



PCCUA FACULTY HANDBOOK

2019-2020



The PCCUA Faculty Handbook is a faculty reference guide and does not replace policies and procedures identified in the PCCUA Employee Handbook.



Table of Contents	Page(s)
Equal Educational Opportunity Policy, Mission and Values, and Competencies	1
History of PCCUA	2-3
Administrative Directory	4
Instructors and Instruction/Policies and Procedures	5-22
A. Responsibilities of the Instructor	5
B. Responsibilities for Instruction	5-6
C. Absence of Faculty Member	6
D. Attendance Policy	6-7
E. Class Textbooks.....	7
F. Class Roll/Roster	7
G. Early Warning	7-8
H. Examinations.....	8
I. Grade Assignments.....	8-11
1. Grade Assignment.....	8
2. Grading System.....	8-9
3. Incomplete (I) Grades	9
4. Grade Change.....	9
5. Appeal of Grades or other Academic Issue	9-11
J. No Show	11
K. Student Referrals.....	11
L. Students with Disabilities.....	11-14
M. Professional Leave	14
N. PCCUA Initiatives	15-18
1. Achieving the Dream	15-16
2. Working Family Success Network	16
3. Student Support Services	16
4. Career Pathways Center for Working Families	16
6. Carl Perkins.....	17
7. GEAR-UP	17
8. ADTEC	17
O. PCCUA Library Services.....	17-18
P. Helpful Faculty Link.....	18
Q. Accidents and Incident Reports	18
R. Travel	19
S. Mini Guide.....	20
T. Summary of Enrollment Steps.....	21-22

Resources

Syllabus Template.....	23-27
Syllabus Review Form.....	28
Office Schedule.....	29
Advisor List	30
Academic Calendar	31-32
Final Exam Schedules.....	33-34
I Grade Contract.....	35
Request for Grade Change.....	36
Request for Academic Appeal	37-39
Proposal for Professional Leave Form.....	39
PCCUA Accident Form	40
PCCUA Incident Form	41
Vehicle Request Form.....	42
Placement Scores	43

COLLEGE BELIEFS

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.

College Mission Statement

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

PCCUA 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.

Diversity

We respect the inherent worth and dignity of every person.

CORE Competencies or STACC Skills

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

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 Chancellor. July 1, 2015 Dr. Keith Pinchback became the fourth Chancellor at PCCUA.



PCCUA Administrative Directory

Chancellor	Dr. Keith Pinchback	1233
Vice Chancellor for Instruction	Dr. Deborah King	1241
Vice Chancellor for Administration & Finance	Stan Sullivant	1230
Vice Chancellor for Student Services & Registrar	Scott Post	1235
Vice Chancellor for Advancement	Rhonda St. Columbia	1130
Vice Chancellor for Stuttgart Campus	Kim Kirby	1825
Vice Chancellor for DeWitt Campus	Carolyn Turner	1605
Dean of Allied Health	Amy Hudson	1371
Department Chair, Arts and Sciences (Phillips County)	Robin Bryant	1370
Department Chair, Arts and Sciences (Arkansas County)	Kim Kirby	1825
Department Chair, Business & Computer Technology	Monica Quattlebaum	1368
Director of the Career and Technical Center	Aaron Germany	1057
Director of Student Support Services	Glenda Sykes	1278
Director of Continuing Education & Community Service	Wandra Williams	1210
Director of Enrollment	Von Daniels	1936
Director of Financial Aid (Helena, Stuttgart, DeWitt)	Barbra Stevenson	1160
Director of Gear Up	Nicole Scarboro	1021
Director of Library Services-Interim	Ruthie Pride	1145
Coordinator for Business & Industry	Joe St. Columbia	1937
DeWitt Campus Program Coordinator	Shawanna Wansley	1628
Student Contact for Applied Technology	Linda Killion	1368
Student Services Coordinator (Stuttgart)	Sylvia Boyd	1809
Bookstore Manager (Helena)	Brianna McGaugh	1265
Bookstore Manager (Stuttgart & DeWitt)	Morgan Lewis (D)	1636
	Morgan Lewis (S)	1836
Students with Disabilities	George White (H)	1135
	Phyllis Fullerton (D)	1610
	Sylvia Boyd (S)	1809

INSTRUCTORS AND INSTRUCTION

Course and Student Information

A. Responsibilities of the Instructor

It is the responsibility of each instructor to teach the assigned class in a manner consistent with the course description in the college catalog. Adjunct and full-time faculty are required to develop a course syllabus. Course syllabi should be distributed and thoroughly reviewed with students on the first class meeting. A syllabus template has been included in the appendix of this handbook for your convenience. (See Syllabus, pp. 23-27)

A copy of the syllabus must be provided electronically or on a disc to the division dean/chair who will forward it to Linda Miller and Dr. Deborah King, Vice Chancellor for Instruction. The instructor should indicate, in writing, the relative weight or importance of each piece of required work used in determining the final course grade. Minor changes in a course syllabus (i.e., due date, slight alterations of the relative weights of various assignments) may be made as long as sufficient notice is given to the students affected. Major changes (significant changes in the relative weights of assignments, additions of major assignments, papers or test, etc.) in a course syllabus should be avoided except in extreme and unusual circumstances.

B. Responsibilities of Instructors for Instruction

- a. Instructors are expected to meet their class on time and for the full duration of each officially scheduled period.
- b. Each instructor must report discrepancies between the class roll and student attendance to the Office of Admissions and Records on the DeWitt, Helena-West Helena, or Stuttgart campus to assure the accuracy of student enrollment records. Students whose names are not on the class roll, who do not have an add slip, or other documentation should not be allowed to attend class. These students should be directed to their advisor or the business office so that appropriate changes can be made to their schedules.
- c. Each instructor must send a “no show report” via e-mail to the Office of Admissions & Records immediately after the second-class meeting. Stuttgart campus instructors should send their no-show report to Lori Bailey (ext.1803). DeWitt campus instructors should report their no shows to Julius Johnson (ext.1614). Helena-West Helena campus instructors should report their no shows to Heather Funk (ext.1138).
- d. Each instructor must evaluate the quality of each student’s work, using the evidence of papers, tests, reports, projects, classroom performance, and examinations as appropriate.
- e. Students may need to talk with an instructor between class meetings. Each instructor is to provide a telephone number (office or home) or an email address to students or

have a staff member designated to forward messages from students. When possible, students' calls should be returned within twenty-four hours. (See Office Schedule, p.29).

- f. Each examination must be supervised by the instructor or a designated proctor.
- g. Midterm and end of semester grades must be submitted through Datatel by the required deadline.
- h. A Student Evaluation of Instruction will be administered at least once during both the fall and/or spring semester.

C. Absence of a Faculty Member

Each scheduled class will meet regularly at the time and place indicated on the schedule unless prior approval for change of time or for cancellation is obtained from the Vice Chancellor for Instruction or his/her designee.

