



2021-22

PCCUA CONCURRENT ENROLLMENT FACULTY HANDBOOK

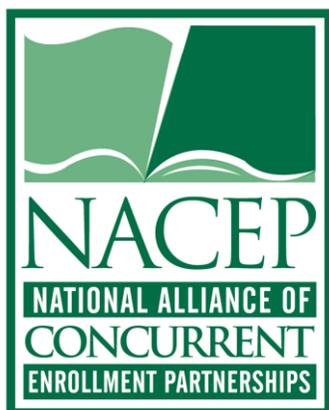


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MISSION

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

VISION

Imagine a college...

- at which every student is intentionally connected to an individual person who feels responsible for that student's success.
- at which every student is clear about the college's high expectations for performance and every student has high aspirations for his or her success.
- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further that these plans are updated regularly, with guidance, as students' progress.
- at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
- at which engaged learning is intentional, inescapable, and the norm for all students.
- at which every student is met with a personalized network of financial, academic, and social support.
- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
- fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Adapted from the Center for Community College Student Engagement. (2008) Imagine Success: Engaging Entering Students (2008 SENSE Field Test Findings). Austin, TX; The

VALUES

PCCUA respects the diversity 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:

I. 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.

II. 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.

III. Diversity

We respect the inherent worth and dignity of every person.



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CONCURRENT FACULTY HANDBOOK

PCCUA High School Enrollment Programs

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

Concurrent enrollment –students take classes for college credit. These classes are typically taught on the high school campus, by a high school instructor, for college credit.

Dual enrollment-high students enroll in college classes at PCCUA. They are registered in classes with other college students but are not sponsored by the high school and usually the courses are outside the hours of a school day.

All high school concurrent enrollment classes are college level courses available to high school students who receive high school and college credit simultaneously.

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

I. Student advantages of taking college classes in high school

- Experience college level course work while in high school
- Enter college with credits earned while in high school which enables them to enter a college or university with one or two semesters of course work completed
- Reduce the time it takes to complete a college degree
- Decrease the expense of college with concurrent credits
- Easily transfer general education courses to other Arkansas colleges and universities
- Gain access the Arkansas Course Transfer System (ACTS) on the internet by visiting ADHE website.

High School Student Qualifications

PCCUA enrollment procedures follow guidelines set forth by the Arkansas Department of Education regarding high school concurrent/dual enrollment. High school students must be at least 14 years of age (at start of semester) or must have successfully completed the eighth grade in order to earn college credit. High school students must have permission from their high school recommending enrollment in college level course work. Each student must be recommended for enrollment in college level course work by either their high school guidance counselor or principal. If a student does not meet the above criteria, a student may request that the College make an exception. If after reviewing the request, the College approves the request, the student can enroll.

High School Student Responsibilities

- Discuss enrollment with high school guidance counselor, parent, and/or PCCUA Public School Relations Director
- Take ACT or COMPASS placement tests (if needed)
- Read course payment (if required), refund, drop, and withdrawal deadlines
- Submit registration request to Director of Public-School Relations on their home college campus
- Register online (if required)
- Return application and signed parental permission form to concurrent instructor (forms attached)
- Purchase Textbooks and materials (if required)
- Submit all required documents to the college Registrar and business office (if required)

PCCUA Responsibilities

- Advise students regarding course selection, admissions, and transfer
- Facilitate course registration and fee payment (if required)
- Oversee concurrent courses offered, including guidelines on textbook purchasing (if needed), course enrollment and completion of registration forms for any required placement testing

Textbooks

Course instructors have textbooks approved through the appropriate PCCUA academic department. Students can purchase textbooks at the college bookstore (if required). Some high schools purchase and provide textbooks for enrolled students.

Fee Payment

All high school students enrolled receive tuition discounts determined by the college. These discounts are determined each year and published for all high school students in the college district. Fee payments (if required) should be submitted to PCCUA specific campus business office and shall follow the fee and refund college policy. High school students are not eligible for Federal Financial Aid grant or loan programs.

Transcripts

All grades earned for concurrent college credit will be officially posted. Official transcripts may be requested

1. In writing on the college transcript request form
2. Visit website to do electronic submission

All students can access their own grades by going to www.pccua.edu and following the login directions listed in this handbook.

PCCUA Core Competencies

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

- 1) Social and Civic Responsibility
- 2) Technology Utilization
- 3) Analytical and Critical Thinking
- 4) Communication
- 5) Cultural Awareness

FERPA Policy

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

Equal Educational Opportunity

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

Disability Services

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). A Disability Coordinator is available on each campus to assist students in obtaining reasonable accommodations for self-disclosed disabilities in order to allow students with disabilities participation in all college programs and services. It is the student's responsibility to self-disclose the disability to the High School Relations Coordinator assigned to their home campus so that a Disability Coordinator can assist if needed.

