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<thead>
<tr>
<th>Appendix</th>
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<tr>
<td>Appendix A</td>
<td>Arts &amp; Sciences Programs</td>
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<td>Appendix B</td>
<td>Division of Arts and Sciences Assessment</td>
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<td>Appendix C</td>
<td>Special Recognition</td>
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<td>Appendix D</td>
<td>Curriculum Change Form</td>
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<td>Appendix E</td>
<td>Online Policies and Procedure Manual</td>
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<td>Technology Plan</td>
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<td>Appendix G</td>
<td>Faculty Evaluations</td>
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<td>Appendix I</td>
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Note: Appendix I has been placed last in the Appendices because of its large size.
APPENDIX A
ARTS & SCIENCES PROGRAMS
## Associate of Arts: Education (105)

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### Group I

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<td>General Chemistry II</td>
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<td>College Algebra</td>
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<td>Fine Arts I or II</td>
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<td>Trigonometry</td>
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<td>MSC 223</td>
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<td>MS 163</td>
<td>Finite Math</td>
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<td>Intro to Education</td>
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<td>BY 134</td>
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<td>BY 144</td>
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<tr>
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<th>Vice Chancellor/Dean</th>
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# Associate of Arts
## English, Speech, Drama (107, 117, 118)

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**APPROVED ELECTIVES - 15 hours**

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<td>BY 124</td>
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<td>BY 134</td>
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<td>Anatomy/Physiology I</td>
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**Total Program Hours**: 60 Hours

**Deficiencies**: Hours Completed at PCCUA

**Hours Transferred**

**Total Hours**

**Grade Point average (GPA)**

**Advisor (signature)**

Vice Chancellor/Dean

A4
### Associate of Arts: Forestry/Wildlife Management (UAM)

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**4 hours from the following:|

| CY 114/124 | General Chemistry I or II |          |       |
| PS 114     | Physical Science         |          |       |
| PS 215/225 | General Physics I or II  |          |       |

### Program/Graduation Requirements

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| Advisor (signature) | Vice Chancellor/Dean |

A6
## Associate of Arts: Law & Social Science (114/110)

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# Associate of Arts: Political Science/Public Administration

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<table>
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<th>Semester</th>
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<th>Group III</th>
<th>Sciences and Math</th>
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<th>Grade</th>
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<td>MS 133</td>
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<td>GEOG 213</td>
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<td>Arkansas History</td>
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<td>ES 213/233</td>
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<td></td>
<td>PLS 223</td>
<td>State &amp; Local Government</td>
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<td>PLS 233</td>
<td>Into to Comparative Politics</td>
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## Program/Graduation Requirements

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<th>Deficiencies:</th>
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<th>Vice Chancellor/Dean</th>
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A9
# Associate of Arts in Teaching
## Early Childhood (105 UAM)

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<td>PE 223</td>
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<td>BY 134</td>
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<td>BY 144</td>
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<tr>
<td>BY 154</td>
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<tr>
<td>BY 164</td>
<td>Anatomy/Physiology II</td>
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| 4 Hours of the following | MS 2213 | Math Structures I | | |
| MS 2223 | Math Structures II | | | |

| Successfully Complete PRAXIS I | | |

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| Advisor (signature) | Vice Chancellor/Dean |

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A10
# Associate of Arts in Teaching
## Middle School Language Arts/Social Studies

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**Total Program Hours** | **60 Hours** | **Deficiencies:** |
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**Grade Point average (GPA)** | **Advisor (signature)** |
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A11
### Associate of Applied Science
Health & Behavioral Health Technology

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**Total Program Hours** 60 Hours

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Advisor (signature)  Vice Chancellor/Dean
### Associate of Science

**Biology (101)**

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A13
# Associate of Science
## Chemistry/Pre-Medicine (104/115)

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### Total Program Hours | 60 Hours
### Hours Completed at PCCUA
### Hours Transferred
### Total Hours
### Grade Point average (GPA)

Advisor (signature) | Vice Chancellor/Dean
A14
# Associate of Science
## Mathematics (113)

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<th>Sciences and Mathematics</th>
<th>Semester</th>
<th>Grade</th>
<th><strong>APPROVED ELECTIVES – 6 hours</strong></th>
<th>Semester</th>
<th>Grade</th>
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<td>BY 134</td>
<td>General Zoology</td>
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<td>BY 144</td>
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<td>Grade Point average (GPA)</td>
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<table>
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<tr>
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<th>Vice Chancellor/Dean</th>
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A15
# Associate of Science
## Physics (112)

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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<th>Major</th>
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<tbody>
<tr>
<td>Address</td>
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## Group I - English / Fine Arts - 9 Hours

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<thead>
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<th>Course</th>
<th>Grade</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EH 113</td>
<td>Freshman English I</td>
<td></td>
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<td>EH 123</td>
<td>Freshman English II</td>
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<td>SP 243</td>
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### 3 Hours of Fine Arts Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH 233/243</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>FA 213/223</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>MSC 223</td>
<td>Music Appreciation</td>
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<td>PHIL 153</td>
<td>Intro. To Philosophy</td>
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## Group II - Social Science - 6 Hours

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<thead>
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<th>Grade</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HY 113/123</td>
<td>Western Civilization I or II</td>
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</tr>
<tr>
<td>HY 213/223</td>
<td>US History I or II</td>
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### 3 Hours from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>HY 213/223</td>
<td>US History I or II</td>
<td></td>
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<tr>
<td>GEOG 213</td>
<td>Intro to Geography</td>
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<td>PLS 213</td>
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## Group III - Sciences and Math - 8 Hours from the following

