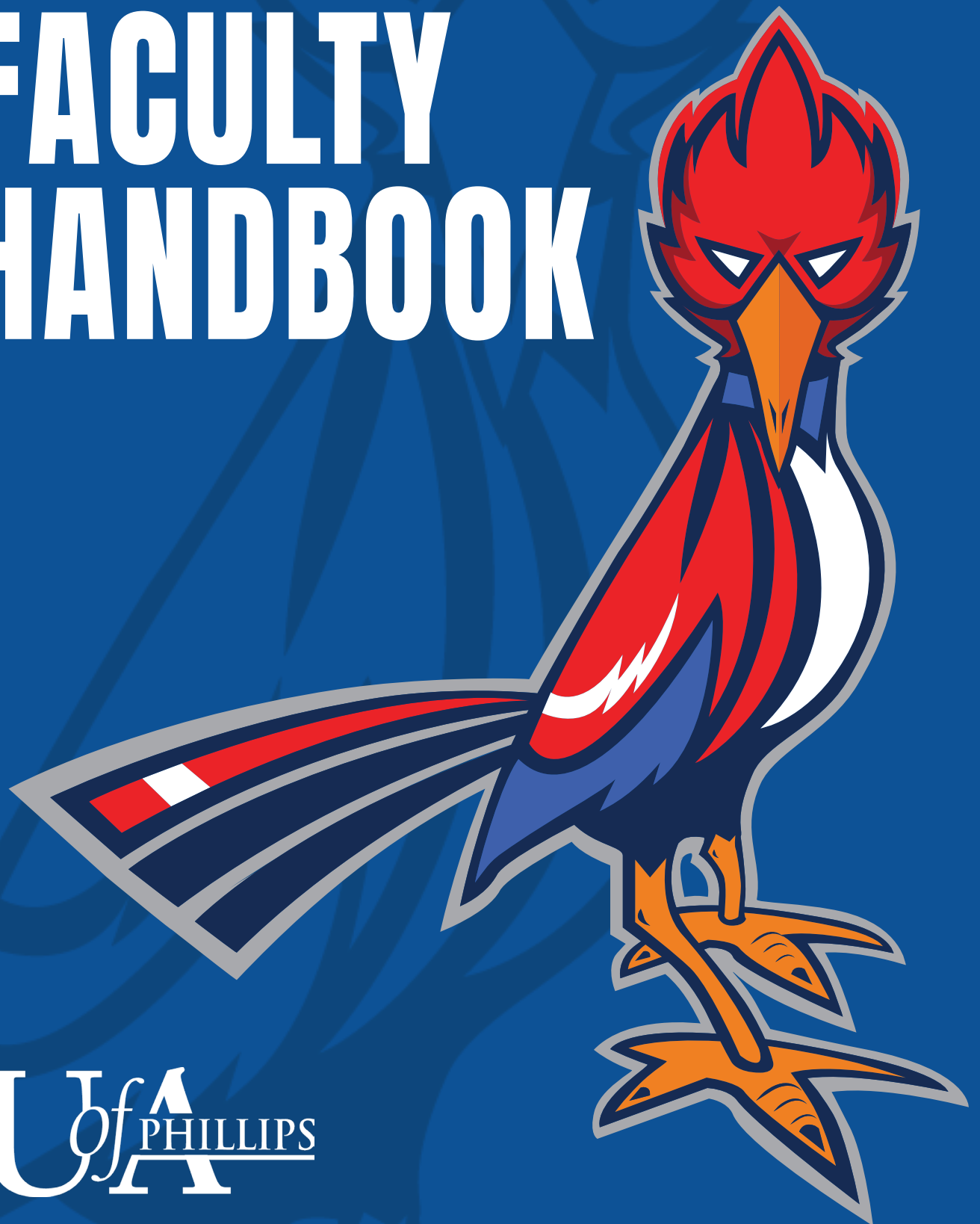


2026-2027

FACULTY HANDBOOK



U*of***A** PHILLIPS

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 their division dean, director, or Vice Chancellor for Instruction. Thank you for serving as a PCCUA faculty member and for your commitment to our students and college community. After reading through this handbook, you will read and 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 lifelong 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 opportunity without regard to age, race, gender, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information, or sexual orientation. We prohibit retaliation against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful practice.