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

Faculty Responsibilities

Faculty are expected to teach classes, assign grades, attend concurrent faculty meetings, and other functions. They are asked stay involved with students, faculty, and student life. Classes should be taught using the complete assigned instructional time and all office hours are to be posted with reserved time for student meetings.

Instructional Expectations

Instructors are expected to do the following:

1. Teach students
2. Meet classes regularly and punctually
3. Keep up to date in the teaching field
4. Maintain attendance and scholastic records
5. Be familiar with community college teaching and philosophy
6. Attend concurrent instructor meetings
7. Post and maintain regular office hours
8. Cooperate in curriculum development, course outlines, textbook selection, library materials, instructional materials, equipment and supplies
9. Assist with mentoring students
11. Assist with concurrent registration

Assessment

Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and using the resulting information to understand and improve student learning throughout the college.

Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes.

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

The mission of PCCUA emphasizes a commitment to individual, organizational, and community development. The college provides accessible, affordable education, training, and public services that are consistent with the goal and objectives of its students and the communities it serves.

Three key purposes of assessment:

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

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

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

Syllabus

All concurrent faculty are required to provide a syllabus to students on the first day of class. Every instructor is required to have a copy of his/her syllabus for the semester which should be placed on file in the division dean's office and will be forwarded to the VC for Instruction. All syllabi will be placed in a shared folder on the Intranet.

Concurrent Instructors E-Mail syllabi to

DeWitt –

Helena-Kyunta McCoy kmccoy@pccua.edu

Stuttgart-Michelle Blasengame mblasengame@pccua.edu

It would be helpful if you saved the syllabus using the college labeling system.

First Letter identifies campus (D, H, S)

Second letter and numbers are the course ID (EH123, SY213, HY123, etc.)

Third letter and number identify the section (S1, S2, S3, S4, etc.)

Save as DEH113S1, or HEH113S1, or SEH113S1) Campus=DeWitt, Helena, or Stuttgart,
course=EH113, Section =1

Student Learning Outcomes

- Proficiency with _____
- Ability to _____
- Ability to Use
- Ability to Interact
- Ability to Communicate

Expected Student Learning Outcomes

What you expect students to learn

What you expect students to be able to do

How do you determine knowledge and skill competency?

Content Area Student Outcomes are Specific

What you expect students to learn

What you expect students to be able to do

How do you determine knowledge and skill competency?

Grade Book and Grading Scale

Instructors need to keep a grade book for assigning all grades given to the student. Grade reports

are to be electronically submitted to the Registrar's Office at mid-semester and at the end of the semester. It is important for students to have performance feedback as early as possible. Grade books are kept on file for three years. You can obtain an official grade book in the Follett Bookstore. No specific grade range is attached to the assigning of a grade. That is determined by the instructor and varies from course to course and program to program.

PCCUA recognizes the following grading scale:

A=Excellent

B=Good

C=Average

D=Passing (except in reading course work)

F=Failing

AU=Audit

I=Incomplete (requires and I contract, see forms page)

Discipline Policy Scope

PCCUA has a standard of conduct that will be enforced at all times. Unacceptable behaviors have been identified and listed below. In order to sustain an environment that promotes responsibility, cooperation, respect, and learning, any PCCUA employee is expected to correct inappropriate conduct anywhere on College property at any time. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Respect for other students' right to learn and an instructor's right to teach, is imperative. Further, if a student's behavior is disruptive, an instructor has the right and obligation to make the student correct the behavior. An instructor can direct a student to leave the classroom. A student removed from the classroom, may not return without meeting with the Vice Chancellor for Student Services or the campus Vice Chancellor in Stuttgart or DeWitt. This meeting must be within thirty-six (36) hours after the incident. In certain cases when a student has not been dismissed from the classroom, but the behavior is seriously offensive, the instructor may have to request that the Vice Chancellor for Student Services or Campus Vice Chancellor in Stuttgart or DeWitt intervene. Any discipline problem which cannot be resolved, may result in the student being suspended (temporary dismissal) or even expelled (permanent dismissal) from the class or the College depending on the nature of the offense. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Classroom Offenses

These offenses are less serious (does not match form) in nature but do disrupt instruction. Usually, **Informal Resolution** eliminates the problem. Persistence of (classroom offenses) less serious behavior can result in a **Formal Resolution**.

- Talking during the lecture or activity
- Using cell phones
- Use of loud or profane language
- Disrespectful language toward the instructor or guest
- Disrespectful language toward another student
- Constant arguing or disagreeing with the instructor, student, or guest
- Loud, inappropriate laughing or screaming
- Any intentional behavior that disrupts the ongoing instruction in the classroom
- Dishonesty and Cheating

Procedure for Plagiarism in the Classroom

The responsibility for and authority in initiating discipline arising from violations of rules against dishonesty during the process of the course are vested in the instructor of that course.

Plagiarism

Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or materials he/she takes from another, whether fellow student or a resource writer, is guilty of plagiarism. This includes downloading or buying papers from the Internet and cutting and pasting from the Internet without proper acknowledgement.