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<th>Course</th>
<th>Grade</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>BY 114</td>
<td>General Biology I</td>
<td></td>
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<tr>
<td>BY 124</td>
<td>General Biology II</td>
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</tr>
<tr>
<td>BY 134</td>
<td>General Zoology</td>
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<td>BY 144</td>
<td>General Botany</td>
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### Physics Core - 10 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PS 235</td>
<td>Gen. Tech Physics I</td>
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<tr>
<td>PS 245</td>
<td>Gen. Tech Physics II</td>
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## Group III - Sciences and Math - 9 Hours from the following

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<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>MS 123</td>
<td>College Algebra</td>
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<tr>
<td>MS 133</td>
<td>Trigonometry</td>
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</tr>
<tr>
<td>MS 213</td>
<td>Applied Math. Science</td>
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<tr>
<td>MS 215</td>
<td>*Calculus I</td>
<td></td>
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<tr>
<td>MS 225</td>
<td>*Calculus II</td>
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## Group IV - Physical Education - 1 Hours

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<td>PE 223</td>
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## Group V - Computer Technology

### Computer Technology Course

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<th>Course</th>
<th>Grade</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PSY 213</td>
<td>General Psychology</td>
<td>CY 114</td>
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<tr>
<td>SY 213</td>
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<td>CY 124</td>
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*Highly recommended

### Total Program Hours

<table>
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<tr>
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### Grade Point average (GPA)

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<th>Vice Chancellor/Dean</th>
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Deficiencies:

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Total Program Hours: 60
## Associate of Science
### Pre-Engineering (106)

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<table>
<thead>
<tr>
<th>Group I</th>
<th>English / Fine Arts – 9 Hours</th>
<th>Semester</th>
<th>Grade</th>
<th>8 Hours from the following</th>
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<th>Grade</th>
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<td>EH 113</td>
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<td>Freshman English II</td>
<td>CY 124</td>
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<td>*General Chemistry II</td>
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<td>SP 243</td>
<td>Fund of Speech</td>
<td>CY 214</td>
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<td>Organic Chemistry I</td>
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<td>CY 224</td>
<td>Organic Chemistry II</td>
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<td>PS 235</td>
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<td>*Gen. Tech Physics I</td>
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<tr>
<td>FA 213</td>
<td>Fine Arts</td>
<td>PS 245</td>
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<td>MS 133</td>
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<th>Grade</th>
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<tr>
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<td>MS 213</td>
<td>Applied Math. Science</td>
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<tr>
<td>HY 213/223</td>
<td>US History I or II</td>
<td>MS 215</td>
<td>*Calculus I</td>
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<td>HY 213/223</td>
<td>US History I or II</td>
<td>MS 225</td>
<td>*Calculus II</td>
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<td>US History II</td>
<td>MS 233</td>
<td>*Calculus III</td>
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<td>US History II</td>
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<td>PE 223</td>
<td>Health &amp; Safety</td>
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<td>DR 104</td>
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<td>DR 114</td>
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<th>Sciences and Mathematics</th>
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<th>Grade</th>
<th>APPROVED ELECTIVES – 17 Hours</th>
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<tr>
<td>BY 114</td>
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<td>*Highly recommended classes/electives</td>
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<td>BY 124</td>
<td>General Biology II</td>
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<tr>
<td>BY 134</td>
<td>General Zoology</td>
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<tr>
<td>BY 144</td>
<td>General Botany</td>
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<td>Hours Transferred</td>
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<tr>
<td>Grade Point average (GPA)</td>
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</table>

Advisor (signature) | Vice Chancellor/Dean

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A17
APPENDIX B
DIVISION OF ARTS & SCIENCES
ASSESSMENT PLAN
DIVISION OF ARTS AND SCIENCES

MISSION: The Phillips Community College District is a multi-campus, two-year college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. The Arts and Sciences Division of Phillips Community College of the University of Arkansas shares the College’s fundamental mission. The mission of the Division of Arts and Sciences is to provide the foundational needs in general education to all students and to provide the first two years of specialized knowledge in areas which lead to advanced degrees and professional careers.

