissions and Records for an official transcript.

Students who wish to withdraw from a concurrent course must contact the Director of High Relations via email to request to be withdrawn from the course.

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 his/her records that meet the definition of educational records. No third party has the right to review student records.

Equal Educational Opportunity

Phillips Community College of the University of Arkansas (PCCUA) is an equal opportunity, affirmative action institution. PCCUA provides equal educational and employment opportunity without regard to age, race, gender, 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.

Disability Services

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). A Disability Coordinator is available on each campus to assist students in obtaining reasonable accommodations for self-disclosed disabilities in order to allow students with disabilities participation in all college programs and services. It is the student's

responsibility to self-disclose the disability to the High School Relations Coordinator assigned to their home campus so that a Disability Coordinator can assist if needed.

All students enrolled in the College with medically documented disabilities will be provided with appropriate and reasonable accommodations when needed. The services are available on each campus and include, but are not limited to, the following: facilitating physical accessibility on campus; alternate methods of testing and evaluation; assistance through the use of auxiliary aids and services. Most concurrently enrolled students are provided with disabilities services through their high school.

Faculty Responsibilities

PCCUA requires that all faculty follow Board Policy 400-410 including all Administrative Procedures for each policy. These policies and procedures provide faculty with the duties and responsibility for teaching college and concurrent courses. Faculty are expected to teach classes, assign grades, attend concurrent faculty meetings, and other functions. They are asked to stay involved with students, faculty, and student life. Classes should be taught using the complete assigned instructional time and all office hours are to be posted with reserved time for student meetings.

Instructional Expectations: As part of Administrative Procedure 363.01, instructors sign the Faculty Instruction and Learning Plan at the beginning of the academic year. This plan outlines faculty responsibilities for teaching and learning along with support for student success.

Instructors teaching concurrent or dual enrollment courses are expected to:

- Provide effective instruction that supports student learning and success
- Meet all scheduled classes regularly and on time
- Maintain current knowledge and expertise within their teaching discipline
- Maintain accurate attendance and academic records in accordance with College policies
- Demonstrate an understanding of community college teaching practices and philosophy
- Participate in required concurrent enrollment meetings and professional development activities
- Maintain and communicate regular office hours for student support
- Collaborate in curriculum development, including course outlines, textbook selection, and instructional materials
- Support student success through mentoring and academic guidance
- Assist with concurrent enrollment processes, including registration support as needed

Assessment

Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and using the resulting information to understand and improve student learning throughout the college. Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes.

Instructors at PCCUA believe that its assessment of student academic achievement is closely linked to and directly supports the mission and objectives of the institution.

The mission of PCCUA reflects a commitment to student success, workforce development, and community advancement. The College provides accessible and affordable education, including transfer pathways and career training, designed to meet the needs of students and the communities of Eastern Arkansas. Through strong partnerships and comprehensive support services, PCCUA promotes access with success and encourages lifelong learning to build a better future for the region it serves.

Three key purposes of assessment:

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

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

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

Syllabus

PCCUA requires (Administrative Procedure 363.02: Course Syllabi) all faculty including adjunct and concurrent faculty to use the syllabus template in preparing course syllabi. Specific course information is provided to students along with standard information about course and college policy. Required information is documented on the template such as course information, instructor information, course materials, college core competencies, learning outcomes, grading policy, course outline, course assessment, college policies, and college support services. Each syllabus also contains course specific information including assignments, assessments, and course objectives. Concurrent and College course syllabi must follow the same course syllabi.

Syllabi must be submitted to Division Dean for review and approval. This review is documented on the Syllabus Review Form and once approved, the syllabus is submitted to the Office of the Vice Chancellor for Instruction and posted on the college portal. This process is completed before the beginning of each semester. All faculty are required to provide a course syllabus to students on the first day of the semester. Syllabi are also posted on Blackboard as a reference for the student during the semester.

Starting in Fall 2026, PCCUA will be using Simple Syllabus for all course syllabi. This will provide consistency and documentation of all syllabi.

Concurrent Instructors E-Mail syllabi to

DeWitt – Savanna Bronson sbisswanger@pccua.edu

Helena – Michelle Waites mwaites@pccua.edu

Stuttgart-Michelle Blasengame mblasengame@pccua.edu

Grade Book and Grading Scale

Instructors are required to maintain grades according to PCCUA Board Policy 404 and

Administrative Policy 404.01, 404.02, and 404.03. Instructors are responsible for submitting grades twice during each semester. These periods are at midterm and after final examinations. Grades are submitted via Workday to the Office of Admissions and Records in accordance with deadlines published in the College's academic calendar. Instructors will also submit monitoring forms four times during the semester to reflect students' progress in the course. These forms are submitted to the Vice Chancellor for Instruction then compiled to reports for the High School Relations Coordinators and the High School Counselors. Monitoring forms are progress reports to support student success.

Discipline Policy Scope

PCCUA has an expectation that all students maintain a standard of conduct in order to sustain an environment that promotes responsibility, cooperation, respect, and learning. All PCCUA employees are expected to correct inappropriate student conduct on college property or at college sponsored events. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

PCCUA Board Policy 405 and Administrative Procedure 405.01 fully addresses classroom discipline and student conduct. Students are provided with copies of these policies including the Student Discipline Form during student orientation. This information can also be found in the concurrent student handbook and posted on the College website.