Cheating

- a) Copying from another student's paper
- b) Using any unauthorized assistance in taking quizzes, tests, or examinations
- c) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed "crib notes" or any other device or technology that would aid in cheating
- d) Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments
- e) The acquisition, without permission, of tests or other academic material belonging to a member of Phillips Community College of the University of Arkansas
- f) Aiding and abetting another person in committing any form of academic dishonesty.

Very Serious Offences (can be in a classroom or any place on campus)

These are actions which demand immediate attention and result in a **Formal Resolution**. This process begins with **Stage 4 (no warning for a violation)**. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Very Serious Offenses

Stealing

Consumed alcohol including being drunk and/or disorderly conduct

Using, distributing, or selling drugs or alcohol

Possession of a weapon, including but not limited to, a hand gun

Loud, abusive, or obscene language or gestures

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 including physical abuse, verbal abuse, threats or assault

Unauthorized people on campus

Inappropriate touching of self and others

Stalking (persistently contacting another person without consent)

Terrorist threatening

Any action which endangers self or others

Technology and Computer Violations ([See Computer, Internet, E-mail and Other Electronic Communication Acceptable Use Policy](#))

Fire and Safety Endangerment

Dishonesty and Cheating ([See Cheating Policy](#))

Campus Discipline

If the student's behavior is outside the boundary of the classroom, it is the responsibility of

PCCUA employees to correct inappropriate behavior. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Process for Handling Discipline Offences

Instructors have several choices for dealing with disruptive students. Disruptive behavior interferes with others' right to learn and the instructor's right to teach. The following steps should be followed when dealing with disruptive students in an informal way. It is always best to talk to a student before taking formal action.

All instructors should share expected behaviors on the first day of class and identify unacceptable behaviors to the students.

There are four stages of student discipline at PCCUA.

Stage 1: First warning for an offense

A student at this stage has become disruptive or behaved inappropriately. The student is

warned that the behavior is unacceptable. The faculty member completes a **Student Discipline Form** which must be signed by both the faculty member and the student and is sent to the Vice Chancellor for Student Services (and Campus Vice Chancellor in DeWitt and Stuttgart). Notification will be made to the division dean. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Sometimes within one class session, a student's persistent and interruptive behavior may result in the faculty member's asking a student to leave. The faculty member completes a **Student Discipline Form** which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services (and Campus Vice Chancellor in DeWitt and Stuttgart). Notification will be made to the division dean. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Stage 2: Second warning for a less serious offense

A student at this stage has not changed the disruptive or inappropriate behavior. The student receives a second warning. The faculty member completes a **Student Discipline Form** which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services. Notification will be made to the division dean. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

<p>The second warning should also include a talk with the student explaining why the behavior is unacceptable.</p>

Stage 3: Third warning for a less serious offense

A student at this stage has failed to correct the behavior. This third and final warning results in the faculty member's asking the student to leave the class. The faculty member completes the **Student Discipline Form**, which must be signed by both the faculty member and the student and sent to the Vice Chancellor for Student Services. At this stage a student may not return to class until the Vice Chancellor for Student Services or the Campus Vice Chancellor (Stuttgart or DeWitt) has discussed the problem with the student and the faculty member. If there is faculty agreement about student's readmission to class, the student may be readmitted to class. If there is faculty disagreement about readmission of the student to class, the student may be dropped from the roll. The student has the right to request a formal hearing (Due Process). High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Stage 4: No Warning for a Violation of a Very Serious Offense

A student at this stage has committed a very serious offense. A faculty member or employee in this situation informs the student that he/she needs to report to the Office of the Vice Chancellor for Student Services Office or the Campus Vice Chancellor for Stuttgart and DeWitt. Campus security may be called. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Sanctions

Certain Offenses must be resolved in a formal manner. Whenever an offense occurs, that behavior must be documented by all parties involved. Whenever the Vice Chancellor for Student Services or the Campus Vice Chancellor in Stuttgart or DeWitt is called to settle a dispute related to inappropriate classroom conduct, the student is considered on probation. The seriousness of an offense may result in suspension or expulsion. **See Student Handbook at http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf**

Probation

The student's participation in college life is placed on a provisional basis for a specified period of time. The violation of the terms of disciplinary probation or further violation of college regulations may lead to more serious disciplinary action, such as suspension from a course or from the College or expulsion. Restrictions of privileges may also be conditions of probation. Students who have had any disciplinary counsel with the Vice Chancellor for Student Services or a Campus Vice Chancellor are on probation.