GOAL 1: Students will be able to communicate effectively in a written and oral manner.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Sample Population</th>
<th>Benchmark</th>
<th>Assessment Tools</th>
<th>Time Frame</th>
<th>Analysis and Reporting</th>
<th>Feedback Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Develop an essay based upon a thesis statement.</td>
<td>Students enrolled in EH 113 or EH 123</td>
<td>85% of students who earn a &quot;C&quot; or better will make at least 70% on a final essay</td>
<td>English Rubric</td>
<td>Each term</td>
<td>Faculty will analyze and report results to dean.</td>
<td>If less than 50% score at or above benchmark, English faculty will develop an improvement plan.</td>
</tr>
<tr>
<td>1B. Write a grammatically and mechanically correct essay.</td>
<td>Students enrolled in EH 123.</td>
<td>At least 50% of students completing EH 123 will score at or above the 50 percentile on the CAAP Writing Exam.</td>
<td>CAAP Writing (Essay) Test</td>
<td>Each term</td>
<td>Dean will analyze and report results to English faculty, director of assessment, and Vice Chancellor of Academic affairs.</td>
<td>If less than 50% score at or above the 50 percentile for three consecutive terms, a more detailed report of the results will be requested from ETS, and English faculty will develop an improvement plan.</td>
</tr>
<tr>
<td>1C. Use various forms to develop their writing.</td>
<td>Students enrolled in EH 113.</td>
<td>100% of students who earn a &quot;C&quot; or better will write at least one paper utilizing the following forms: argumentative, comparison/contrast, cause/effect, narrative and example.</td>
<td>English syllabi and student artifacts</td>
<td>Annually</td>
<td>Faculty will supply dean with current copies of syllabi which will reflect forms of essays required in the Evaluation Section. Faculty will also maintain copies of students essay for at least two semesters.</td>
<td>Dean will review syllabi and discuss finding with faculty during the faculty evaluation process.</td>
</tr>
<tr>
<td>1D. Incorporate Internet and library research into their writing.</td>
<td>Students enrolled in HY 113 or HY 123</td>
<td>100% of students who earn a &quot;B&quot; or better on a final paper will cite internet or library research sources.</td>
<td></td>
<td>Each term</td>
<td>Analyzed by faculty; results reported to dean.</td>
<td></td>
</tr>
<tr>
<td>1E. Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations</td>
<td>Students enrolled in SP 243</td>
<td>85% of students who complete speech and earn a &quot;C&quot; or better will score at least 70 on a final speech using a speech rubric.</td>
<td>Speech Rubric</td>
<td>Each Term</td>
<td>Analyzed by faculty, results reported to dean</td>
<td>If less than 80% of students who earn a &quot;C&quot; or better score less than 70% on the final speech for three consecutive terms, Speech faculty will develop an improvement plan.</td>
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</tbody>
</table>
## Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Sample Population</th>
<th>Benchmark</th>
<th>Assessment Tools</th>
<th>Time Frame</th>
<th>Analysis &amp; Reporting</th>
<th>Feedback Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Understand the work of human culture exists within social, historical, and linguistic settings that affect it’s meaning</td>
<td>Students enrolled in EH 233, EH 243, HY 113, HY 123</td>
<td>70% of students taking unit tests on historical and literary facts will score at least 70% on the tests.</td>
<td>Unit tests</td>
<td>Each term</td>
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<tr>
<td>2B. Become familiar with some of the classic works of human culture.</td>
<td>Students enrolled in EH 243, EH 263, MSC 223, FA 213</td>
<td></td>
<td></td>
<td>Each term</td>
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<tr>
<td>2C. Employ the skills of critical thinking, reading writing, speaking, and listening to interpret a work of human culture.</td>
<td>Students enrolled in EH 233, 243.</td>
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</tr>
<tr>
<td>2D. Understand significant social, economic and political developments in Western and non-Western history.</td>
<td>Students enrolled in HY 113, HY 123.</td>
<td></td>
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</tr>
<tr>
<td>2E. Understand significant political, social, economic and cultural developments in history of the United States.</td>
<td>Students enrolled in HY 213.</td>
<td>At least 50% of students receiving a &quot;C&quot; or better will score at least 70% on a post test.</td>
<td>U.S. History Pre-Post test.</td>
<td>Each term.</td>
<td>Results analyzed by faculty and reported to dean.</td>
<td>If students failed to meet benchmark for 2 consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.</td>
</tr>
<tr>
<td>2F. Recognize and respect that a diversity of peoples and cultural traditions has contributed to the American experience.</td>
<td>Students enrolled in EH 123, EH 263 &amp; HUM 113.</td>
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<tr>
<td>2G. Understand the constitution, government and political processes of the United States.</td>
<td>Students enrolled in HY 213, HY 223, PLS 213</td>
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</tr>
</tbody>
</table>
### Goal 3: Students will demonstrate mathematical knowledge and skills.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Sample Population</th>
<th>Benchmark</th>
<th>Assessment Tools</th>
<th>Time Frame</th>
<th>Analysis and Reporting</th>
<th>Feedback Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3A. Apply properties of Real Numbers to simplify numerical and/or algebraic expressions.</strong></td>
<td>Students enrolled in the entire Math (MS) sequence.</td>
<td>Mean pre-/post-test scores will improve by at least 10%.</td>
<td>Math Pre-Post tests</td>
<td>Each term</td>
<td>Faculty report Pre-Post-test results to the dean, who will analyze and report overall results to math faculty, director of assessment and vice chancellor of instruction.</td>
<td>If the mean pre-/post test score fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.</td>
</tr>
<tr>
<td><strong>3B. Perform algebraic operation and solve algebraic equations.</strong></td>
<td>AA degree seeking students with at least 45 credit hours of college level courses</td>
<td>At least 50% of students will score at or above the national mean on the basic algebra sub-component of the CAAP mathematics exam.</td>
<td>CAAP mathematics test.</td>
<td>Fall term</td>
<td>Dean will analyze and report results to math faculty, director of assessment and vice chancellor of instruction.</td>
<td>If less than 50% score at or above the 50 percentile for three consecutive terms, math faculty will develop an improvement plan.</td>
</tr>
<tr>
<td><strong>3C. Use graphing or scientific calculators or computers as aids to problem solving.</strong></td>
<td>Students enrolled in MS 123, MS 133, CY 214</td>
<td>80% of students will be able to used the graphing or scientific calculator to graph equations and/or data and analyze the results.</td>
<td>Unit Test</td>
<td>Each term</td>
<td>Results will be analyzed and maintain by faculty.</td>
<td>If 50% of students miss a designated calculator problem on unit test, a calculator workshop will be offered and students strongly encouraged to attend.</td>
</tr>
<tr>
<td><strong>3D. Develop skill needed to analyze and solve technical problems in their chosen disciplines.</strong></td>
<td>Students enrolled in MS 123, CY 124, MS 215, PS 225.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3E. Use and apply mathematical models.</strong></td>
<td>Students enrolled in CY 124, MS 123, PS 114</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3F. Gain confidence in their mathematical abilities.</strong></td>
<td>Students enrolled in mathematics (MS) sequence.</td>
<td>85% of students surveyed will indicate an improvement in their self-confidence in mathematics.</td>
<td>Mathematics Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Sample Population</td>
<td>Benchmark</td>
<td>Assessment Tools</td>
<td>Time Frame</td>
<td>Analysis and Reporting</td>
<td>Feedback Loop</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4A. Demonstrate mastery of basic scientific information</td>
<td>Students enrolled in BY 114, CY 114, or PS 114</td>
<td>70% of students will earn at least 70% on unit tests covering terms, facts, and theories in this subject.</td>
<td>Unit Tests</td>
<td>Each term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B. Understand the nature of science and its importance to society.</td>
<td>Students enrolled in BY 114, CY 114, or PS 114</td>
<td>Students will be able to participate in discussion, orally or written, on the importance of science to society.</td>
<td>Class Participation and/or written reaction paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C. Develop an understanding of how human activity affects the natural environment.</td>
<td>Students enrolled in BY 114 or BY 124</td>
<td>70% of students enrolled in a life science course will understand and be able to describe the role that human play in the ecosystem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4D. Demonstrate skills necessary to participate in public policy decisions regarding science-related issues.</td>
<td>HY 113/123, HY 213/223 or PLS 213</td>
<td>100% of students will be required to attend/view at least one public, policy, or political meeting; write a summary of what was discuss and his/her personal reaction to the discussion.</td>
<td>Reaction papers, discussion questions and projects.</td>
<td>Review of syllabi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4E. Move from blind acceptance of information to a more disciplined evaluation of it based upon rational principles.</td>
<td>PHIL 153</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4F. Develop skills of analysis and synthesis</td>
<td>Students enrolled in EH 123, EH 243, CY electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4G. Examine and criticize works and oral presentation</td>
<td>Students enrolled in EH 113, SP 243</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4H. Develop arguments identify assumptions and understand implications</td>
<td>Students enrolled in Science, math and English classes</td>
<td></td>
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</tr>
</tbody>
</table>
**Goal 5: Students will be able to demonstrate technological knowledge and skills.**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Sample Population</th>
<th>Benchmark</th>
<th>Assessment Tools</th>
<th>Time Frame</th>
<th>Analyzed by Whom</th>
<th>Reporting &amp; Feedback loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A. Demonstrate computer fluency.</td>
<td>All EH classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5B. Utilize the Internet and online database directories for research purposes.</td>
<td>EH 113, EH 123, HY 113, &amp; HY 123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5C. Use computer and web-based resources to supplement their learning.</td>
<td>All division classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5D. Demonstrate a mastery of word processing skills.</td>
<td>EH 113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5E. Utilize calculators as a resource in solving problems</td>
<td>MS 123, MS 133, other higher level MS classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5F. Communicate effectively through email.</td>
<td>SS &amp; SOS classes</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
APPENDIX C
SPECIAL RECOGNITION
For Culture Change