If an instructor knows in advance that he/she must be absent from classes, arrangements for a substitute should be made through the dean, campus program coordinator, or department chairperson.

In case of illness, not previously reported, which prevents an instructor from meeting his/her classes, the instructor should telephone the dean, campus program coordinator, or department chairperson as early as possible. Do not leave a voicemail message.

Faculty missing three consecutive days are required to bring a physician or practitioner's note to return to work.

D. Attendance Policy

Students are expected to attend all classes regularly and punctually. *The instructor will provide to the student at the beginning of the semester a written statement of the attendance policy for the course.* Regular attendance is expected in all courses with the exception of alternative delivery courses that do not meet at a fixed time and place. Instructors of such courses will explain what measures instead of classroom attendance will be used to monitor continued participation in the course. In all courses it is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work.

Adjunct instructors will notify the student's advisor by entering the appropriate information on Web Advisor so that the student can be contacted by an advisor, either by phone, in writing, or by email when a student is in danger of becoming excessively absent. Advisor names are listed on class rolls. If unable to access Web Advisor, instructors should contact the campus program coordinator on the DeWitt and Stuttgart

campuses and division dean on the Helena-West Helena campus. If the student is absent more than allowed by the instructor, the instructor on the DeWitt or Stuttgart campuses will drop the student from the class roll with a grade of an “EW” by notifying the Program Coordinator in writing within one week after the student has become excessively absent. Such written notification must include the student’s last date of attendance. A recommended attendance policy is included below. (See Advisor List, p. 30)

CLASSES THAT MEET ONCE PER WEEK	2 ABSENCES
CLASSES THAT MEET TWICE A WEEK	4 ABSENCES
SUMMER CLASSES, DAY AND NIGHT	2 ABSENCES

A student’s absence due to college trips, college business or court ordered appearances will not be counted against the allowable number of absences. Usually three tardies will constitute one absence. The student is responsible for all work missed during such absences. This varies from division to division. Check with your dean/chair and use the academic calendar to identify instructional days. (See Academic and On-line Calendars, pp. 31-32).

E. Class Textbook(s)

The division dean, department chair, or program coordinator will supply each adjunct faculty member with copies of required texts, a recent syllabus for each assigned course, and a roll book. Incidental supplies (i.e. pens, notebooks, etc.) are also available on request from the dean, chair, or evening coordinator. Syllabi for all PCCUA classes are available online through the Intranet.

F. Class Roll/Roster

Class rolls can be accessed through Web Advisor or issued by the Office of Admissions if access to Web Advisor is not acceptable. Roll books, the procedures for determining grades and final grades must be maintained and turned in to the dean or Department Chair at the end of the instructor’s tenure. Adjunct faculty members must leave a telephone number and address with the division office.

G. Early Warning

Directions: PCCUA believes that attendance is important to student success. We ask your help in making sure students understand the importance of attending class and with identifying students who are “at risk” because of attendance. The suggested practice is provided in this “Early Warning” section of the handbook.

1st Absence

After the first absence we ask faculty to discuss absenteeism in a friendly manner, the instructor should discuss the importance of being in class and emphasize the need to make-up any assignments or homework missed while absent.

2nd Absence

After the second absence the instructor will complete a student referral. An email will be generated to the advisor and the student. It is important to have assignments and activities in class which require the student to check PCCUA email so they become familiar with it.

Students enrolled in Section 20 or 30 classes (evening and extended day or courses which meet once a week) should be considered “at risk” after the first absence. The instructor should complete the Student Referral Form identifying the student as “at risk” so the advisor can intervene before the second absence.

3rd Absence-“At Risk”

The instructor will complete a student referral which is sent to the advisor and the student. Students at this level are considered “at risk” and need to be contacted more intrusively so that they return to class and remain in the class without further absences.

H. Examinations

Final examinations given at the end of the semester must take place at a time announced in the examination schedule in the Schedule of Classes. Any variation from this exam schedule must be approved by the Vice Chancellor for Instruction. (See Final Exam Schedule, pp. 33- 34)

I. Grade Assignment, Change and Appeal Procedures

1. 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 submitting grades twice during each semester. These periods are at midterm and after final examinations. Grades are posted with the Office of Admissions and Records and the due times are published in the academic calendar of the catalog.

2. Grading System

A is given for excellent work (4 quality points per semester hour).

- B** is given for work that is above average (3 quality points per semester hour).
C indicates work of average quality (2 quality points per semester hour).
D is the minimum passing grade (1 quality point per semester hour).
F indicates that student failed to meet minimum requirements (0 quality points).
W indicates a student withdrew from a course within the prescribed time.
EW faculty initiated withdrawal due to excessive absence.
S is given for students working up to potential in individualized (self-pacing) courses.
AU Audit
S/U is given for student in individualized courses who fail to work up to potential.
I is given for incomplete work to be made up within sixty days following the close of a current semester. An “I” contract must be submitted before this grade can be awarded.

3. 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 make a written contract with the student. This contract shall be signed by the instructor and the student, work to be completed listed, and a specific date for completion of the course work provided. The instructor will file the contract with the Office of Admissions and Records. (See Incomplete Grade Change, p. 35)

4. Grade Change

An instructor may change a recorded grade assigned in error. The instructor should complete a Request for Grade Change form, sign it and forward to the division dean for signature and submission to the Office of Admissions and Records. The Office of Admissions and Records will correct any error that may be made while entering grade. (Request for Grade Change Form, p.36)

5. Appeal of Grade

Questions related to grading or other matters of an academic nature should be presented to the student’s instructor. If not satisfactorily resolved at this level, the question should be referred using the following procedure:

- a. Student initiates contact with instructor within 10 working days of receiving the final course grade by submitting a completed grade appeal form to instructor.
- b. If no resolution is reached, student submits a copy of completed grade appeal form with instructor’s “action taken” to the division chair or dean, and the campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within 5 working days of Step 1.
- c. If no resolution is reached, student submits a copy of completed grade appeal form with signatures of instructor, division chair/dean, and Vice Chancellor (if the

course appealed is in Stuttgart or DeWitt) within 5 working days of Step 2, to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.

- d. Within 5 working days of Step 3, the Chair of the Faculty Senate Academic Standards Committee will convene to consider the appeal. If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 working days the time and location of the hearing.
- e. The Academic Standards Committee will convene the hearing and findings concerning the appeal are considered final (Academic Appeal Form pp. 37-39).

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

In all cases the grievant has the burden of proof with respect to the allegations in the complaint and in the request for a hearing.

Although the primary responsibility of the Academic Standards Committee is to review appeals, the committee will report a written decision of the final solution to the complaint. The written decision will be kept in the student's file in the Office of Admissions and Records.

Because of the time needed to resolve a possible grievance, all instructors must retain appropriate tests for at least one semester following the semester just ended.