Suspension

When a student's behavior is unacceptable and violations of a serious nature have been observed to the extent that they reflect most unfavorably upon character, judgment and maturity and/or are harmful to the well-being of the student body and the college, the student may be suspended from the college. Suspension is not a permanent condition and usually does not place an extraordinary burden on a faculty member from whose class the student has been suspended. Any work missed during suspension may result in an F. A student may be suspended from a class or the campus for a semester. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Expulsion

Expulsion is reserved for students committing serious violations which involve physical or verbal abuse, assault, mistreatment of any person; or cause threat or damage to individuals, the student body, the College, College property, or self. In these cases, the student will be separated from the College on a permanent basis. In addition to this action, the student must make reparation for damages, if any. High School discipline policies supersede PCCUA policy if the student is receiving instruction on the high school campus.

Clemency Clause

A student who is expelled may be allowed to return after waiting a minimum of five years. A student seeking readmission is required to file a Disciplinary Appeal. Readmission may or may not be granted by the Student Relations Committee.

Violations Which May Result in Immediate Suspension or Expulsion

Possession of an illegal substance

Violence or threat of violence toward others

Violence or threat of violence toward the College

Violence or threat of violence toward one's self

Possession of weapons

Other Criminal Behavior

Types of Instruction

There are two basic divisions of instruction: **academic** and **vocational technical**.

Academic instruction includes the basic general education courses: math, English, social science, science and math, and business. These courses are usually three (3) credit hours. However, most science courses or courses with a lab are four (4) credit hours. The college does have some one (1), two (2), and five (5) credit hour classes. A college credit has a 1:15 ratio. One (1) hour of credit for fifteen (15) instructional hours. Students enrolled in academic programs acquire an Associate of Arts (AA), and Associate of Liberal Studies (ALS), or an Associate of Science.

Vocational and technical instruction is geared toward students preparing for the workforce and include nursing, phlebotomy, business and information systems, applied technology, and more. The **PCCUA Catalog** has a list of these courses. They range from one (1) credit or more. Generally, most of the courses in the AAS are three (3) to four (4) credits. Students enrolled in these programs acquire an Associate of Applied Science (AAS), a Technical Certificate (TC), or a Certificate of Proficiency (CP).

Four Kinds of Delivery

There are four (4) kinds of delivery of instruction at PCCUA.

1. Direct instruction
2. Independent Study /Independent Studies [363.04](#)
3. Compressed Video
4. On-line instruction

Concurrent and Dual Enrollment High School Score Requirements

Course Levels 7, 8, & 9	Math (defined as 27.0101 or 27.0102)	English (defined as 23.1301 OR 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)
ACT	19	19	19
SAT	510 (Math section score)	500 (Evidence-based Reading/Writing section score)	500 (Evidence-based Reading/Writing section score)
Asset	39	45	43
Compass	41	80	83
PSAT	25 (Math score)	26 (English score)	26 (Reading score)
PSAT/NMSQT (PSAT 10)	510 (Math section score)	500 (Evidence-based Reading/Writing section score)	500 (Evidence-based Reading/Writing section score)
Accuplacer - Classic	77	83	78
Accuplacer – Next Generation	QAS: 249+ <u>or</u> AAF: 218+	251+	251+
Aspire – 10 th Grade	432	428	428
Redesigned SAT	510 (Math section score)	500 (Evidence-based Reading/Writing section score)	500 (Evidence-based Reading/Writing section score)

2021-2022 Academic Calendar

Fall Semester 2021

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

Spring Semester 2022

January 4 (T)	Offices open
January 10 (M)	Reporting day for faculty (8:00 am); Faculty/Staff In-Service
January 11 (T)	Registration (8:00 am - 6:00 pm) (Last Day for Online Course Registration)
January 12 (W)	Day & evening classes begin, Online & Fast Track 1 Classes begin
January 17 (M)	Martin Luther King Holiday (no classes, offices closed)
January 20 (TH)	Last day for 100% refund
January 31 (M)	Last day to complete application filer/Last day for 50% refund
February 18 (F)	Faculty/Staff In-Service (no day classes but extended day and evening classes meet)
March 2-3 (W & TH)	Online Midterm Proctored Exams & Fast Track 1 Final Exam
March 10 (TH)	Midterm advisory grades due, Online Midterm grades due
Fast Track 2 begins	
March 21-25 (M-F)	Spring Break
March 25 (F)	Spring Break Friday (no classes, offices closed)
March 28 (M)	Classes resume (8:00 am)
April 4 (M)	Last day to drop and receive a "W"
April 4 (M)	Summer & Fall registration begins
April 25 (M)	Last day to receive an "EW"
April 26, 27, 28 (T-TH)	Online & Fast Track 2 Final Proctored Exams
April 28 (TH)	Last day for classes
April 29 (F)	Study Day (Faculty will be available in their offices from 8:30 am to noon)
May 2, 3, 4, 5 (M-TH)	Day and evening exams begin Monday, May 2
May 6 (F)	Online & Fast Track 2 Grades Due
May 9 (M)	Final grades due (12:00 noon)
May 12 (TH)	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 13 (F)	Graduation Phillips Cty./Hendrix Fine Arts Ctr.in Lily Peter Audit. (7:00 pm)
May 30 (M)	Memorial Day Holiday (offices closed)