Phillips Community College of the University of Arkansas
Helena, Arkansas • Chancellor: Steven F. Murray • www.pccua.edu

Phillips Community College of the University of Arkansas (Phillips) receives special recognition for using Achieving the Dream to reinvent itself and to transform how it serves students. As Chancellor Steven F. Murray says, the college’s commitment to student success “has become a part of the cultural air we breathe and has changed the way we see ourselves and define our work.”

Phillips has changed from an institution focused on enrollment and teaching to a college focused on students and their success through learning. Its strategies include redesigning its entire developmental education curricula, implementing Supplemental Learning Labs; adding contact hours in each developmental education course; creating an additional developmental reading level; and providing professional development to engage faculty more substantially in improving student learning outcomes.

It also added intrusive advising through its Early Alert Program and expanded other student support services to meet the needs of the approximately 90% of incoming students who are placed into at least one developmental education course.

The college has seen positive results since it changed both the content and delivery of developmental reading, writing, and math in Fall 2007:

- 66% of students have successfully completed developmental education courses compared to 55% in the 2004-2006 cohorts.
- 74% of students have persisted term to term compared to 67% in the 2004-2006 cohorts.
- 42% of students have persisted fall-to-fall compared to 33% in the 2004-2006 cohorts.

Phillips’ commitment to evidence-informed decision-making processes is evident in its new Minority Male Initiative. It began when college personnel determined that African American males’ retention and completion rates in Basic Writing I and II and Freshman English were improving, but not at the same pace as other populations.

During its first year in Achieving the Dream, Phillips provided every employee with a copy of the book Bridges Out of Poverty. The college then held many large and small group meetings about the cultural disconnections between students who have lived in generational poverty and faculty and staff members’ middle-class values. (According to the 2010 census, three of the five counties Phillips serves are among the 100 poorest in the nation.) As a result of these discussions, employees came to see that many of the problems they regarded as student issues were influenced by organizational structures that could be changed.

The college continues to use common readers to explore the challenges of poverty and racism in the non-threatening environment it strives to provide on its three campuses. Local young people’s reference to Helena, the largest city in Phillips’ service area, as “Hell Town” hints at the racial strife and civic dysfunction that accompanies the region’s poverty. The college has found that using novels, such as Them and The Heart is a Lonely Hunter, makes it easier for people to talk about difficult topics.

As a way of continuing the conversations, a group of Phillips faculty and staff, working with students from the Clinton School for Public Service, developed a curriculum for a series of small group, dialogue-to-action conversations around the issue of race. Piloted in 2011, the curriculum is being delivered to faculty, staff, and students this year and will be expanded to include the external community next year.

Recognition that students succeed within the context of family and community led Phillips to establish a Center for Working Families where success coaches teach financial literacy, wealth-building, and employability skills. The college’s foundation created the Great River Promise to provide gap scholarship funding to cover tuition and mandatory fees at Phillips for all students who graduate from high school in Phillips and Arkansas counties.