Steps	Procedure	Time Frame
Step 1	Student initiates contact with instructor. If no resolution, proceed to Step 2.	Within 10 working days of receiving the final course grade, student submits completed grade appeal form to instructor.
Step 2	Student submits copy of completed grade appeal form with the "instructor's action" taken to the division chair or dean, and the Campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt). If there is no resolution, proceed to Step 3.	Within 5 working days of Step 1
Step 3	Student submits copy of completed grade appeal form with signatures of instructor, division chair/dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt). This action is taken to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.	Within 5 working days of Step 2
Step 4	The Chair of the Faculty Senate Academic Standards Committee convenes to consider the appeal.	Within 5 working days of Step 3

Step 5	If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 days the time and location of the hearing.	Within 5 working days of Step 4
Step 6	Academic Standards Committee will convene the hearing. Findings concerning the appeal are considered final.	Within 5 working days of Step 5

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 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 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 direct supervisor of the department.

J. No Show

Students who miss the first two days of class must be reported to the Office of Admission and Records as “NO SHOWS”.

K. Student Referrals

Students and their success are important to PCCUA. There are many factors that play a role in the success of a student, some of which the College, faculty and staff have no control over. Support assistance may be provided through different channels so faculty are asked to submit an electronic referral form.

L. Students with Disabilities

PCCUA is an open enrollment college and committed to meet the needs of students with disabilities who wish to advance their educational background. In order to meet the needs of students with disabilities entering the College, PCCUA provides assistance, a professional academic advisor, and certain academic accommodations. Through the use of these services, students are more likely to experience success in a positive learning environment.

Philosophy

PCCUA welcomes students with disabilities. PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. Students with disclosed disabilities who work with a Disability Coordinator to obtain reasonable accommodations are more likely to experience success in a positive learning environment.

Confidentiality

Information in the student's disability file is confidential. Information pertaining to the student's disability will be maintained in a sealed envelope in the student's permanent academic record. Information about the existence and relevant limitations of a disability as well as the accommodation for which a student is eligible will be disclosed only with the student's written permission. The student must provide written permission for disclosure to secure academic and support services (parking, library usage).

Disclosure

Students are encouraged to disclose a disability and to request reasonable accommodation for that disability, as early as possible during a particular semester, in order that any agreed upon accommodation may be implemented as soon as possible for the benefit of the student. Written documentation of a disclosed disability must be presented to one of the PCCUA Disability Coordinators who are identified in the PCCUA College Catalog and Student Handbook.

Appeal

A student may appeal a decision concerning accommodation by first requesting an informal meeting with a Disability Coordinator, the Vice Chancellor for Instruction, and instructor if applicable. If the issue is not resolved, the student may activate the formal grievance process as outlined in the *PCCUA Policy and Procedure Manual*.

Legal Policy

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. Disability Coordinators are identified in the PCCUA College Catalog and Student Handbook. It is the student's responsibility to self-disclose the disability to the Disability Coordinator.

<http://www.pccua.edu/students/student-assistance/students-with-disabilities/>

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

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act of 1990 (IDEA), and the Disabilities Education Act of 1997, Public Law 105017.

Process for Receiving Services

1. Make an appointment to meet with a Disability Coordinator as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and identified in the College Catalog and Student Handbook.

DeWitt-Phyllis Fullerton (ext. 1610)
Helena-West Helena-George White (ext.1135)
Stuttgart-Sylvia Boyd(ext.1809)

2. Obtain an Application for Disability Services Form at the following link.

<http://www.pccua.edu/students/student-assistance/students-with-disabilities/>

3. Submit to the Disability Coordinator (1) a completed Application for Disability Services Form and (2) medical documentation from providers, which include but are not limited to, a certified/licensed physician, psychologist, psychometrist, audiologist, speech pathologist, rehabilitation counselor, physical or occupational therapist. Medical documentation must reflect the student's present level of functioning with respect to the major life activity affected by the disability. Diagnostic information must include specific recommendations as well as the rationale for each. **The cost of obtaining professional documentation is the sole responsibility of the student.**

4. The Disability Coordinator will verify eligibility and discuss with the student the medically recommended accommodations.

5. The Disability Coordinator and student will identify and agree upon reasonable accommodation(s).

6. The Disability Coordinator will complete a Faculty Notification of Services Form, which identifies recommended reasonable accommodation(s).

7. The Disability Coordinator will give the completed Faculty Notification of Services Form to the student.

8. The student will assume responsibility for taking the completed Faculty Notification of Services Form to each of the student's instructor(s) to discuss the identified accommodation(s) on the Faculty Notification of Services Form.
(The Disabilities Coordinator will e-mail instructor(s) teaching courses for which the student has requested accommodations.)
9. The instructor and student will discuss the requested reasonable accommodations.
10. The instructor will sign the Faculty Notification of Services Form indicating his or her notification to provide reasonable accommodation services. Each instructor will keep a copy of this signed Faculty Notification of Services Form for his or her records.
11. The student will return the original Faculty Notification of Services Form to the Disability Coordinator **after** each of the student's instructor(s) for a particular semester has/have signed the form.
12. The Disability Coordinator will keep a signed copy of the Application for Disability Services Form, medical documentation, and Faculty Notification of Services Form in the Disability Coordinator's office.
13. The Disability Coordinator will send a copy of the Application for Disability Services Form, medical documentation, and Faculty Notification of Services Form in a sealed envelope to the Registrar's office for inclusion in the student's permanent academic record.
14. Requests to rescind or modify any accommodation must be submitted in writing to the student's Disability Coordinator **and** all instructors providing reasonable accommodations for a particular semester.
15. The **REQUEST** to receive accommodation services for a disclosed disability **MUST BE REPEATED** each and every semester the student is enrolled. However, documentation does not need to be presented to the Disabilities Coordinator each semester unless the status of a disability changes requiring a different level of accommodation. The following link will take you to the Student with Disabilities page.

<https://www.pccua.edu/students/student-assistance/students-with-disabilities/>

Pdf copies of the application process, application form, student checklist, and faculty notification are included at the bottom of the web page.

Faculty Responsibilities

Faculty are required to comply with federal and state laws requiring reasonable services to students with disabilities. Therefore, the faculty will ensure the following actions are implemented:

Comply with reasonable accommodations.
Identify additional accommodations which may facilitate student learning.
Inform the student's advisor of high risk student behaviors.
Maintain confidentiality of the student's disability.

M. Professional Leave (BP 650, AP 650.04)

Faculty members are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth. Deans and department chairpersons will make an effort to provide information in advance about professional opportunities to all faculty members.

Each division will have a limited budget to support travel for faculty. These funds will normally be used for meetings and other activities within driving distance. If a division has spent its allotted budget or if additional money is needed, a request may be made to the department chairperson or dean. The additional money may be provided through the faculty development fund. The money in this fund will be allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction will be responsible for administering the funds allocated to each division.

A written request should be submitted at least four weeks in advance of the date the leave is requested. A Proposal for Professional Leave form should be submitted to the department chairperson and/or the dean. If money is available and the request is approved, the proposal will be signed and attached to the college Request for Leave of Absence form then submitted as normally required.