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 approved and authorized by the Arkansas Department of Higher Education (ADHE). 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 Administration & Finance	Stan Sullivant	1274
Vice Chancellor of Admissions and Records	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
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	Carol Birth	1331
Dean of Business & Computer 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 Financial Aid (Helena, Stuttgart, DeWitt)	Kim Banks	1358
Director of Concurrent Enrollment	Tomisha Gant	1021
Director of Library Services	Keri Simpson	1145
Director of Institutional Research	Doug Bielemeier	1076
Title III, Project Coordinator	Amy Hudman	1181
Assistant Registrar	Wesley Barringer	1336
Bookstore-Rowdy Rents (Campus Libraries)	Keri Simpson	1145
Students with Disabilities	Deborah Gentry (H)	1214
	Shawanna Wansley (D)	1628
	Valerie Colvin (S)	1809
Director of Public School Relations (D)	Savanna Bis	1608
Director of Public School Relations (H)	swanger	1021
Director of Public School Relations (S)	Tomisha Gant	1816
	Michelle Blasengame	

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	1143	1819
Scholarships	1607	1240	1822
Testing Center	1602	1150	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

RECRUIT, RETAIN, COMPLETE.
ACCESS WITH SUCCESS!

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 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, 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.	PCCUA 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 lifelong learning, striving to build a foundation for a better life for all. PCCUA Values Phillips Community College of the University of Arkansas 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, the Power of Education, Respect for All.		



PCCUA and 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

PCCUA is proud to announce the successful completion of its **Higher Learning Commission (HLC) 10-Year Reaffirmation of Accreditation**. Following the comprehensive HLC Peer Review Visit on **April 27-28, 2026**, the College's reaffirmation of accreditation was officially confirmed. **Congratulations to the entire PCCUA community!** This achievement reflects the dedication and collective efforts of faculty, staff, administration, students, and the Board of Visitors in maintaining high standards of academic quality, institutional effectiveness, and student success.

With the successful reaffirmation of accreditation, PCCUA will continue building upon this work with an ongoing commitment to **student engagement, support, learning, and success**. The College will use assessment results, institutional data, and collaborative planning to identify opportunities for improvement and ensure that programs and services continue to meet the changing needs of our students and communities.

As PCCUA begins its next accreditation cycle under the **Open Pathway**, the College will select a new **Quality Initiative focused on Student Success**. This initiative will provide an opportunity for faculty and staff across the institution to work collaboratively on strategies designed to strengthen student engagement, persistence, completion, and overall success.

Planning for the new Quality Initiative will begin in Spring 2027. Additional information regarding the project, opportunities for participation, and specific areas of focus will be shared as the initiative is developed.

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 focus will be to continue 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.

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

PCCUA has successfully completed its participation in the Higher Learning Commission's Assessment Academy. Building on the foundation established through the Academy project, the College will continue implementing and refining assessment activities developed through this initiative. These efforts will strengthen the use of assessment results for continuous improvement and promote a sustained institutional focus on student learning, engagement, and success.

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. This growth can be accomplished by taking additional graduate courses, participating in in-service training programs, conducting research and study, or organizing or participating in community service activities.

Faculty Work Schedule (BP 364)

Full-time faculty should maintain a 30-hour-per-week schedule 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 that 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 (AP 301.01)

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 committees as needed. Participation in the committees is vital to the overall success of each committee's purpose.

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

Teaching Responsibilities (BP 363, AP 363.01)

Teaching is the central responsibility of instructional faculty at Phillips Community College. Faculty are expected to provide high-quality instruction, support student learning and success, and fulfill instructional responsibilities in accordance with College policies and the direction of the Division Dean.

Faculty teaching responsibilities include:

- **Instruction:** Teach assigned courses in accordance with approved course descriptions, student learning outcomes, syllabi, and instructional standards; conduct all scheduled classes as assigned and provide meaningful, engaging instruction in all delivery formats.
- **Course Management:** Maintain current course information and instructional materials in Simple Syllabus and Blackboard; clearly communicate course expectations, assignments, assessments, grading criteria, deadlines, and office hours.
- **Student Interaction:** Maintain regular communication with students and provide timely, meaningful feedback. Faculty teaching online or hybrid courses must meet institutional and federal requirements for Regular and Substantive Interaction (RSI).
- **Assessment and Grading:** Assess student learning using appropriate methods; maintain accurate attendance and grade records; post grades and feedback in a timely manner; and use assessment results to improve instruction.
- **Student Support:** Maintain required office hours; monitor student progress; use Early Alert and other intervention processes as appropriate; and refer students to available academic and student support services.
- **Records and Reporting:** Maintain accurate course rosters and records in Workday and complete No-Show reporting, attendance, and participation records, interim and final grades, assessment reports, monitoring forms, and other required documentation by established deadlines.
- **Professional Responsibilities:** Maintain professionalism and academic integrity; participate in required meetings, professional development, assessment, and institutional activities; comply with College policies and applicable accreditation and regulatory requirements; and perform other instructional duties as assigned.

Faculty are expected to create a respectful and supportive learning environment and demonstrate a consistent commitment to student engagement, learning, retention, and success. For more detailed information on duties and responsibilities of faculty, see AP 363.01.