As a result of Chancellor Murray’s leadership and that of the other ATD presidents and chancellors, Arkansas developed a statewide student success initiative funded initially with a $14 million Department of Labor grant. The success measures used to meet the state’s new performance-based funding requirements grew out of the experience of Phillips and the other three ATD colleges in Arkansas, serving to transform the culture of not only one institution but that of the entire two-year system in Arkansas. Phillips Community College of the University of Arkansas became an Achieving the Dream Leader College in 2011.
Since adding Supplemental Instruction Labs to all its developmental courses, course completion and persistence rates have improved at Phillips Community College of the University of Arkansas (PCCUA).

What We Are Doing

PCCUA faculty revised developmental course curricula when they decided to require students attend Supplemental Learning Labs. The labs give students extra time to practice skills with faculty guidance.

Since changing both the content and delivery of developmental reading, writing, and math courses in Fall 2007

- 66% of students have successfully completed developmental courses compared to 55% in the 2004-2006 cohorts
- 74% persisted term to term compared to 67% in the 2004-2006 cohorts
- 42% persisted fall-to-fall compared to 33% in the 2004-2006 cohorts

Who We Are

PCCUA’s three campuses serve rural Eastern Arkansas where the population has declined 25% in two decades. As residents with portable job skills leave to find employment, each cohort entering PCCUA has greater developmental needs. In 2010, 53% of new students placed in the lowest remedial math course.

In Fall 2009, 48% of the college’s 2,300 students were African American; 67% were women. Underachievement is an issue for African American and white male students. Pell grants were distributed to 53% of PCCUA students. New high school graduates are eligible for full-tuition Great River Promise Scholarships funded by the college’s foundation and local businesses. Achieving the Dream has influenced all 22 two-year college presidents and chancellors in Arkansas to use measures that include Achieving the Dream’s core indicators.

“As a result of Achieving The Dream, a commitment to student success has become a part of the cultural air we breathe and has changed the way we see ourselves and define our work.” — Steven F. Murray, Chancellor, PCCUA

MORE INFORMATION ON THE OTHER SIDE ➔
How We Work

Achieving the Dream prompted PCCUA to change its mission, values, and vision statements, and numerous policies and practices. To continue breaking age, gender, and class barriers to improve student success, PCCUA will:

- Use a curriculum for small-group Conversations about Race that it developed in collaboration with the Clinton School for Public Service. The College will continue its structured discussions tied to Bridges Out of Poverty

- Focus on Gatekeeper English and Algebra courses
- Test a Combined Writing and Freshman English Course based on the Accelerated Learning Program
- Continue to offer Learning Communities that link Student Success Courses with Basic Writing II and Freshman English I. The success courses build academic skills and financial literacy

Achieving the Dream Model

Achieving the Dream community colleges commit to our Student-Centered Model of Institutional Improvement. Based on four principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

Each college approaches the work differently, but Achieving the Dream’s five-step process provides practical guidelines for keeping the focus where it belongs and building momentum over time. Throughout the process, Achieving the Dream coaches offer customized support and help each college’s core team implement data-informed programs and policies that build long-term, institution-wide commitment to student success.

4 Principles
- Committed leadership
- Using evidence to improve programs & services
- Broad engagement
- Systemic institutional improvement

5 Steps

1. Goal: Student success.

Leader Colleges are demonstrating the power of the Achieving the Dream Student-Centered Model of Institutional Improvement. They show us it is possible to raise persistence and graduation rates, close achievement gaps, and change lives. Leader Colleges embody the ultimate goal of Achieving the Dream, and as such, serve as mentors within our community of learners.

To be eligible for Leader College distinction, colleges must show three or more years of improvement on one or more of these five measures:

- Course completion
- Advancement from developmental to credit-bearing courses
- Completion of college-level math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

For more information, visit
www.achievingthedream.org or
contact info@achievingthedream.org
or 1-855-ATDream

Achieving the Dream

Last updated 8/2013
Achieving the Dream has helped Phillips Community College of the University of Arkansas (PCCUA) reinvent who we are and how we serve our students. Five years ago, the barriers faced by the College and its students seemed insurmountable. Our students live in one of the poorest communities in the United States, one which has high poverty, high illiteracy, and high crime rates. As a result, at any given semester when these students come to us, 90% of them are placed into at least one remedial class. We deserve the Leah Meyer Austin Leadership Award because even in these most challenging of circumstances, PCCUA is improving student success.

In addition, PCCUA has moved from an institution focused on enrollment and teaching to a College focused on students and their success through improving learning. The faculty and staff felt so strongly about these changes that the mission, values and vision statements have been rewritten to ensure student success is central to College action and planning.

Key strategies used at PCCUA include curriculum redesign in developmental education coursework, implementation of supplemental instruction labs, increased contact hours for instruction, creation of an additional developmental reading level, and professional development to more substantially engage faculty in improving student learning outcomes. Numerous other changes have been institutionalized such as evidence informed decision making, intrusive advising (as part of the Early Alert Program),
expanded support services for students, professional development, faculty data capacity building, and reorganization of institutional priorities setting student success first on the college agenda.

Noteworthy innovations at PCCUA include establishing a Center for Working Families (CWF) building on the success of an existing Career Pathways program which met the needs of TANF eligible parents but not others. The expansion of services insured that almost any student needing help could receive it. CWF was funded through an Annie E. Casey Grant and it supported the work of the success coaches, financial literacy, wealth building instruction and employability skills.