Individuals granted faculty development funds will be expected to submit a short written report to the department chairperson upon their return. A copy will be sent to the Vice Chancellor for Instruction for the permanent file.

Faculty development funds may be made available outside of the division rankings for faculty who apply or are asked to present scholarly papers at regional and national meetings. Faculty members who are contemplating presenting papers at such a meeting should have full written approval before accepting any obligation. There will be no set limit on the number of presentations that may be requested; however, funds for this type of application are limited and will be considered on an individual basis. Presentation requests that result from a competitive selection process will have a priority funding status. Concurrent submission to the Vice Chancellor for Instruction. (See Proposal for Professional Leave Form, p. 39)

N. PCCUA Initiatives

Achieving the Dream

Achieving the Dream is a national initiative to help community college students succeed. The

initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Through ATD several actions have been implemented. Mandatory supplemental labs have been linked to pre-college classes: two reading courses, two writing courses, and three math courses. PCCUA has created a second reading level so that the College can more easily address the wide range of reading levels of the entering students needing reading remediation. These actions and the Early Alert System are making an impact on learning outcomes. In addition, PCCUA requires a mandatory Student Success class for students enrolled in Basic Writing II, EH 1023, and Composition I, EH 113.

The Working Families Success Network is part of ATD and offers support and services to help lower-income people get work and improve their financial security. Under this strategy, individuals receive a coordinated set of three key services. This approach provides an integrated services through the bundling and sequencing of complementary services and supports in the three key areas: financial coaching and education, employment, and improved access to public benefits. The approach stresses a focus not just on such measures as participation rates, but also on key outcomes which include job placement and retention, family income, credit score improvement and completion rates for college degrees or training programs.

Food Pantry

PCCUA has a Food Pantry on each campus. These centers are available to assist students when there are food crisis issues. For more information contact the following people: Helena-Debbie Hardy, DeWitt-Kim Rawls, and Stuttgart-Meagan Coates.

Career Closet

The Helena campus has a Career Closet available to students needing professional attire for interviews, internships, and work. Clothes and accessories are free and all are only lightly worn. Helena Campus-Shawndus Gregory.

Student Support Services Program

Students accepted for enrollment at Phillips Community College are eligible to apply for SSS. It is designed for first generation or low-income students. The term *low income* means from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. The term *first generation college student* means a student both of whose parents did not complete a baccalaureate degree or, in the case of any student who regularly resided with and received support from only one parent, a student whose only such parent did not complete a baccalaureate degree. Services provided to SSS students include academic advising and course selection, financial aid counseling and assistance, transfer information and assistance, including college trips, instruction in study skills, career exploration, peer and computer assisted tutoring, peer mentoring, advocacy with staff and faculty, and an open computer lab.

Career Pathways Center for Working Families

The Arkansas Career Pathways Initiative is a comprehensive project designed to improve the

earnings and postsecondary education attainment of Arkansas's low income Temporary Assistance for Needy Families (TANF) eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. The initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high wage, high demand occupations. Intensive student services are provided for students in the program. The initiative fosters strong connections among two-year colleges, students, community organizations, state agencies, and employers. Each student enters a pathway at his/her point of need and completes specific educational or employment goals. Some of the services provided through Career Pathways' Center for Working Families are listed: assessment, career exploration, peer and computer assisted tutoring, academic advising, academic skills support, direct financial assistance for tuition, transportation, child care, open computer lab, and social skills support. The CPCWF can serve a variety of students who are not Career Pathways identified. We ask all faculty to encourage students to visit the center located on each of the three campuses.

Carl Perkins

Perkin's funds are used for the purpose of assisting PCCUA in the development of academic and technical skills of our College students who elect to enroll in career and technical education programs. Not only does Perkin's fund numerous activities in technical programs but it contributes toward faculty development funding, including cooperative learning training used for faculty development.

GEAR-UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant is a program designed to increase the number of low income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides services at high-poverty middle and high schools. GEAR UP serves a cohort of students who begin the program no later than seventh grade and continue in the cohort through high school (in some schools, the program will begin earlier than 7th grade). GEAR UP funds have been used to provide college scholarships to low-income students.

ADTEC

The Arkansas Delta Training and Education Consortium (ADTEC) is comprised of five colleges: ASU Newport, East Arkansas Community College, Mid-South Community College, Arkansas Northeastern Community College, and Phillips Community College. ADTEC received a grant from the Department of Labor to complete the Arkansas Delta and Transportation Education Project (ADTEP). The Consortium supports the workforce training needs for industry in the Delta region by increasing the capacity to deploy career pathway programs at ADTEC community colleges.

O. PCCUA Library Services

Ruthie Pride is serving as the Interim Library Director (ext. 1145). She works closely with the Library staff to accommodate the needs of students, faculty, staff, and community patrons for this area in Arkansas. Materials and resources are frequently added to the Library

collection to aid in research for classes or personal enrichment. Individual and group instruction sessions are available. Extended hours have been added to increase availability to all patrons. Access to computers and multiple Library services (such as databases and the online catalog) are provided for convenience to everyone. If you need help, ask a Library staff person.

Campus	DeWitt	Helena Lewis Library	Stuttgart
Contact Staff	Ruthie Pride ext. 1145	Ruthie Pride ext. 1145	Jamie Milliken ext. 1819
Library Hours	Mon.-Tues 9:30 am – 6:30 pm Wed.-Thurs. 7:30 am – 4:30 pm Friday 7:30 am – 1:30 pm	Mon. thru Thurs.: 7:45 am to 8:00 p.m. Friday 7:45 a.m. to 4:30 pm	Mon. – Tues 9:30 am-6:30 pm Wed.-Thurs. 8:00 am-5:00 pm Friday 8:00 am – 2:00pm

P. Helpful Faculty Links

Adjunct Faculty may call Debbie Hardy for questions regarding instruction (870.338.6474 ext. 1242), using Web Advisor, accessing resources, and other assistance.

Achieving the Dream

<http://www.pccua.edu/about/special-initiatives/achieving-the-dream>

Faculty Association

<http://www.pccua.edu/faculty-staff/faculty-association/>

High School Relations

<http://www.pccua.edu/students/high-school-students/>

Students with Disabilities

<http://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/>

Student Discipline

<http://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/>

Q. Accidents and Incidents

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

1. Assess the accident or incident
2. Report the accident or incident to the switchboard
3. The PCCUA employee reporting the accident or incident to the Vice Chancellor for Student Services will complete the accident report form (See both Accident Report Form and Incident Report Form - On Internet).
4. If you are writing the report give it to the Vice Chancellor for Student Services in Helena or the Campus Vice Chancellor's in Stuttgart or DeWitt. (See Crisis Management Plan for Complete Process <http://www.pccua.edu/faculty-staff/resources/>)

R. 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 or department chair before filing a leave form requesting reimbursement. (See Vehicle Request, p.42).