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 precautions to limit overload teaching. The assignment of overload courses will follow the course assignment policy as adopted by the Faculty Senate.

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.

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.

Course Syllabus (AP 363.02)

Instructors are expected to teach each course in accordance with the approved course description published in the PCCUA College Catalog and the established student learning outcomes for the course.

All full-time and adjunct faculty are required to prepare a syllabus for each course taught using the approved PCCUA syllabus template in Simple Syllabus. Simple Syllabus provides a consistent format for course syllabi and helps ensure that students receive accurate, current, and required institutional and course information.

The complete syllabus must be available to students through Simple Syllabus and Blackboard by the first day of class. Each syllabus must clearly communicate course requirements and expectations, including assignments and assessments, attendance and participation requirements, grading policies, and other information necessary for successful completion of the course. The syllabus must include the grading scale and clearly explain how assignments, quizzes, tests, and other graded activities are weighted or calculated in determining the final course grade.

Instructors are responsible for reviewing the syllabus and course expectations with students at the beginning of the course. Minor changes during the semester, such as adjustments to assignment due dates or the course schedule, must be communicated to students in advance and updated in Simple Syllabus and Blackboard as appropriate. Changes to grading policies, course requirements, or student learning expectations should be avoided unless necessary and should be discussed with the division dean or director before implementation.

Course syllabi will be submitted, maintained, and reviewed electronically through Simple Syllabus in accordance with established College procedures. Division deans and directors are responsible for reviewing course syllabi to ensure consistency with approved course requirements and College policies.

The PCCUA Simple Syllabus Library, available through the College website, will provide access to published course syllabi and support consistency, transparency, accreditation requirements, and student access to course information.

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. 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 coursework 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 (only for official college use during college-wide approved periods)
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)

Students may appeal a final course grade or other academic decision when they believe there has been a grading error, inconsistent or unfair evaluation, or an issue involving academic misconduct. The appeal process is designed to provide a fair and timely review with appropriate documentation and due process.

Appeal Process:

1. **Instructor:** The student must first attempt to resolve the concern directly with the instructor. An appeal must be initiated within **five faculty working days after the grade submission deadline**.
2. **Division Dean:** If unresolved, the student submits the Academic Appeal Form to the Division Dean for review.
3. **Vice Chancellor for Instruction:** If the matter remains unresolved, the appeal is forwarded to the Vice Chancellor for Instruction for procedural review and referral to the **Faculty Senate Academic Standards Committee**.
4. **Academic Standards Committee:** The Committee determines whether sufficient evidence exists to warrant a formal hearing. If not, the appeal is denied and concluded.
5. **Hearing and Final Decision:** If warranted, a hearing is conducted in which the student and instructor may present relevant evidence. The Committee issues a written decision, which is **final and binding**.

Appeals are considered when there is evidence of a **calculation or clerical error, failure to follow established grading policies, or grading that was arbitrary, capricious, or inconsistent with stated standards**. The student bears the burden of demonstrating valid grounds for appeal.

*For complete procedures, required forms, and deadlines refer to **Administrative Procedure 404.06 – Appealing a Grade or Other Matters of an Academic Nature**.*

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 before 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 ensure the accuracy of student enrollment records. Roster verifications must be completed by the 11th class day. No-shows, drops, and a W 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.

Concurrent Enrollment Student Monitoring Forms

Faculty teaching concurrent enrollment courses are required to complete **Student Monitoring Forms four times during each semester**. These forms are an important part of monitoring student academic progress and providing timely support to concurrent students.

Monitoring Forms provide information to the **High School Relations Coordinators and high school counselors** regarding each student's progress in the course. Faculty should accurately report the student's current academic standing and use the **comment section** to identify concerns, areas in which the student may be struggling, missing assignments, attendance or participation concerns, or other information that may assist in supporting the student.

The information provided allows coordinators and counselors to intervene early and connect students with appropriate resources, including tutoring, academic support, mentoring, and other services that may help the student successfully complete the course.

The **fourth and final Monitoring Form** submission deadline may vary based on school district calendars. Faculty will be notified of final due dates by the Vice Chancellor of Instruction or the Vice Chancellor of Admissions and Records. Forms must include the student's **final letter grade and final course percentage**.

Faculty are expected to submit all Monitoring Forms by the established deadlines. Timely and complete reporting is essential to the College's collaborative efforts with high school partners to monitor student progress, provide appropriate intervention, and promote student success in concurrent enrollment courses.

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, with the work to be completed listed, and a specific date for completion of the coursework provided. The instructor will file the contract with the Office of Admissions and Records.

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, AP 503.01)

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 – Thurs 7:00 am – 4:30 pm	Mon – Thurs 7:45 am – 4:30 pm
Friday 7:30 am – 1:30 pm	Friday 7:00 am – 12:00 pm	Friday 7:45 am – 2:45 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 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 before the 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.