Not only has PCCUA addressed student success, we have also challenged our faculty and staff to reexamine their attitudes, values and beliefs about poverty, race and gender. Beginning with the Bridges Out of Poverty book and supplemental curriculum designed by Ruby Payne, this three-year journey included conversations and training about understanding and serving students from poverty. A similar approach has been used to discuss issues of race, using a small group curriculum developed by PCCUA in collaboration with the Clinton School for Public Service. These have truly moved the College community toward a student centered culture.
APPENDIX D
CURRICULUM CHANGE FORM
PHILLIPS COMMUNITY COLLEGE
RECOMMENDED CURRICULUM CHANGE

FROM: ________________________________ DATE: ________________

DEPARTMENT: ________________________________

SUBJECT: _____________________ ____ADD _____DELETE ______MODIFY

COURSE NUMBER TITLE OF COURSE CREDIT WEEKLY SCHEDULE
HOURS PREREQUISITE LECTURE LAB

________________________________________________________________________

________________________________________________________________________

COURSE DESCRIPTION (A)

________________________________________________________________________

MODIFY COURSE DESCRIPTION TO READ (B)

________________________________________________________________________

When a description is to be modified, please type the existing description in (A), and the new description in (B).

Approved: _____________________________
Department Chairperson

ACTION OF CURRICULUM COMMITTEE:

____ Approved _______ Not Approved
DATE: ________________

COMMENTS:

Chairman, Curriculum Committee

Prepare three(3) copies for the Committee
(1) Vice President
(2) Secretary, Curriculum Committee
(3) Chairman, Curriculum Committee
APPENDIX E
ONLINE POLICY MANUAL
### University of Arkansas
### Associate in Arts
### Online Program

## Policies and Procedures Manual

*Last updated July 24, 2005*

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Application and Enrollment Services</td>
<td>3</td>
</tr>
<tr>
<td>Application for Admission</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>4</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>6</td>
</tr>
<tr>
<td>Designated Contacts</td>
<td>6</td>
</tr>
<tr>
<td>AA Online Intranet</td>
<td>6</td>
</tr>
<tr>
<td>UA System Online Web Site</td>
<td>8</td>
</tr>
<tr>
<td>Institutional Policies and Procedures</td>
<td>10</td>
</tr>
<tr>
<td>Grades and Withdrawals</td>
<td>10</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>14</td>
</tr>
<tr>
<td>Student Appeals</td>
<td>18</td>
</tr>
<tr>
<td>Appendix A</td>
<td>21</td>
</tr>
<tr>
<td>University of Arkansas System AA Online Page</td>
<td></td>
</tr>
<tr>
<td>Appendix B</td>
<td>27</td>
</tr>
<tr>
<td>AA Online Intranet</td>
<td></td>
</tr>
<tr>
<td>Appendix C</td>
<td>30</td>
</tr>
<tr>
<td>Historical Data</td>
<td></td>
</tr>
</tbody>
</table>
Student Application and Enrollment Services

Application for Admission
Students may apply for admission by filling out the Application for Admission on the UA Online web site (http://www.uaonline.uasys.edu/admissions_form.cfm) or by filling out an application at their home campus (or the home campus web page if available). There is no application fee for the program. Students can also find forms that can be printed and mailed to their previous high school and/or previously attended colleges. These can be found online at http://www.uaonline.uasys.edu/admissions.htm. There are no entrance exam requirements (ACT, ASSET or Compass) to enroll in an online course; however, there are score prerequisites for certain courses. Score prerequisites can be found for each institution using their catalog or the appropriate campus web page. Generally, test score prerequisites are required for English and math courses, but each institution may vary on other course requirements. Students are encouraged to assess their computer skills by taking self-assessment tests that can also be found on the UA Online web site.

When a student has completed an Application for Admission using the UA Online web site, the application is automatically sent via email to the appropriate person for admission to the student’s home campus. The system is set up to forward these applications using the county that a student selects when filling out the form. Students enrolling from Pulaski County or from Out-of-State (not border counties near one of the campuses) are rotated among the three institutions.

If a student uses the Transcript Request Form that can be printed from the UA Online web page, the process is as follows. When the student clicks on the Transcript Request Form, it prompts them for their social security number (and also gives a message about it being a secure site and why the SSN is being requested). When the student provides their SSN, the system will search the Application database to determine if the UA Online Application for Admission has been completed. If it has, then the Transcript Request Form will come up showing that student’s home campus “mail to” information (based on the county selected when they completed the application). If they have not yet completed the Application, they are taken to that page to complete the Application before pulling up the Transcript Request Form.

Technology
The University of Arkansas System or any participating college does not take responsibility for the support of students with computer technology that does not meet these minimum requirements. Each campus has a technical contact designated to provide student support. If the problem is a server or infrastructure problem, the technician works to fix the problem. If it is determined that the problem is caused by the student’s computer or Internet Access mechanism, the technician will try to trouble-shoot the problem by phone but it is up to the student to have his/her machine repaired if the problem cannot be solved on the phone.

Students must have a valid email account and are encouraged to have a computer at home for frequent internet access. Some courses may require specific software in addition to the minimums listed here. Specific software requirements may be found in the course syllabi.

Minimum Hardware:
Pentium IV based PC
512 MB Ram memory
Windows XP Service Pack 2 or higher
56K modem or higher speed network connection
48X CD-ROM  
Sound Card  
XGA video adapter or higher

**Minimum Software:**
Internet Explorer 6.0 or higher (not Netscape)  
QuickTime 6.5 or higher  
Macromedia Shockwave 10.5 or higher  
Macromedia Flash Player 7.0.1 or higher  
Adobe Acrobat Reader 7.0 or higher  
RealPlayer 10.0 or higher/Windows Media Player 10.0 or higher

Students should be familiar with basic computer operating systems (Windows XP or higher) and using a web browser (typing in web addresses, using a search engine, etc.). They should be proficient in email operations (sending, receiving, saving messages, sending attachments, downloading attachments, etc).