S. Bamboo

Numerous forms can be found on Ridgenet in Bamboo. Most faculty forms, templates, and other useful documents are posted for your convenience.

The Mini Guide Help Resource

If you have questions regarding financial aid, registration bills, loans, billing, tuition, payment plans, scholarships, work study, or FAFSA, contact:

Office of Financial Aid Phone: (870) 338-6474 ext. 1258 DeWitt: (870) 946-3506 ext. 1607 Helena: (870)338-6474 ext. 1258 Stuttgart:(870) 673-4201 ext. 1822	Student Accounts and Cashier Services DeWitt: (870) 946-3506 ext. 1602 Helena: (870) 338-6474 ext. 1217 Stuttgart:(870) 673-4201 ext. 1803	Office of the Registrar DeWitt:(870) 946-3506 ext.1628 Helena:(870) 338-6474 ext.1138 Stuttgart:(870-673-4201 ext.1803
---	--	---

Online Student Information <http://www.pccua.edu/students/online-classes/>

If you have credits that need to be transferred, want to take courses at another institution, want to know if your transcripts have been received, or need a transcript sent, contact:

Office of the Registrar-Heather Funk Arkansas Course Transfer System (ACTS) Website
Phone: (870) 338-6474 ext. 1138
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

If you have problems/complaints involving faculty, administrators, or staff, contact:

DeWitt Carolyn Turner Vice Chancellor for DeWitt Phone: (870) 946-3506 ext. 1605	Helena-West Helena Scott Post Vice Chancellor for Student Services Phone: (870) 338-6474 ext. 1235	Stuttgart Kim Kirby Vice Chancellor for Stuttgart Phone: (870) 673-4201 ext. 1813
---	---	--

If you need help with writing a paper, math, the sciences, study skills, time management, a tutor, or any graduate test help, contact:

DeWitt-Shawanna Wansley 946-3506 ext. 1620	Helena-West Helena-Glenda Sykes Phone: (870) 338-6474 ext. 1278	Stuttgart-Sonya Allen Phone: (870) 673-4201 ext. 1828
---	--	--

Career Pathways Center for Working Families (Director Kim Rawls)

DeWitt Gracie Jemerson Phone: (870) 946-3506 ext. 1644	Helena-West Helena Shawndus Gregory Phone: (870) 338-6474 ext. 1116	Stuttgart Gracie Jemerson Phone: (870) 673-4201 ext. 1887
--	---	---

If you have been diagnosed with a Learning Disability or have any other disability and would like accommodations, contact:

DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610
 Helena-West Helena-George White (870) 338-6474 ext. 1135
 Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

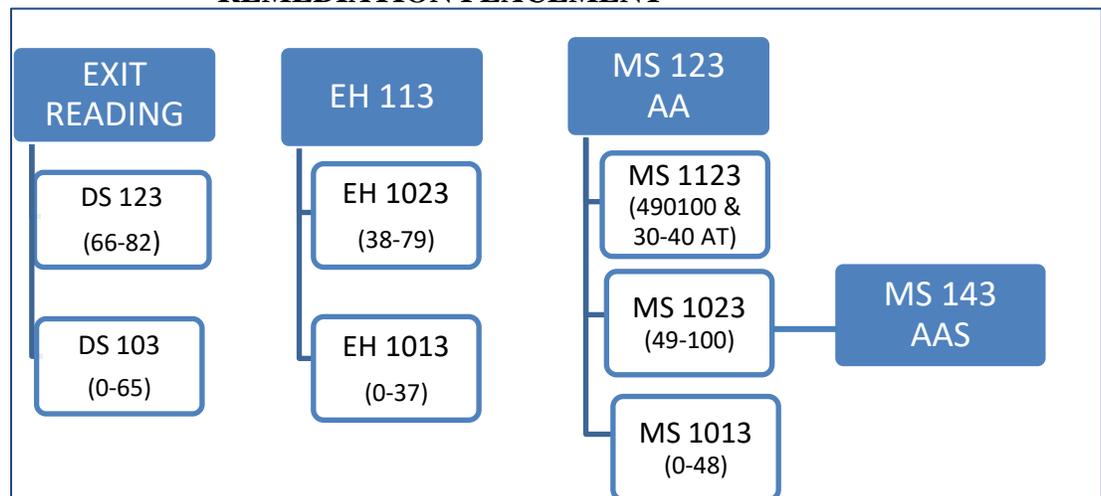
Summary of the Steps for Enrollment in Developmental Education at PCCUA

A student completes the PCCUA Admissions Application and begins the enrollment process following the next steps. All students attending PCCUA are NG ACCUPLACER Tested. At entry students receive a test review and afterward are tested before being placed with a focused advisor. Students who do not score a 19 or better on the ACT or an equivalent test are placed in remedial classes (See Placement Scale). Once students receive the placement test outcomes, they are assigned an advisor who understands the developmental course pathway. This advisor will make sure each student understands the remediation needs in relation to his or her proposed degree plan. All students enrolled in Developmental Education will receive the following interventions: supplemental instruction, focused advising, student success courses ((EH 1023 & EH 113), Early Alert, mandatory orientation, and access to a Student Success Learning Lab. In addition, students receive numerous services such as tutoring, virtual career assistance, and counseling. Students placing in developmental education may start at different course levels depending on their skill level. There are two reading levels: College Reading Strategies, DS 103, and College Reading Strategies, DS 123; two writing levels-Basic Writing I, EH 1013, and Basic Writing II, EH 1023; and three math levels-Fundamental Math, MS 1013; Elementary Algebra, MS 1023; Intermediate Algebra, MS 1123. Students not placing in developmental education are placed in college level course work. (See Placement Scores, pp. 43)

Placement Steps.

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

REMEDIATION PLACEMENT



Note: Placement in remediation is based on NG ACCUPLACER scores. Testing and placement is mandatory for all incoming students. Students that score below a 19 on the Reading, English, and/or Math portions of the ACT are required to take the NG ACCUPLACER. The Arkansas Department of Higher Education has set the minimum scores required to enroll in college-level courses. PCCUA students can enroll in some developmental and gateway college level courses concurrently: Basic Writing II with Composition I, and Intermediate Algebra with College Algebra.

This is a syllabus example.
The syllabus template can be
downloaded from on
RidgeNet in Bamboo.



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

INSTRUCTOR INFORMATION:
Instructor:
Office Location:

Office Phone #: (870)

Meeting Time & Place:

Email Address: @pccua.edu

Prerequisites:

Office Hours:

Required Laboratories:

Credit Hours:

COURSE DESCRIPTION

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

TEXT AND READING MATERIALS:

Publisher:

This can be before or after the ELOs and goal statements.

EXPECTED LEARNING OUTCOMES

If this is an ACTS course the ACTS ELOs must be included with others you have included.

1. Respond appropriately to various rhetorical situations, purposes, and audiences.
2. Integrate original ideas with those of others.
3. Use collaborative writing processes.
4. Develop flexible strategies for generating, revising, editing, and proofreading.
5. Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar and documentation.
6. Develop proficient research skills through the use of the campus library and online resources.
7. Realize the importance of every step in the writing process and consistently complete each step.
8. Meet all deadlines given by the instructor.