SUMMER TERMS 2022

Summer I 2022

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

Summer I Extended 2022

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

Summer II 2022 (short)

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

PCCUA Policies Affecting Faculty

FACULTY RESPONSIBILITIES		GRADING POLICIES	
Instructor Duties & Responsibilities	AP 363.01	PCCUA Grading Policy	BP 404
Faculty Meetings	AP 363.05	Student Withdrawals from Classes	AP 404.01
Faculty Work Schedule	BP 364	Grade Assignment and Change	AP 404.02
Teaching Load	AP 364.01	College Credit and Student Course Load	BP 408
Summer Course Load	AP 364.02	Grade Reports	AP 404.03
Participation in Graduation	AP 366.01	Auditing Courses	AP 404.04
Intellectual Property Rights	AP 365.02	CHEATING	AP 404.05 & AP 405.01

COURSE-RELATED POLICIES		OTHER PCCUA POLICIES	
Absence of a Faculty Member	AP 363.03		
Academic Freedom and Responsibility	BP 400	Equal Opportunity/Affirmative Action	BP 200 & AP 200.01
Adding and Removing Courses	AP 420.01	Faculty Evaluation	AP 370.05
Adding and Removing Programs	AP 420.01	Growth (Professional) of Faculty	AP 367.01
Attendance Policy/Attendance Procedures	AP 406.01	Safety (Emergency Situations)	BP 250
Auditing Courses	AP 404.04	Sexual Harassment	BP 302 & AP 302.01
Cheating/Academic Dishonesty	AP 404.05	Termination of Employment	BP 375
Course Syllabi	AP 363.02	Suspension and Dismissal for Cause	BP 377
No Shows	AP 404.01	Due Process and Grievance Resolution	BP 380
Dropping a Student	AP 404.01	Due Process and Grievance Resolution Form	AP 380.01
Grade Dispute	AP 404.06		

Grading Standards for All English Classes

Edited American English is that form of English which is used in newspapers and magazines, in textbooks and fiction books, and in memos and letters. It is also the form of English used by educated people throughout the English-speaking world, and since you are in the process of becoming educated, it is the form of English expected in your English papers. Edited American English includes many conventions, such as subject-verb agreement, proper punctuation and capitalization. Some problems are more stigmatized than others, so the English instructors at PCC/UA have agreed to use the criteria listed below when grading papers in the various English classes. No paper which contains a combination of errors which total more than forty (40) points will be considered a passable paper, regardless of the content.

Type I: Gross Errors (-10 Each)

- A. fragment (ex. Because I had a flat tire.)
- B. lack of subject-verb agreement (ed. The man were having a breakdown.)
- C. fused/run-on sentence (ex. I had no choice I had to take the test.)
- D. incorrect tense or verb form (ex. The boy gone to the store for his dad.)

Type II: Major Errors (-5 Each)

- A. comma between subject and verb (ex. The mother, gave her son the apple.)
- B. comma splice (ex. We went to the store, we got some bread.)
- C. failure to show possession or showing possession incorrectly (ex. My husband pants are dirty.)
- D. no indentation at the beginning of the paragraph or incorrect paragraph form
- E. Lack of comma following introductory dependent clause (ex. When I eat ice cream I get fat.)

Type III: Minor Errors (-2 Each)

- A. misspelled words or incorrect capitalization
- B. misused homonyms or words used incorrectly
- C. commas added unnecessarily or commas lacking
- D. punctuation missing or incorrect
- E. incorrect pronoun agreement or misleading pronoun reference
- F. unnecessary shift of tense or person
- G. words left out
- H. dangling or misplaced modifiers

PCCUA ENGLISH DEPARTMENT WRITING RUBRIC

MEASURE	5	4	3	2	1	Student Score
Mechanics Use of accurate spelling and punctuation	No spelling or punctuation errors 20 Pts.	Very few punctuation and spelling errors 16 Pts.	Adequate spelling and punctuation, some errors 14 Pts.	Several spelling and punctuation errors but still understandable 12 Pts.	Numerous spelling and punctuation errors 11 Pts. or Less	
Usage Use of appropriate grammar and standard English	Appropriate use of grammar and standard English 20 Pts.	Minimal grammar errors and demonstrated use of standard English 16 Pts.	Adequate grammar and use of standard English, some errors 14 Pts.	Several grammar errors and a weak grasp of standard English 12 Pts.	Gross grammatical and language errors 11 Pts. or Less	
Organization Organization and topical development	Strong and logical organizational and topical development 20 Pts.	Logical and developed organization and topic development 16 Pts.	Adequate organization and topical development 14 Pts.	Very weak organization and topical development 12 Pts.	Organization confusing and lacks topical development 11 Pts. or Less	
Content Development of ideas, clear introduction, body, and conclusion	Ideas are clear, detailed and supported. Writing developed and have an IBC structure 20 Pts.	Ideas are somewhat clear, detailed and supported, and an IBC structure is in place 16 Pts.	Adequate development, not clear but does have an IBC structure and is understandable 14 Pts.	Inadequate. Is not clear and supported with much detail and lacks all the structural elements 12 Pts.	No development of ideas, detail or support. Lacks structure (IBC) 11 Pts. or less	
Style Appropriate use of words, language, sentence, and paragraph, and essay development	Exceptional; word choice, and strong sentence, paragraph, and essay development 20 Pts.	Appropriate use of words, sentence, paragraph, and essay development 16 Pts.	Adequate use of words. Sentence and paragraph development but weak essay development. 14 Pts.	Inadequate use of words. Weak sentence, paragraph and essay development 12 Pts.	Poor choice of words. Undeveloped sentences, paragraph, and paper, structure 11 Pts. or Less	
Total Points	100 Pts. Students with a 90 + receive an A grade. This would be a score of 4.5	80 Pts each point between 80-100 represent .2 of a point	70 each point between 70-79 represents .1 point	60 each point between 60-69 represents .1 point	55-59 or less may have one measure with a higher score but if a student is this weak he/she must	