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 in 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 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.

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 Education Center (CTE)**
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.
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. **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.
6. **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)
7. **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 equivalent on another approved placement assessment, may be placed in developmental or co-requisite coursework and receive tailored academic advising. Placement and advising decisions are designed to ensure that students begin coursework at an appropriate level while receiving the support needed to progress successfully toward their educational goals.

Interventions

PCCUA provides a variety of academic and student-support interventions designed to promote persistence, retention, and successful completion. These include:

- Supplemental instruction
- Focused and individualized advising
- Student success courses (EH 1023 & EH 113)
- Early Alert system to identify students who may need additional support
- Mandatory orientation
- Student Success Learning Lab access
- Tutoring and other academic support services
- Virtual career assistance and career planning resources
- Counseling and referral services

These interventions allow faculty, advisors, and student-support personnel to identify academic or personal challenges early and connect students with appropriate resources before those challenges interfere with their progress.

Placement Testing

Phillips Community College of the University of Arkansas (PCCUA) uses placement scores, and in some instances, additional measures to enroll students in college-level coursework. PCCUA can use ACT, SAT, CLT, and Next-Generation (NG) ACCUPLACER scores to determine students' skill levels in English, reading, and math.

Students must achieve a score of 19 or higher on the ACT in English, reading, and math, or the equivalent score on the SAT, CLT, or NG ACCUPLACER, to enroll in college-level courses in each area. Students who do not meet these placement standards will be assessed using Multiple Measures, which may include high school GPA or grades in specific courses, to determine eligibility for college-level courses.

See Appendix A for placement chart.

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: 2026-2027 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.

Campus Director	Contact Number	Contact Email
Helena-West Helena – Tomisha Gant, Director of Concurrent Enrollment	(870) 338-6474, ext. 1021	tgant@pccua.edu
Stuttgart – Michelle Blasengame	(870) 673-4201, ext. 1816	mblasengame@pccua.edu
DeWitt – Savanna Bisswanger	(870) 946-3506, ext. 1608	sbisswanger@pccua.edu

Appendixes

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 Appendices section:

Appendix A:	Placement Chart
Appendix B:	Advisor List
Appendix C:	Office Schedule Template
Appendix D:	2026-2027 Academic Calendar
Appendix E:	Fall Exam Schedule 20256
Appendix F:	Spring Exam Schedule 2027
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	CLT	NG Accuplacer	Multiple Measure
College Algebra MATH 11003 (MS 123)		19 or above	21 or above	249 or above QAS	
		17 – 18	19-20	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	19-20	237 – 248 QAS	Cumulative HS GPA below 3.25
Elementary Algebra MATH 10373 (MS 1023)		15 – 16	17-18	228 – 236 QAS	
Elementary Algebra MATH 10373 (MS 1023)	Elementary Algebra Support Lab MATH 10072 (MS 1002)	14 or below	16 or below	227 or below QAS	
Technical Math MATH 10133 (MS 143)		16 or above	18 or above	237 or above QAS	Completed Elementary Algebra MATH 10373 (MS 1023) with a C or higher
Quantitative Reasoning MATH 11103 (MS 193)		19 or above	21 or above	249 or above QAS	
		17 – 18	19-20	237 – 248 QAS	Cumulative HS GPA 3.25 or higher or completed Elementary Algebra MATH 10373 with a B or higher
Quantitative Reasoning MATH 11103 (MS 193)	Quantitative Reasoning Support Lab MATH 11971 (MS 1191)	17 – 18	19-20	237 – 248 QAS	Cumulative HS GPA below 3.25
Composition I ENGL 10103 (EH 113)		19 or above	21 or above	251 or above Writing	
		14 – 18	16-20	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	16-20	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	15 or below	225 or below Writing	
Reading – Not Required		19 or above	21 or above	251 or above Reading	
		14 – 18	16-20	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	16-20	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	15 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
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 Lauren Corder, ext. 1398	Tracie Karkur, ext. 1615	Tracie Karkur, ext. 1834
Business Management	Kayla Holland, ext. 1397 Lauren Corder, ext. 1398	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 Kenneth Elliott, ext. 1114	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
High School Relations	Tomisha Gant, ext. 1021	Savanna Bisswanger, 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
Manufacturing	Joe St. Columbia, ext. 1937 Kenneth Elliott, ext. 1114	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
Medical Coding	Kayla Holland, ext. 1397 Lauren Corder, ext. 1398	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 Lauren Corder, ext. 1398	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						
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8:00 – 8:30						
8:30 – 9:00						
9:00 – 9:30						
9:30 – 10:00						