The above ELOs come directly from the ADHE required ELOs for Freshman Composition I which we call Composition I.

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

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

Upon completion of this course, the student should be able to develop an essay based upon a thesis statement. This essay should be grammatically and mechanically correct. The student should be able to write various types of essays, and they should be well-organized and error-free. The student should be able to revise and edit work and offer constructive feedback to classmates through peer review. The student should acquire the research techniques necessary for successful academic and professional writing. Additionally, the student should be able to use documentation with clarity and consistency. Finally, the student should be able to use the computer with ease. Work will be evaluated using the PCCUA Writing Rubric.

This is a goal. In this example taken from a composition syllabus, students would write various types of error free essays using the College rubric to determine competency. Some faculty list or bullet these goals and others provide a narrative statement like this one.

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**

Example

Division Of Business And Information Systems Core Competencies		
As a result of the study of courses in the Division of Business and Information Systems, the students will be able to demonstrate the following:		
Social and Civic Responsibility	Demonstrate a legal/ethical behavior that is appropriate for the business professional in today's society.	
Technology Utilization	Demonstrate the ability to use computer technology.	
Analytical and Critical Thinking	Analyze, interpret and evaluate data necessary to solve problems and support business decisions.	
Communication	Communicate effectively in a written or oral manner in the business environment.	
Cultural Awareness	Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.	
Medical Office Technology Internship (OT 1212) Student Learning Outcomes		
Competency	Student Learning Outcome	Assessment Method/Measurement 80% of the students will

		score between 80 and 100 on the rating scale. Example
Communication	Students will demonstrate oral skills with office supervisors, co-workers, and the public while working at the Internship work site.	
Cultural Awareness	Students will interact in a professional manner with area businesses, co-workers, supervisors, and patient/customers at the Internship work site.	
Social and Civic Responsibilities	Students will demonstrate professional business etiquette, dress, and behavior skills at a business etiquette event or Internship worksite.	
	Students will demonstrate a professional attitude, work ethic, and respect of privacy laws/security issues in the work environment.	
Analytical and Critical Thinking	Students will apply a critical thinking approach to problem-solving and making effective business decisions.	
	Students will be able to follow instructions and proceed on the job with duties as assigned at the Internship worksite.	
Technology Utilization	Students will apply basic concepts and demonstrate technology skills as it relates to the business environment.	

The format for the Division of Business and Information Systems is very clear. However, most instructors do not address all core competencies. You are required to list these but you only need to emphasize a couple of these for your subject area. Any format is fine. Some faculty list, some provide a narrative, and some use a table like the one provided here.

GRADING POLICY

Quizzes

Papers,

Assignments

Tests

Mid Term Exam

Final Exam

Grading Scale

You need to identify the percentage or point value of the assessments.

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

(Include a statement about plagiarism and the consequences)

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:

Scott Post 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-Phyllis Fullerton (870) 946-3506 ext. 1610

Helena-George White (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/>

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



SYLLABUS REVIEW FORM

Faculty Name: _____
 Course Name: _____ Course Number: _____ Semester/Term: _____
 Division: _____ Dean/Chair: _____

Syllabi Review Summary of Concerns	Actions Needed to Remediate Deficiency
Must be shared with faculty member immediately after review (1 work day if possible). It is preferable if this is provided to the faculty member in person.	Must be revised within 48 hours of date received.

Signature of Review Team Chair: _____ Date: _____

Signature of Faculty Member: _____ Date: _____

The syllabus must be amended within 48 hours and resubmitted to the division chair/dean for review by the Syllabus Review Team.

FACULTY INSTRUCTIONAL AND OFFICE SCHEDULE

(TERM)	PHONE:	NAME	EXT:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 – 7:30									
7:30 – 8:00									
8:00 – 8:30									
8:30 – 9:00									
9:00 – 9:30									
9:30 – 10:00									
10:00 – 10:30									
10:30 – 11:00									
11:00 – 11:30									
11:30 – 12:00									
12:00 – 12:30									
12:30 – 1:00									
1:00 – 1:30									
1:30 – 2:00									
2:00 – 2:30									
2:30 – 3:00									
3:00 – 3:30									
3:30 – 4:00									
4:00 – 4:30									
4:30 – 5:00									
5:00 – 5:30									
5:30 – 6:00									
6:00 – 6:30									
6:30 – 7:00									
7:00 – 7:30									
7:30 – 8:00									
8:00 – 8:30									
8:30 – 9:00									
9:00 – 9:30									
9:30 – 10:00									

ADVISORS

MAJOR	HELENA ADVISOR (870) 338-6474	DEWITT ADVISOR (870) 946-3506	STUTTGART ADVISOR (870) 673-4201
Advanced Manufacturing	Vicki Cobb, ext. 1122	Phyllis Fullerton, ext. 1610	Cindy Grove, ext. 1885
Associate Degree Nursing	Amy Hudson, ext. 1371 Shelby Gentry, ext.1384 LeAnne Marley, ext. 1141	Helena & Stuttgart Campus only	Amy Hudson, ext. 1371 Shelby Gentry, ext.1384 LeAnne Marley, ext. 1141
Basic Skills, Adult Education	Carol Birth, ext.1304		
Behavioral Health Technology	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Biology, Chem, Engineering, Math, Physics, Pre Med	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Business Administration	Monica Quattlebaum, ext. 1331	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Business Management	Monica Quattlebaum, ext. 1331	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Cosmetology	Connie Johnston, ext. 1215	Helena Campus Only	Helena Campus Only
Criminal Justice	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Drama, English, Music, Speech	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Early Childhood Education	Yvette Robertson, ext. 1307	Joyce Hargrove, ext. 1840	Joyce Hargrove, ext. 1840
Education	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Emergency Medical Technician	Amy Hudson, ext. 1371	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
General Education	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Graphic Communication	Vickie Cobb, ext. 1122	Cindy Grove, ext. 1885(SG)	Cindy Grove, ext.1885
Health Sciences	Amy Hudson, ext. 1371-Helena	Amy Hudson, ext. 1371- Helena	Amy Hudson, ext. 1371-Helena
High School Relations	Kyunta Mccoy, ext. 1363	Diana Graves, ext. 1608	Michelle Blasengame, ext.1816
Horticulture Operations	DeWitt & Stuttgart Only	Phyllis Fullerton, ext. 1610	Cindy Grove, ext. 1885
Information Systems Tech	Monica Quattlebaum, ext. 1331	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Medical Coding	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Sylvia Boyd, ext. 1809
Medical Laboratory Technology/Phlebotomy	Julie Pittman, ext. 1109	Phyllis Fullerton, ext. 1610 Helena Campus Only	Sylvia Boyd, ext. 1809 Helena Campus Only
Nursing Assistant	Amy Hudson, ext. 1371 LeAnne Marley, ext. 1141	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus Only
Office Tech-Admin Support/Medical Office	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Cindy Grove, ext. 1885
Physical Education	Robin Bryant, ext. 1370	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Practical Nursing	Amy Hudson, ext. 1371	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus Only
Pre-Law, Social Science	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Pre-Nursing (ADN & PN)	LeAnne Marley, ext. 1141 Deborah Gentry, ext. 1214	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809
Truck Driving/CDL	Linda Killion, ext. 1368	Helena & Stuttgart Campuses Only	Sylvia Boyd, ext. 1809
Welding	Vickie Cobb, ext. 1122	Phyllis Fullerton, ext. 1610	Cindy Grove, ext.1885
Undecided	Deborah Gentry, ext. 1214	Phyllis Fullerton, ext. 1610	Sylvia Boyd, ext. 1809