**Enrollment Services**

When a student has been accepted by the home campus, the student is governed by that campus’ policies and procedures. Students follow the registration policies of that institution with regard to actually being enrolled into any online course. All three campuses have “online advisors” to sign up students who have never successfully completed an online class. Once the student is officially enrolled, an individual at each campus must enter the student information into the AA Online Intranet where it can be accessed by faculty. Students will be informed by their individual home campus how to access their account username and password. Generally, that information is passed along using regular mail (some via post card type mailing) due to spam blocking software that may prevent students from receiving it via email. This information directs the student to the UA Online web site and instructs them to click on the AA Online Continue Registration link. At this point, they will enter their social security number (this is a secure site) and select a term code, then they will be provided with a page that lists courses they are enrolled in and gives them their username and password. They are instructed to print and save this page. They must type AGREE at the bottom to continue the process. More Intranet detail can be found in the Administrative Services section of this manual (utilization for faculty and staff). For access to the Intranet, faculty or staff must obtain a username and password from the campus designated contact (current contacts are also listed in the Administrative Services section of this manual).

Students are directed to log into their web classes using the following link:  
[http://www.uaonline.uasys.edu/schedules.cfm](http://www.uaonline.uasys.edu/schedules.cfm). When this site comes up, they should select the appropriate term code and click “submit”. The next screen will show a complete listing of courses that are being offered for that term. Each course has a “login” link to the far left. Students can also use this page to pull up the instructor’s page as well as access syllabi for any course that is listed. Policies regarding withdrawals, grade submissions, grade appeals, disciplinary actions, student conduct, etc. can be found in the Administrative Services section of this manual.

A complete list of current contacts for all three institutions can be found at  
[http://www.uaonline.uasys.edu/contacts.htm#admissions](http://www.uaonline.uasys.edu/contacts.htm#admissions). This contains Chancellors, Vice Chancellors, designated contacts, technical contacts, financial aid, bookstores, test proctors, etc.
Students can find information on application, class schedules, curriculum, fees, and contact information by browsing the UA Online site at [www.uaonline.uasys.edu](http://www.uaonline.uasys.edu). A complete listing of features of the UA Online site can also be found in the Administrative Services section of this manual. Appendix A contains samples of pages found on the UA Online page for students, prospective students, faculty and staff.

**Administrative Services**

**Designated Contacts**
Each of the three campuses has a “designated contact” that can assist with all online issues. These individuals assist in information flow and coordination between the three campuses. The campus contacts are as follows:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCCUA</td>
<td>Michelle Waites</td>
<td><a href="mailto:mwaites@pccua.edu">mwaites@pccua.edu</a></td>
<td>870-338-1111</td>
</tr>
<tr>
<td>UACCB</td>
<td>Tammy Jolley</td>
<td><a href="mailto:tjolley@uaccb.edu">tjolley@uaccb.edu</a></td>
<td>870-612-2027</td>
</tr>
<tr>
<td>UACCH</td>
<td>Danita Ormand</td>
<td><a href="mailto:dormand@uacch.edu">dormand@uacch.edu</a></td>
<td>870-722-8267</td>
</tr>
</tbody>
</table>

**AA Online Intranet**
The University of Arkansas Associate in Arts Online program has an Intranet housed and maintained by the University of Arkansas Community College at Hope. This Intranet contains student and course information that can be accessed by faculty and staff by obtaining a current username and password (these should not be provided to anyone outside the consortium). Appendix B contains samples of information that can be found on the AA Online Intranet and utilized by faculty and staff.

**Uses and Features of the AA Online Intranet**

**Course Information**
When the list of courses to be offered is received for a given term, that information is keyed into the Intranet by the UACCH designated contact. The following information is stored here for each course offered each term:

- Campus of the course origination.
- Course title.
- “Generic” Course ID (generic course ids were generated by UACCH to assist in the uploading of student username and password information to each course to prevent any “overlap/duplicate course id problems between campuses).
- Course start date.
- Technical Contact name, phone number, and email address.
- Syllabus – when the syllabus is emailed to the UACCH designated contact, it is converted to a web page (if not already that format) and uploaded into this file. This also uploads the syllabus to the UA Online page for student and prospective student access.
- Instructor name and email address.
- Web address (URL location of course for login).
- Course limit per campus (differs for first time offerings vs. returning instructors and courses as well as differences in limits due to the number of campuses offering the particular course to its students). This is important because we “share” the unused slots as of a date prior to the beginning on the term (the “relinquish slots” date on the academic calendar for that term, which will be discussed below)
**Academic Calendar**
Each spring, the Oversight Committee convenes to set the academic calendar for the next year and determine which courses will be offered in the summer and fall terms. The academic calendar contains dates that ISBN and syllabi need to be turned in to the designated campus contact (to be forwarded to the UACCH contact for uploading and main data compilation), relinquish slots date, last day to register, class start date, census day (for notification of “no-shows”, last day to drop, semester ending date and date grades are due to be keyed on the Intranet and submitted.

**Student Information**
When a student registers for an online course at any of the three campuses, the student’s demographic information must be entered into the AA Online Intranet. This information contains the student’s social security number, date of birth, name, mailing address, telephone number, and email address. Information entered here is used to upload usernames and passwords to the individual courses for which the student is registered. This information (coupled with the course information above) also populates the page that students view when they click on the AA Online Continue Registration link from the UA Online page to obtain their username and password. There will also be a link soon to add students’ graduation dates, degrees earned, etc. for tracking and follow-up.

**Course Rosters and Lists**
Faculty and staff can also access a complete class roster using the AA Online Intranet. When students are added to courses in the site, that information can be pulled as a complete course roster showing students from all four campuses. By selecting the ALL option from the main menu, staff can view lists of students by campus, lists of courses by campus, course rosters, course totals by campus as well as statistics on number of students and enrollments by campus.