PCCUA 2026-2027 Academic Calendar

Fall Semester 2026	
August 17 (M)	Reporting Day for Faculty/Staff; Awards/In-Service (offices closed)
August 18 (T)	Registration (8:00 am – 6:00 pm)
August 19 (W)	Orientation for all new and returning students (Helena-West Helena) Nursing Orientation in Helena-West Helena (All students admitted to the AND & PN Program)
August 20 (TH)	Orientation for all new and returning students (DeWitt and Stuttgart) Nursing Orientation in Helena-West Helena (All students admitted to the AND & PN Program)
August 21 (F)	Last Day for Course Registration
August 24 (M)	Classes begin (Fast Track 2 begins October 19)
August 31 (M)	Last Day for 100% Refund Deadline
September 7 (M)	Labor Day Holiday (no classes, offices closed)
September 9 (W)	PCCUA Admission Application File Deadline: students with incomplete admission files may be dropped from classes; 50% Refund Deadline
September 10 (TH)	Roster Verification/Census Date
October 14 & 15 (W & TH)	Online Midterm Proctored Exams & Fast Track 1 Final Exams
October 16 (F)	Midterm Advisory Grades Due (4:00 pm)
October 19 (M)	Fast Track 2 Begins
October 23 (F)	Faculty/Staff In-Service
November 9 (M)	Spring registration begins
November 16 (M)	Last day to drop and receive a “W”
November 23 – 25 (M – W)	Fall Break (no classes, offices open)
November 26-27 (TH & F)	Thanksgiving Holiday (no classes, offices closed)
November 30 (M)	Classes resume (8:00 am)
December 4 (F)	Priority Registration Day
December 9 (W)	Last day to receive an instructor “W”
December 10 (TH)	Last day for classes
December 11 (F)	Study Day (Faculty available by appointment)
December 14 – 17 (M – TH)	Final Exams
December 18 (F)	Final grades due (12:00 noon)
December 21 (M)	December Graduation (no commencement)
December 22 (T)	Offices closed from 4:30 pm until 8:00 am on 1/4/27 (M)



PCCUA 2026-2027 Academic Calendar

Spring Semester 2027	
January 4 (M)	Offices open
January 6 (W)	Reporting Day for Faculty (8:00 am); Faculty/Staff In-Service
January 7 (TH)	Registration (8:00 am – 6:00 pm)
January 8 (F)	Last Day for Course Registration
January 11 (M)	Classes begin (Fast Track 2 begins March 8)
January 18 (M)	Martin Luther King Holiday (no classes, offices closed)
January 19 (T)	Last Day for 100% Refund Deadline
January 27 (W)	PCCUA Admission Application File Deadline: students with incomplete admission files may be dropped from classes; 50% Refund Deadline
January 28 (TH)	Roster Verification/Census Date
February 19 (F)	Faculty/Staff In-Service
March 3 & 4 (W & TH)	Online Midterm Proctored Exams & Fast Track 1 Final Exams
March 5 (F)	Midterm Advisory Grades Due (4:00 pm)
March 8 (M)	Fast Track 2 Begins
March 22 – 26 (M – F)	Spring Break
March 26 (F)	Spring Break Friday (no classes, offices closed)
March 29 (M)	Classes resume (8:00 am)
April 5 (M)	Last day to drop and receive a “W”
April 5 (M)	Summer & Fall registration begins
April 23 (F)	Priority Registration Day
April 29 (TH)	Last day to receive an instructor “W”
April 29 (TH)	Last day for classes
April 30 (F)	Study Day (Faculty available by appointment)
May 3 – 6 (M – TH)	Final Exams
May 7 (F)	Final Grades Due (12:00 noon)
May 13 (TH)	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 14 (F)	Graduation Phillips County at the Hendrix Fine Arts Center Lily Peter Auditorium (7:00 pm)
May 31 (M)	Memorial Day Holiday (offices closed)



PCCUA 2026-2027 Academic Calendar

SUMMER TERMS 2027	
Summer I 2027	
June 2 (W)	Last Day for Course Registration
June 2 (W)	Summer I Classes Begin
June 3 (TH)	Last day for 100% Refund Deadline
June 9 (W)	PCCUA Admission Application File Deadline: students with incomplete admission files may be dropped from classes; 50% Refund Deadline
June 14 (M)	Roster Verification/Census Date
June 28 (M)	Last day to drop and receive a "W"
July 5 (M)	July 4 th Holiday (Closed Monday, July 5)
July 7 (W)	Last day to receive an instructor "W"
July 7 (W)	Last Day of Classes and Final Exam for Summer I
July 8 (TH)	Summer I Final Grades Due (4:00 pm)