					have an overall score of 60 to have an acceptable writing sample	
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Several other writing standards are recognized and taught in EH 123. However, for the purpose of measuring this sample of writing a simple overall standard has been incorporated. The numbers 5-1 represent increments of 20 points. However each increment between 4 and 5 can be marked by .2 of a point so that a students' score can be translated to a percentage (4.1=82, 4.2=84, 4.3=86, 4.4=88, 4.5=90, 4.6=92, 4.7=94, 4.8=96, 4.9=98; Between 2-4 each increment can be marked by .1 of a point 3.1=71, 3.2=72, 3.3=73, 3.4=74, 3.5=75, 3.6=76, 3.7=77, 3.8=78, 3.9=78; 2.1=61, 2.2=62, 2.3=63, 2.4=64, 2.5=65, 2.6=66, 2.7=67, 2.8=68, 2.9=69 The lower weighted scale used between a score of 2 and 4 is because numerous small errors affect readability and development of the wring sample.



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

INSTRUCTOR INFORMATION:

Instructor:

Office Location:

Office Phone #: (870)

Email Address: @pccua.edu

Office Hours:

Meeting Time & Place:
Prerequisites:
Required Laboratories:
Credit Hours:

COURSE DESCRIPTION

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

TEXT AND READING MATERIALS:

Publisher:

EXPECTED STUDENT LEARNING OUTCOMES (Course Outcomes)

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

- **Social and Civic Responsibility**
- **Technology Utilization**
- **Analytical and Critical Thinking**
- **Communication**
- **Cultural Awareness**

GRADING POLICY

Quizzes

Papers,

Assignments

Tests

Mid Term Exam

Final Exam

Grading Scale

ATTENDANCE POLICY

PARTICIPATION

COURSE EVALUATION & ASSESSMENT

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

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

MISSED OR LATE ASSIGNMENTS AND EXAMS

STUDENT RESPONSIBILITIES

SUPPORT FOR LEARNING

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

ACADEMIC HONESTY POLICY

LABORATORY PROCEDURES: (if applicable)

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

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

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1610

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

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

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

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

<https://www.adhe.edu/students-parents/colleges-universities/transfer-info.-for-students/>

COLLEGE DELAY OR CLOSURE

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

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

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

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

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

Appendix: Helpful PCCUA Board Policies and Administrative Procedures

BOARD POLICY

Policy: 363

Subject: Faculty Responsibility

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

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

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

ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.01

Subject: Duties and Responsibilities of Faculty Applicable

Board Policy: 363

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

Teaching is the primary responsibility of the Phillips Community College instructional faculty. Under the supervision of their deans/chairs, all faculty have as their duties and responsibilities the following:

1. Teach students in assigned classes in accordance with the course descriptions published in the catalog, the course syllabus, and with instructional procedures agreed upon within the division.
2. Meet classes regularly and punctually and be prepared to conduct them as effectively as possible.
3. Keep up-to-date in teaching field and continue professional growth through graduate courses, work in a professional organization, foreign travel, in-service, community service, research, work experience, or other relevant activity.
4. Maintain attendance, scholastic, and other records and submit information and reports as required by the deans/chairs or Chancellor.
5. Be familiar with the philosophies and objectives of a community college.
6. Attend division meetings, faculty meetings, and faculty in-service sessions unless excused by the appropriate administrator.
7. Post and maintain regular office hours for consultation with students.
8. Cooperate in the development of curriculum, preparation of course outlines, and the selection of textbooks, library materials, instructional materials, equipment, and supplies, as well as assess, record, and report student learning outcomes.
9. Assist in the mentoring of students in cooperation with the advisement staff and refer students whose scholastic or personal needs require special attention.