2019-2020 Academic Calendar

Fall Semester 2019

August 14 (W).....	Reporting day for Faculty-Awards Breakfast (offices closed)
August 15 (TH).....	Registration (8:00 am - 6:00 pm)
August 19 (M).....	Last Day for On-line Registration
August 19 (M).....	Orientation for all new and returning students (Helena-W.Helena) Nursing Orientation in Helena (All students admitted to the ADN Program.) Nursing Orientation in DeWitt (All students admitted to the PN Program.)
August 20 (T)..	Orientation for all new and returning students (DeWitt, Helena-W.Helena, Stuttgart)
August 21 (W)	Day & evening classes begin-ON-LINE CLASSES BEGIN
August 28 (W).....	Last day for 100% refund
September 2 (M)	Labor Day holiday (no classes, offices closed)
September 9 (M)	Last date to complete application file for current semester/Last Day for 50% refund
October 16, 17 (W, TH)	ON-LINE Mid-Term Proctored Exams
October 17 (TH).....	Mid-term advisory grades due (4:00 pm)
October 22(T)	ON-LINE Mid-Term Advisory Grades Due
October 25 (F).....	Faculty/Staff In-Service (no day classes but evening and week-end classes meet) Offices Closed
November 4 (M)	Last day to drop and receive a “W”
November 11 (M).....	Spring registration begins
November 27 (W).....	Faculty and students do not report (no classes, offices open)
November 28-29 (TH & F).....	Thanksgiving holiday (no classes, offices closed)
December 2 (M).....	Offices open, classes resume (8:00 am)
December 5 (TH)	Last day to receive an “EW”
December 6 & 13 (F)	Study Days (faculty will be available in their offices from 8:30 am to noon)
December 9, 10, 11 (M-W).....	ON-LINE Final Proctored Exams
December 10 (T).....	Last day for classes
December 11, 12, 16, 17 (W-TH, M-T).....	Day, evening, and night exams begin Wednesday, Dec.11
December 13 (F)	ON-LINE GRADES DUE
December 18 (W).....	Final grades due (12:00 noon)
December 19 (TH)	December Graduation (no commencement)
December 20 (F)	Offices closed from 4:30 pm until 8:00 am on 1/3/20 (F)

Spring Semester 2020

January 3 (F).....	Offices open
January 6 (M)	Reporting day for Faculty (8:00 am); Faculty/Staff In-Service
January 7 (T).....	Registration (8:00 am - 6:00 pm) (Last Day for On-line Registration)
January 8 (W)	Day & evening classes begin ON-LINE CLASSES BEGIN
January 15 (W).....	Last day for 100% refund
January 20 (M).....	Martin Luther King holiday (no classes, offices closed)
January 27 (M).....	Last day to complete application file for current semester/Last Day for 50% refund
February 21 (F)	Faculty/Staff In-Service (no day classes but extended day and evening classes meet)
March 4, 5 (W & TH)	ON-LINE Mid-Term Proctored Exams
March 10 (T).....	Mid-term advisory grades due (4:00 pm) ON-LINE MID-TERM GRADES DUE
March 23-27 (M-F)	Spring Break
March 27 (F)	Spring Break Friday (no classes, offices closed)
March 30 (M).....	Classes resume (8:00 am)
April 2 (TH)	Last day to drop and receive a “W”
April 6 (M).....	Summer & Fall registration begins
April 23 (TH)	Last day to receive an “EW”
April 27, 28, 29 (M-W).....	ON-LINE Final Proctored Exams
April 30 (TH)	Last day for classes
May 1 (F).....	Study Day (faculty will be available in their offices from 8:30 am to noon) ON-LINE GRADES DUE
May 4, 5, 6, 7 (M-TH)	Day and evening exams begin Monday, May 4
May 11 (M).....	Final grades due (12:00 noon)
May 14 (TH)	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 15 (F)	Graduation Phillips Cty. at PCCUA Fine Arts Ctr. Lily Peter Auditorium (7:00 pm)
May 25 (M)	Memorial Day holiday (offices closed)

SUMMER TERMS 2020

Summer I 2020

May 26 (T) Last Day to Register for On-line Classes

May 27 (W)..... Summer I begins **ON-LINE CLASSES BEGIN**

.....
May 28 (TH) Last day for 100% refund

June 18 (TH) Last day to drop and receive a “W”

June 25 (TH) Last day to receive an “EW”

July 6 (M)..... July 4 Holiday

July 7 (T)..... Summer I ends (last day of class-final grades dues 4:30 p.m.)

July 22, 23 (W&TH) ON-LINE Final Proctored Exams

July 28 (T)..... ON-LINE Final Grades Due

Summer II 2020

July 8 (W) Summer II begins

July 9 (TH)..... Last day for 100% refund

July 23 (TH)..... Last day to drop and receive a “W”

Aug 3 (M) Last day to receive an “EW”

August 6 (TH)..... Summer II ends (Final grades due by 4:30 p.m.)

Summer I Extended 2020

May 27 (W)..... Summer I Extended begins

May 28 TH)..... Last day for 100% refund

July 2 (TH)..... Last day to drop and receive a “W”

July 6 (M)..... 4th July Holiday

July 9 (TH)..... Last day to receive an “EW”

July 16 (TH)..... Summer I Extended ends (Final grades due by 4:30 p.m.)

FALL EXAM SCHEDULE 2019

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

Study days will be Friday, December 6 & 13 and final exams begin Wednesday, December 11. Faculty will be available in their offices on study day and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction. Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Wednesday, December 18.

SPRING EXAM SCHEDULE 2020

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

Study day will be Friday, May 1 and final exams begin Monday, May 4. Faculty will be available in their offices on study day and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction. Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Monday, May 11.



INCOMPLETE (I) GRADE CONTRACT

Student Name _____ Student ID _____

Instructor _____ Semester and Year _____

Course name/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

Instructor Signature

Date

Date

Prepare three copies for:

- 1. Student
- 2. Instructor
- 3. Admissions Office (Attach this copy to the grade sheet.)

Instructor—Please note: Before the above completion date, you must submit to the Admissions Office written notification of the grade change.