Summer I Extended 2027 and Online 2027	
June 2 (W)	Last Day for Course Registration
June 3 (TH)	Last day for 100% Refund Deadline
June 9 (W)	PCCUA Admission Application File Deadline: students with incomplete admission files may be dropped from classes; 50% Refund Deadline
June 14 (M)	Roster Verification/Census Date
June 28 (M)	Last day to drop and receive a "W"
July 5 (M)	July 4 th Holiday (Closed Monday, July 5)
July 6 (T)	Last day to receive an instructor "W"
July 19 (M)	Last Day of Classes for Summer I Extended and Online
July 19 – 21 (M – W)	Summer I Extended and Online Proctored Final Exams
July 22 (TH)	Summer I Extended and Online Final Grades Due (12:00 noon)

Summer II 2027	
July 12 (M)	Summer II begins
July 13 (T)	Last day for 100% Refund Deadline
July 19 (M)	PCCUA Admission Application File Deadline: students with incomplete admission files may be dropped from classes; 50% Refund Deadline
July 20 (T)	Roster Verification/Census Date
August 2 (M)	Last day to drop and receive a "W"
August 11 (W)	Last day to receive an instructor "W"
August 11 (W)	Last Day of Classes and Final Exam for Summer II
August 12 (TH)	Summer II Final Grades Due (12:00 noon)

Final Exam Schedule – Fall 2026

December 14 – 17 (Monday – Thursday)

Regular Class Meeting Time	Exam Day	Exam Date	Exam Time
MW class at 8:00 am	Monday	Dec 14	8:00 am – 9:20 am
MW class at 11:00 am	Monday	Dec 14	11:00 am – 12:20 pm
MW class at 2:00 pm	Monday	Dec 14	2:00 pm – 3:20 pm
MW class at 9:30 am	Wednesday	Dec 16	9:30 am – 10:50 am
MW class at 12:30 pm	Wednesday	Dec 16	12:30 pm – 1:50 pm
MW class at 1:00 pm	Wednesday	Dec 16	1:00 pm – 2:20 pm

Regular Class Meeting Time	Exam Day	Exam Date	Exam Time
TTH class at 8:00 am	Tuesday	Dec 15	8:00 am – 9:20 am
TTH class at 11:00 am	Tuesday	Dec 15	11:00 am – 12:20 pm
TTH class at 2:00 pm	Tuesday	Dec 15	2:00 pm – 3:20 pm
TTH class at 9:30 am	Thursday	Dec 17	9:30 am – 10:50 am
TTH class at 12:30 pm	Thursday	Dec 17	12:30 pm – 1:50 pm
TTH class at 1:00 pm	Thursday	Dec 17	1:00 pm – 2:20 pm

Extended Day and Evening Classes

Final Exams will be held at regularly scheduled class times December 14 – 17 (Monday – Thursday)

Online Proctored Midterm and Final Exams

Midterm Exams & Fast Track I Final Exams	October 14 & 15 (Wednesday & Thursday)
Online Proctored Final Exams	December 14 – 17 (Monday – Thursday)

Special Notes:

- Final exams will be administered in the regularly assigned classrooms unless otherwise directed by the instructor.
- Allied Health programs will hold final exams at times scheduled by the instructor or the program.
- Study Day will be Friday, December 11 (Faculty available by appointment)
- All classes should meet for final exams at the specified times. Any change to the schedule must be approved by the Vice Chancellor for Instruction.
- Final grades are due in Workday by Friday, December 18 (12:00 noon)

Final Exam Schedule – Spring 2027

May 3 – 6 (Monday – Thursday)

Regular Class Meeting Time	Exam Day	Exam Date	Exam Time
MW class at 8:00 am	Monday	May 3	8:00 am – 9:20 am
MW class at 11:00 am	Monday	May 3	11:00 am – 12:20 pm
MW class at 2:00 pm	Monday	May 3	2:00 pm – 3:20 pm
MW class at 9:30 am	Wednesday	May 5	9:30 am – 10:50 am
MW class at 12:30 pm	Wednesday	May 5	12:30 pm – 1:50 pm
MW class at 1:00 pm	Wednesday	May 5	1:00 pm – 2:20 pm

Regular Class Meeting Time	Exam Day	Exam Date	Exam Time
TTH class at 8:00 am	Tuesday	May 4	8:00 am – 9:20 am
TTH class at 11:00 am	Tuesday	May 4	11:00 am – 12:20 pm
TTH class at 2:00 pm	Tuesday	May 4	2:00 pm – 3:20 pm
TTH class at 9:30 am	Thursday	May 6	9:30 am – 10:50 am
TTH class at 12:30 pm	Thursday	May 6	12:30 pm – 1:50 pm
TTH class at 1:00 pm	Thursday	May 6	1:00 pm – 2:20 pm

Extended Day and Evening Classes

Final Exams will be held at regularly scheduled class times May 3 – 6 (Monday – Thursday)