10. Participate in the spring graduation ceremony unless excused by the Chancellor.
11. Assist in the registration process during normal teaching hours.
12. Sponsor campus-based clubs and organizations depending upon the interest or desire of the faculty member. Chaperone duties are kept to a minimum, but every faculty member is expected to chaperone when needed.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.05

Subject: Faculty Meetings

Applicable Board Policy: 363

Date Adopted: 6/68

Revised: 8/88

Reviewed: 6/19

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

PHILLIPS COMMUNITY COLLEGE

BOARD POLICY

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68

Revised: 8/88

9/06, 9/10, 4/18 Reviewed: 6/19

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

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

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

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

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load Applicable

Board Policy: 364

Date Adopted: 11/88

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

Reviewed: 6/19

Course Load Determination Policy

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

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

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

are awarded as follows:

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

Secondary Area Career and Technical Center instructors teach five (5) days a week and the number of credits taught do not affect the points awarded for instructing these classes. Generally, faculty teach four classes. However, budget and enrollment can impact the number of courses required of full-time faculty in the Secondary Area Career and Technical Center.

Overload compensation for faculty is \$275 per point above 30 points in a regular semester. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week. See policy on Faculty Work Schedule.

Criteria for assigning overloads are as follows:

- a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time faculty based on seniority in teaching within that specific discipline. In the event of two equally qualified faculty with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.
- b. An instructor is not required to accept an overload; consequently the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed. If an instructor decides not to teach an overload course, the instructor willing to teach that course may receive priority for that overload course in the next term.
- c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time faculty will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time faculty.
- d. Double overloads will be assigned only in unavoidable situations.
- e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the College Chancellor may authorize overload pay to an faculty with less than an average of 45 student contact hours per class.
- f. Faculty teaching via synchronous interactive video will receive one point for each remote site and one point (\$250) for the first ten (10) students enrolled at each remote site. In addition, they will receive \$25 per student above the first ten (10) students (\$25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to faculty who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Area Career and Technical Center course(s).

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 364

Date Adopted: 6/96

Revised: 8/99, 3/18, 6/19

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

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for faculty who were full-time employees during the previous academic year will be 1.25 percent of the previous year's nine-month salary per point. Part-time faculty will be paid \$275 per course point.

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

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

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 365.02

Subject: Intellectual Property Rights

Applicable Board Policy: 365

Date Adopted: 8/89

Reviewed: 4/14, 6/19

The ownership of any scientific and technological developments, including inventions, discoveries, computer software, materials, or processes developed solely by a faculty or staff member's individual effort and expense shall vest in that individual and be licensed, if at all, in that person's name.

The ownership of any scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes produced solely for the College and at college expense shall vest in the College and be licensed, if at all, in its name.

In those instances where scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes are produced by a faculty and staff member with college support, by way of use of significant personnel time, facilities, or other college resources, the ownership of the materials or processes shall vest in (and be licensed by, if at all) the person designated by written agreement between the Chancellor and faculty or staff member prior to the production. This agreement shall make provisions for the employee to assign ownership rights to the College, or for a fair and equitable joint ownership, sharing of royalties or reimbursement to the College of its costs and support. In the event no such written agreement exists, the ownership shall vest in the College. There are no properties which are excluded from these ownership guidelines.

In the case of works created under developmental grants from governmental or foundation sources prescribing ownership rights, the conditions of such grants, rather than this policy shall govern.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 404

Subject: Grading Policy

Date Adopted: 6/68
Reviewed: 5/13, 6/19

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

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

Instructors will assign mid-semester advisory grades, final grades, and student progress or class standing when requested by the administration. Grades may be kept in a grade book filled out in ink or kept in an electronic grade book. Instructors will record all grades and attendance in the grade book in a timely manner. Instructors are to retain grade books for a period of three (3) years, after which time the grade books should be shredded, electronically deleted, or destroyed. In the event of the termination of an instructor's employment with Phillips Community College, the instructor should turn in all grade books to the Office of Admissions and Records.

The Grading Scale

The following grading scale will be used at Phillips Community College:A

	Excellent
B	Good
C	Average
D	Passing
F	Failing
AU	Audit
I	In Progress (Incomplete if the course work is not completed within the designated time the "I" grade will automatically become an "F")
W	Withdrawal
EW	Withdrawal by faculty due to excessive absences
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

Withdrawal Procedures

The Chancellor will establish procedures for students who withdraw from a course during the semester.

Grade Assignment and Reports

Access to reports and grades will be granted to instructors at appropriate times for the assignment of official grades.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.01

Subject: Withdrawals from Class

Applicable Board Policy: 404

Date Adopted: 4/74
7/90, 8/99, 5/13 Reviewed: 6/19

Revised: 4/84, 5/89,

Official Enrollment Date

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

"W" Day

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

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

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

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

"EW" Grade

A withdrawal due to excessive absences must be initiated by the instructor. The grade given will be "EW." The "EW" grade will act like the "W" and follow the procedure set forth above.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.02

Subject: Grade Assignment and Change Procedures

Applicable Board Policy: 404

Date Adopted: 6/68

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

Reviewed: 5/13, 6/19

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

Grade Assignment

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

Instructors are responsible for filing grades twice during each semester. These periods are at mid-term and after final examinations. Grades are posted with the Office of Admissions and Records and the due dates are published in the academic calendar of the Catalog.