Revised April 29, 2003 Approved by Academic Council 5/7/03



REQUEST FOR GRADE CHANGE

Student Name: _____ Student ID number: _____

Instructor: _____ Term/Year _____

Course name/section _____

Previous grade: _____ Change to: _____

Instructor Signature

Date



**Phillips Community College of the University of Arkansas
Request for Academic Appeal**

Student's Name _____ Student ID _____

Semester and Year _____

Course Name and Number _____

Instructor(s) _____

Reason for Appeal:

Request to change course grade from _____ to _____

Other: _____

Step 1

Student's Signature: _____ Date: _____

Action Taken:

Faculty: _____ Date: _____

Step 2

Dean: _____ Date: _____

Campus Vice Chancellor (DeWitt and Stuttgart) _____ Date: _____

Action Taken:

Step 3

Vice Chancellor for Instruction: _____ Date: _____

Action Taken:

Step 4

Chair of the Faculty Senate Academic Standards Committee: _____

Date: _____

Action Taken:

Hearing not warranted ____

Hearing warranted ____

Step 5

Chair of Academic Standards Committee: _____ Date: _____

Action Taken:

Notify Student: _____

Notify Instructor: _____

Date of Hearing: _____

Time of Hearing: _____

Location of Hearing: _____

Step 6

Hearing Convenes

Findings:

Student: _____ Date: _____

Academic Standards Committee Chair: _____

Academic Standards Committee Members: _____



**PROPOSAL FOR PROFESSIONAL LEAVE
REQUEST FORM**

Name: _____ Division/Department: _____

Type of Fund(s) Requested

Attend Meeting: ___ Name of Organization Sponsoring Meeting: _____

Attend Conference: ___ Name of Organization Sponsoring Conference: _____

Name of Conference/Seminar: _____

Present Paper at a Conference: ___ Name of Organization Sponsoring Conference: _____

Name of Conference/Seminar: _____

Another Type of Professional Development (site visit, course, etc.): _____

Name of Sponsoring Organization: _____

Purpose of Professional Development: _____

Presenters or Other Activity

Name of Presentation: _____

Organization to Whom Paper or Proposal Is Being Submitted: _____

Submission Deadline: _____ Date of Presentation: _____

Topic: _____

Brief Summary of Presentation or Activity:

_____ Date of Submission: _____

Name of Applicant

Dean/Supervisor _____ Date _____ Approved _____ Disapproved _____

Vice Chancellor for Instruction _____ Date _____ Approved _____ Disapproved _____

ACCIDENT REPORT FORM

An accident form must be completed in the event of all accidents. All sections of this form must be completed, incomplete forms will be returned to the originator for completion.

SECTION 1- Details of accident:

Date of accident: _____ Time of accident: _____

Location (Be specific) _____

Describe accident specifically:

SECTION 2 –Personal information for individual involved in accident:

Name: _____

Address: _____

Telephone: _____

DOB: _____

Is the individual involved in the accident an: Employee Visitor Other, explain

SECTION 3- Type of injury:

SECTION 4- Details of injury:

SECTION 5- Details of individual completing report:

SECTION 6- Injured individual's declaration and consent:

I confirm that to the best of my knowledge the above information is correct, and I agree for the above information to be released to safety representatives so far as it relates to the above described accident.

Signature of individual involved: _____ Date: _____

Signature of individual completing report: _____ Date: _____



DEWITT | HELENA-WEST HELENA | STUTTGART

INCIDENT REPORT FORM

An incident is defined as any serious illness or actual or threatened personal injury that endangers the safety of any college employee, student, and/or visitor. All sections of this report must be completed. Incomplete reports will be returned to the originator for completion.

SECTION 1- Details of Incident:

Date of Incident:

Time of Incident:

Type of Incident: Serious Illness Actual Personal Injury Threatened Personal Injury

Location (Be specific)

SECTION 2 -Personal Information for Individual(s) Involved: May Use Back of Page

Name:

Address:

City:

State:

Zip Code:

Telephone: Home:

Cell:

E-Mail Address:

DOB:

Is the individual involved in the incident an: Employee Student Visitor

Other/Explain Mark all that apply.

SECTION 3- Describe Incident in Detail. Use Back of Form if Necessary:

SECTION 4- Individual Completing Report:

Name:

Address:

City

State:

Zip Code

Telephone: Office:

Home:

Cell:

E-mail 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 Completing Report:

Date:



Phillips Community College

Vehicle Request Form

Submit to Motor Pool in Maintenance

Name of Traveler: _____

Today's Date: _____ Acct/Dept. Number: __ 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 personnel vehicles in front of the [Auto](#) shop when you pick up a car

Placement Scores in English, Reading, and Mathematics

PLACEMENT	ACT	ACCUPLACER	NG ACCUPLACER
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	13 or below on English	50 or below on Sentence Skills	255 or below on writing
EH 1023 (Basic Writing II) and EH 1021 (Basic Writing II Lab)	14-18 on English	51-82 on Sentence Skills	226-250 on writing
EH 113 (Composition I)	19 on English	83 or above on Sentence Skills	251 or above on writing
MS 1013 (Pre-Algebra)	14 or below on Math	40 or below on Elementary Algebra	277 or below on QAS
MS 1023 (Elementary Algebra)	5-16 on Math	41-59 on Elementary Algebra	228-248 on QAS
MS 1123 (Intermediate Algebra)	17-18 on Math	60-77 on Elementary Algebra Two years of HS Algebra, recommended	237-248 on QAS
MS 123 (College Algebra) ACTS MATH 1103	19 ACT 2 years of HS Algebra, recommended	78 or above on Elementary Algebra	249 or above on QAS
MS 143 (Technical Math)	16 or above on Math	60 or above on Elementary Algebra	237 or above on QAS
MS 173 (Fundamental of Geometry)		49 or above on Pre-Alg.	
MS 183 (College Mathematics) ACTS MATH 1003	19 or above	78 or above on Elem. Alg.	249 or above on QAS
DS 103 (Introduction to College Reading Skills) and DS 1031 (Reading Lab I)	13 or below on Reading	47 or below on Reading	231 or below on reading
DS 123 (College Reading Strategies) and DS 1231 (Reading Lab II)	14-18 on Reading	48-77 on Reading	232-250 on reading
Exemption from Reading	19 on Reading	78 or above on Reading	251 or above on reading
RWS 1014 & RWS 1012 (Combo for Reading DS 103 & Writing EH 1013)	13 or below on Reading and Writing	47 or below on Reading and 50 or below on Sentence Skills	231 or below reading or 225 or below on writing
EH-1023 EH-113 COMBO Helena Only	14-18 on English AND completion of DS 123 or exempt from Reading	51-82 on Sentence Skills AND Completion of DS 123 or exempt from Reading	226 or above on writing
MS-1123 & MS 123 MS-123 COMBO Helena Only	ACT 17 or above	Grade of "B" or higher in MS 1023	237-248 on QAS