Online Proctored Midterm and Final Exams

Midterm Exams & Fast Track 1 Final Exams	March 3 & 4 (Wednesday & Thursday)
Online Proctored Final Exams	May 3 – 6 (Monday – Thursday)

Special Notes:

- Final exams will be administered in the regularly assigned classrooms unless otherwise directed by the instructor.
- Allied Health programs will hold final exams at times scheduled by the instructor or the program.
- Study Day will be Friday, April 30 (Faculty will be available by appointment)
- All classes should meet for final exams at the specified times. Any change to the schedule must be approved by the Vice Chancellor for Instruction.
- Final grades are due in Workday by Friday, May 7 (12:00 noon)



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:	
If the student does not finish coursework by the completion date, the grade given will be _____*. *This will be the grade given to the student if the instructor does not turn in a grade change. If no grade is given within the date provided, college policy will be applied, which is a grade of "F".	
Student Signature:	Date:
Instructor Signature:	Date:
Prepare three copies for: 1. Student 2. Instructor 3. Admissions Office (Attach this copy to the grade sheet).	
<u>Instructor</u> Please Note: Before the above completion date, you must submit to the Admissions Office written notification of the grade change.	

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



Request for Academic Appeal

ACADEMIC APPEAL FORM (Grade Appeals and Academic Matters)			
Student Information			
Full Name		Student ID	
PCCUA Email Address		Phone Number	
Course Information			
Course Name/Number		Instructor Name	
Semester/Term		Final Grade Received	
Step 1: Informal Resolution (Required)			
Date(s) student contacted instructor			
Describe student attempt to resolve the issue with the instructor			
Basis for Appeal (Check all that apply)			
☐ Calculation or clerical error	☐ Grading policies not followed as stated in syllabus		
☐ Inconsistent or unfair academic evaluation	☐ Other (specify):		
Detailed Explanation of Appeal			
Provide a clear and factual explanation of your concern. Include specific assignments, grading issues, or inconsistencies:			
Supporting Documentation (Attach all that apply)			
☐ Grade Appeal Form (if separate)	☐ Email correspondence	☐ Instructor's written response	
☐ Graded assignments/exams	☐ Course syllabus	☐ Other:	
Requested Resolution			
Describe the outcome you are requesting (e.g., grade review, recalculation, reassessment)			

Appendix F

Student Acknowledgment			
I certify that the information provided is accurate and complete to the best of my knowledge. I understand that the burden of proof rests with me and that the decision of the Academic Standards Committee is final and binding.			
Student Signature		Date	
Step 2: Administrative Review Submission			
Date Submitted to Division Dean			
Instructor Response Received	☐ Yes	☐ No	(If yes, attach written response)
Dean Comments			
Action taken			
Decision	☐ Resolved	☐ Unresolved	
Division Dean Signature		Date	
Step 3: Vice Chancellor for Instruction (VCI) Review			
Date Submitted to VCI			
VCI Determination	☐ Procedural review complete	☐ Referred to Academic Standards Committee	
Comments			
VCI Signature		Date	
Step 4: Academic Standards Committee Review			
Date Submitted to Committee Chair			
Date and time of Academic Standards committee meeting			
Date VCI and student are notified of committee meeting			
Determination			
☐ Formal hearing not warranted		☐ Formal hearing warranted	
Date VCI & student notified of the committee's decision			
Comments			



**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

Rev. 3/2020

**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:	Serious Illness ☐	Actual Personal Injury ☐	Threatened Personal Injury ☐
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:

Rev. 9/22



**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.

STUDENT DISCIPLINE FORM

The **Student Discipline Form** is to be filed in the Vice Chancellor of Student Services 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: _____

Incident addressed by:

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

Copies sent to:

- ☐ Instructor
- ☐ Dean
- ☐ Student Relations Committee
- ☐ Campus Vice Chancellor
- ☐ VC for Student Services
- ☐ 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 Vice Chancellor of Student Services. Copies of this document will go to the instructor, dean, and campus 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

PCCUA Board Policies and Administrative Procedures provide the official policies and procedures governing College operations. Advisors are responsible for becoming familiar with policies and procedures applicable to academic advising, registration, student records, student services, and other areas related to their responsibilities.

Relevant policies and procedures are summarized throughout this handbook to provide faculty with practical guidance. These summaries are intended as a quick reference and do not replace the official Board Policies and Administrative Procedures.

All PCCUA employees have access to the current PCCUA Policy Manual through the My RidgeNet Apps. Faculty should consult the Policy Manual when questions arise regarding the interpretation or application of College policy. In the event of a conflict between information contained in this handbook and an official Board Policy or Administrative Procedure, the current official policy or procedure governs.

Additional resources, forms, and guidance are available in the PCCUA Faculty course in Blackboard.