Grade Change Options and Procedures

Incomplete (I) Grades

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

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

Instructor Clerical Error

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

Administrative Clerical Error

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

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.03

Subject: Grade Reports

Applicable Board Policy: 404

Date Adopted: 6/68

Revised: 7/89

Reviewed: 5/13, 6/19

At the close of registration each semester, a student schedule is prepared and accessible in the Office of Admissions and Records so that withdrawals and drops reported by the instructor can be recorded throughout the semester. Shortly before mid-term and at the end of the semester, grade report rosters are available to instructors so that they can record mid-semester advisory and final grades. Grades must be filed with the Office of Admissions and Records. Midterm and final grades are posted for students.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.04

Subject: Auditing Courses

Applicable Board Policy: 404

Date Adopted: 6/74

Revised: 7/89

Reviewed: 5/13, 6/19

Ideally, students who wish to audit a course should declare their intentions when they enroll. Students may change from audit to credit status or credit to audit status with the instructor's permission through the eleventh (11th) class day of the fall or spring semester. Credit courses which do not fit into the normal semester pattern follow a prorated time period. Those who audit courses receive a grade of "AU".

Any student or faculty wishing to deviate from stated policy must acquire permission from the Vice Chancellor for Instruction who may request a recommendation from the Instruction and Curriculum Team. An auditing student may drop a course or be dropped by an instructor following normal withdrawal procedures any time during the withdrawal period and receive a grade of "W".

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 404.05

Subject: Cheating

Applicable Board Policy: 404

Date Adopted: 6/76

Revised: 8/84, 9/89, 1/93

Reviewed: 5/13, 6/19

Cheating in any form (including using unauthorized materials, information, or study aids in any academic exercise; plagiarism; falsification of records; unauthorized possession of examinations; any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and assisting others in any such act) is forbidden. A faculty with proof that a student is guilty of cheating may take appropriate action up to and including assigning the student a grade of "F" for the course and suspending the student from class. A description of the incident and the action taken will be reported through the dean/chair to the Vice Chancellor for Instruction and placed in the student's file in the Office of Admissions and Records. The student may appeal either the finding of cheating or the penalty, or both, as described in Administrative Procedure No. 404.06, Academic Appeal Procedure.

Upon appeal, a student will be allowed to continue in the class until appeal is adjudicated. Forms for this may be obtained from the Office of Admissions and Records.

The Academic Standards Committee acts as arbitrator in such situations, presenting its findings and recommendations to the Vice Chancellor for Instruction and the Chancellor for review. In cases of repeated offenses, the Vice Chancellor for Instruction may take appropriate action up to and including permanent suspension from the College. The report of the recommendations will be placed in the student's file in the Office of Admissions and Records.

Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment and, therefore, disciplinary procedures outlined in the PCCUA Student Handbook do not apply. See Administrative Procedure 405.01.

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 408

Subject: College Credit and Student Course Load Policy

Date Adopted: 6/76
Reviewed: 5/13, 6/19

Revised: 8/88, 9/06, 9/14, 3/16

Phillips Community College endorses the traditional axiom of time requirements for granting college credit which are as follows:

One lecture hour per week for 16 weeks= 1 college credit

One, two, or three laboratory, studio, or activity hours per week for 16 weeks= 1 college credit.

These time requirements generally translate to 800 lecture minutes per semester. Laboratory, activity, or studio minutes per semester range from 800 minutes to 2,400 minutes. All Arkansas Course Transfer lab courses and specific lab courses required for an Associate of Arts or Associate of Science degree meet three (3) hours per week (2,400) minutes.

Online Course Credit

Online course credit directly correlates with face-to-face courses in terms of time spent completing lessons or modules, time spent completing readings, assignments and assessments, and rigor. Students enrolled in online courses are expected to spend 800 minutes of instructional time per credit hour. In addition to the 800 minutes per instructional hour, online students are expected to engage in 1600 minutes of out of class student work per lecture hour. If a student is enrolled in a laboratory, activity, or studio, the minimum required time is 1600 per credit hour.

The definition of a credit hour for both direct and online instruction complies with the federal definition of a credit hour which *requires one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for approximately 16 weeks for one (1) semester or the equivalent amount of work over a different amount of time.* PCCUA has a 16-week semester.

Student Course Load

The typical student course load for a semester is 15 credit hours. Students may carry up to 18 hours in fall or spring semesters without special permission; however, the average is 15. No more than seven (7) hours will be allowed in a single summer school term or more than 18 hours in fall or spring semesters without permission.

Students desiring to take additional hours must obtain permission from a dean/chair and the Vice Chancellor for Instruction.