Academic Dishonesty

PCCUA faculty including concurrent faculty are responsible for establishing and following specific policies on academic dishonesty (cheating, plagiarism, etc.) in their courses. The instructor's academic integrity policy needs to be included in the course syllabus. Additionally, faculty need to both explain their policy to students and provide them with guidance throughout the semester of how to complete assignments in an ethical manner that adheres to the instructor's policy. Per Administrative Procedure 405.01, faculty are responsible for and have the authority to initiate discipline as it relates to violations against dishonesty within the course. Plagiarism and cheating are specifically addressed along with the actions resulting from academic dishonesty.

Sexual Harassment Policy

As noted in Board Policy 275 and Administrative Policy 275.01, PCCUA seeks to provide a safe and positive working and learning environment free from all forms of discrimination for faculty, staff, and students. Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in education programs and activities includes sexual harassment or sexual violence, such as dating violence, domestic violence, sexual assault, or stalking. No form of sexual discrimination will be tolerated as prohibited by Title IX of the Educational Amendments of 1972 and/or Title VII of the 1964 Civil Rights Act. For more detailed information, consult the PCCUA Employee Handbook.

Child Maltreatment and Reporting Policy

All PCCUA employees are required to participate in mandatory training as referenced by the UA System and in the PCCUA Board Policy 304 on Mandatory Employee Training. Child Maltreatment and reporting are required in Workday as mandatory training. Email notices will be sent along with notifications on Workday for employees to complete this training.

The Concurrent Faculty Handbook provides important information and resources; however, it is not comprehensive and PCCUA strongly advises concurrent faculty to familiarize themselves with PCCUA's **Employee Handbook, Faculty Handbook and Course Catalog**. These handbooks and catalog are posted on the PCCUA website: <https://www.pccua.edu/images/uploads/20241028/pccua-faculty-handbook-202-25-aug-4-2024-95020.pdf>
<https://www.pccua.edu/course-catalog/>

For further information please contact your PCCUA Director of High School Relations



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Helena-West Helena
Vice Chancellor for
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mwaites@pccua.edu



Savanna Bronson
DeWitt
Director of High School
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Office: A 147
(870) 673-4201 ext 1816
mblasengame@pccua.edu

Office: A 108
(870) 946-3506 ext 1608
sbisswanger@pccua.edu

PCCUA Administrative Directory

Chancellor	Dr. Keith Pinchback	1233
Vice Chancellor for Instruction	Monica Quattlebaum	1331
Vice Chancellor for Administration & Finance	Stan Sullivant	1274
Vice Chancellor for Admissions and Record	Michelle Waites	1111
Vice Chancellor for Student Services	Dr. Kimberley Johnson	1235
Vice Chancellor for Advancement/HR/Security	Rhonda St. Columbia	1130
Vice Chancellor for Arkansas County Campuses	Kim Kirby	1825/1605
Assoc Vice Chancellor of Information Tech.	Lee Williams	1328
Dean of Allied Health	Shanna Pryor	1371
Dean of Applied Tech Workforce Dev. & Train.	Joe St. Columbia	1937
Dean, Arts and Sciences	Carol Birth	1314
Dean, Business & Computer Information System	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 Ed. & Comm. Service	Wandra Williams	1210
Director of Financial Aid	Kim Banks	1358
Director of Gear Up	Tomisha Gant	1021
Director of Library Services	Keri Simpson	1145
Director of Institutional Research	Doug Bielemeier	1076
Bookstore-Rowdy Rents (Campus Libraries)	Keri Simpson	1266
		1636
		1836
Students with Disabilities	Deborah Gentry (H)	1214
	Shawanna Wansley(D)	1628
	Valerie Colvin (S)	1809

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)

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% refund
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 TERMS 2026

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)

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)

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.



CONCURRENT ENROLLMENT OBSERVATION FORM

Name of Instructor:			Date:				
Course:							
High School:				Day/Time:			
Purpose of Visit:							
Observer:				PCCUA Campus:			
Orientation / Planning Visit:	1 st	2 nd	3 rd	4 th	5 th		
INSTRUCTION AND CURRICULUM							
Observation		Observable	Not Observable	Not Applicable			
Course Content							
Course Delivery							
Assessment							
Evaluation							
Professional Development							
Comments:							
STUDENT CONTACT							
Method			Attempt				
Phone:	Fax:	E-mail:	1 st	2 nd	3 rd	4 th	5 th
Issue:	Registration	Drop	Absences	Grades	Behavior	Other	
Comments:							



Term / Year

PCCUA Student ID #

Concurrent Enrollment
Parent Permission Form

Part I – Student

Name:	Date of Birth:
Address:	Phone:

Part II – Parent/Guardian

I hereby grant permission to allow my son/daughter (dependent) to enroll in Phillips Community College of the University of Arkansas while concurrently enrolled in high school. I certify that I am the parent/guardian of the above-named student and that I am in agreement with and give my consent for his/her attendance in the concurrent credit program through Phillips Community College of the University of Arkansas. I understand the conditions under which my minor child is being admitted. I am aware that my son/daughter will be establishing a permanent college transcript.

Parent/Guardian Signature:	Date:
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(Parent's signature on the parent permission form can be used for the entire academic year Fall through Spring)

Part III – School Assessment

The above-named student meets the following criteria: 1) Can benefit from advanced course work; and
2) Demonstrates adequate preparation in the discipline to be studied

During the term enrolled at PCCUA, the student will be a:

Senior	Junior	Sophomore
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Recommended Course(s):

Class	Course #
Class	Course #
Class	Course #

School:	Public	Private	Phone:
Instructor email address:			
Instructor's Signature:			Date:

8/2013; Revised 6/2025