Faculty Instruction and Learning Plan 2026-27

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 success, and lifelong learning, instructional faculty 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 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.
- Provide high-quality instruction that promotes student engagement, learning, retention, and success in all instructional formats.
- Meet federal and institutional requirements for Regular and Substantive Interaction (RSI) for teaching online or hybrid courses. Online instructors must maintain consistent, meaningful, and instructor-initiated interaction with students through timely feedback, course announcements, discussions, virtual meetings, instructional videos, emails, or other approved instructional methods. Faculty teaching face-to-face courses are likewise expected to maintain regular communication and meaningful interaction with students throughout the semester to promote engagement and academic success.
- Post and maintain office hours in accordance with Board Policy 364. Full-time faculty are required to maintain a minimum of 30 hours per week on campus unless otherwise approved. Office hours should include both face-to-face and, when appropriate, virtual availability, particularly for faculty teaching online courses. Additional time may be required for division meetings, institutional meetings, student appointments, or other assigned responsibilities outside the normal work schedule.
- Maintain accurate course rosters and student records in Workday. Submit all required reports, information, and verifications by deadlines established in the Academic Calendar or as directed by administration. Responsibilities include, but are not limited to:
 - Tracking student attendance and participation.
 - Verifying course rosters and reporting No-Show students.
 - Submitting interim (midterm) and final grades.
 - Completing Early Alert notifications for students and advisors.
 - Submitting student monitoring forms and other required documentation related to student progress.

Course Assessment and Student Feedback

- Collaborate with colleagues and division leadership to review and revise curriculum, student learning resources, and assess student learning outcomes.
- Use assessment data to improve instruction and support continuous improvement at the course and program level.

Faculty Instruction Learning Plan 2026-27 (continued)

- Participate in division meetings to review assessment results, evaluate program outcomes, and develop action plans that support student engagement, retention, and success.
- Conduct course assessments as outlined in the course syllabus and submit all required assessment reports to the Division Dean before leaving at the end of each semester.
- Provide timely and meaningful feedback on assignments, examinations, and other assessments.
- 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 student success.
- Partner with student services to promote student persistence and retention.
- Encourage students to participate in events and activities (student clubs/organizations, student activities, student support services workshops, community education events, etc.) that enhance their educational experience.
- 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, professional certifications, industry experience, conferences, workshops, community involvement, or participation in professional or industry related organizations.
- Maintain current knowledge within the teaching discipline and incorporate effective instructional methods, educational technologies, and evidence-based teaching practices that enhance student learning and engagement.

Administrative and Compliance Standards

- Submit the Faculty Portfolio in accordance with guidelines and deadlines provided by Division Dean.
- Comply with all accreditation standards and institutional reporting requirements and deadlines, including but not limited to Federal Regulations governing FERPA, HIPAA, 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 programs, 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 administrator 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, including scheduled advisor meetings, and be available for student appointments as requested.
- Perform other duties assigned by Division Dean, Director, Vice Chancellor for Instruction, or other College Administration.

Faculty Responsibility to Students

Faculty have a fundamental responsibility to support student learning, academic achievement, personal development, and retention while demonstrating professionalism, academic integrity, and respect for every student and colleague. 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 through Simple Syllabus using the approved course syllabus template 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 a current 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.
- Faculty teaching online courses shall maintain regular and substantive interaction with students throughout the semester by initiating meaningful academic engagement through announcements, discussions, individualized feedback, virtual meetings, instructional videos, email communications, and other approved instructional methods that support student learning and comply with federal and institutional requirements.

Create a Supportive Learning Environment

- Foster an inclusive, respectful, and supportive learning environment where all students are encouraged to participate, learn, and succeed.
- Use a variety of teaching strategies to support different learning styles.
- Provide designated “study” times for students to meet with the 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.
- Use Early Alert assessments and other student performance indicators to identify students who may need additional support and recommend appropriate interventions.

Assess Student Learning and Provide Feedback

- Maintain consistent and accessible office hours to support student learning and engagement.
- Clearly post Instructor 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.
- Post grades and feedback promptly—typically within one week of the assignment due date—to keep students informed of their progress and help them stay engaged and prepared.
- Submit Monitoring Forms as required for concurrent enrollment students.
- Conduct course assessments, administer early assessments, evaluate student learning outcomes, and recommend appropriate interventions, including tutoring, learning labs, study guides, supplemental instruction, or other instructional support strategies.

Demonstrate Professional Conduct

- Demonstrate professionalism, ethical behavior, and academic integrity while serving as a positive 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. Refer students to the Student Handbook for specific information and guidelines.
- Treat every student with dignity, fairness, 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.

Scan the QR code to access the Instruction and Learning Plan
2026-27 acknowledgment form.



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