**Arkansas Test Proctors**
A list of known Test Proctors for all colleges and universities in Arkansas can be found by selecting this link (located below the course rosters and campus breakdown by course).

**No-Show Notification**
Faculty members should report “no-shows” to the designated contact on their campus prior to the census day for each term (the 11th class day for Fall and Spring and the 5th class day for Summer terms). A “no-show” is defined as a student who has not logged into the course and not contacted the instructor (either by email, phone or mail). No-show students should be dropped from the course prior to the census count for the institution.

**Student Alert System**
Faculty can use the Student Alert that is seen on the course rosters. When a faculty member clicks on the ambulance icon beside a particular student, they are then prompted to enter a brief description of the problem (lack of participation, grade problems, conduct, etc.). When submitted, that information is sent to a predetermined person on each campus for follow-up to assist in retention efforts. When the contact on that campus reaches the student or has a resolution to the problem, he/she will contact the instructor to let that individual know the outcome.

**Grade Submissions**
Faculty should use the AA Online Intranet to submit mid-term and final grades. When viewing a class roster, there is a “Grade” box to the far right. Faculty can enter a grade for each student then click the “Please Click to Submit Your Grades” button at the bottom. When submitted, the grades are filtered and sent to the appropriate campus registrar for the students’ home campus. The instructor also receives a copy of those grades via email for verification purposes. Grade submission using this method will allow the consortium to track data regarding grades and withdrawals for analysis. The grades are stored in a database for retrieval for future reports and statistics.
Recordkeeping Guidelines
It is recommended that backup copies of the course content (including all relevant student data) are
kept for seven (7) years. This is done due to state and federal audits.

UA System UA Online Web Site
The UA Associate in Arts Online site is also maintained by UACCH. Information from what was
keyed into the course file (listed above) is also used to populate the web site that is accessed by
students, prospective students and others (www.uaonline.uasys.edu). From the option titled “Class
Schedules”, students select the term code that they wish to view and a list of courses offered will
come up. On the far left, there is a “LOGIN” link that links to the web address for login that was
keyed into the course file. From here, students can log into their online classes. The list contains
the course title, instructor (with a link to the instructor’s “Meet the Faculty” page if they have
provided one to the UACCH designated contact), and a link to that particular course syllabus. It is
important that the syllabi be received in a timely fashion so that students may access these to
determine whether the course meets their needs prior to enrollment. Appendix A contains sample
pages of information that can be found on the UA Online Web Site.

Features of the UA Online Web Site:
• UA Application for Admission (each campus has its own, but students can also use this
  application and it will be emailed to the appropriate campus based on the student’s county
  origin).
• Transcript Request Forms that may be printed and mailed to high school attended or
  previously attended colleges.
• Fees and Financial Aid information (including each institution’s FICE code for completing the
  Free Application for Federal Student Aid and current tuition charged).
• Class Schedules where students can access lists of courses offered for a particular term.
• An Information Request that can be filled out and submitted for students to obtain more
  information (this is also emailed to the appropriate campus based on the students’ home
  county).
• Curriculum (the Associate in Arts curriculum for each campus is listed under this page-this is
  updated each year by the UACCH designated contact by reviewing each institution’s current
  college catalog).
• Student Support Services (contains links to current Campus Contacts, Bookstores for each
  campus, Library services for each campus and an Academic Calendar for online courses).
• Meet the Faculty page containing links to a page for each faculty member who teaches any
  online courses if the faculty member has provided information to the UACCH designated
  contact to be placed on this page. The designated contacts on each campus receive an
  update from the UACCH contact each summer regarding which faculty members have
  nothing on the “Meet the Faculty” page so that the faculty member can be contacted to
determine if he/she wished to provide information. Information can include the faculty
  member’s home campus, contact phone number and email, picture, favorite links, etc.
• Arkansas Test Proctors list containing known test proctors for Arkansas colleges and
  universities.
Institutional Policies and Procedures

Each institution’s complete college catalog can be found on the respective web page for the campus. The campus web sites are as follows:
Phillips Community College of the University of Arkansas – www.pccua.edu
University of Arkansas Community College at Batesville – www.uaccb.edu
University of Arkansas Community College at Hope – www.uacch.edu

Grades and Withdrawals

Phillips Community College of the University of Arkansas
Grading System
Each student will receive at mid-term an evaluation of progress in each course. Mid-term grades are for student information only and are not placed on the permanent record. At the end of the semester the student will receive final grades based upon the following system:
A - 4 quality points B - 3 quality points C - 2 quality points D - 1 quality point
point F - 0 quality point
EW - Withdrawn by faculty due to excessive absence
I - Incomplete work to be made up within sixty days following close of current semester W - Withdraw
S - Students working up to potential in individualized (self-pacing) courses may receive a grade of “S” for satisfactory progress.
AU - Audit
S/U - Non-credit courses will be given a grade of “S” for satisfactory, or a grade of “U” for unsatisfactory.

Checking Grades Online The PCCUA Homepage (www.pccua.edu) gives students access to information about their student accounts, financial aid, grades*, degree audits, and transcripts*. This information can be accessed using a web browser and going to the PCCUA Homepage at www.pccua.edu. On the homepage, choose the “Student” link and then on the student page choose “Student Academic Information” (close to the bottom on the left). You will then be required to enter your student identification number and a PIN number (this is your birth date). For example, 01151997. Once you have connected to the Student Information System, you may change the PIN number to a number that only you will know. If you change your number and forget it, you will have to call the Registrar’s Office (Ext. 1336, 1337, 1150 or 1138) to have it reset.

*unofficial copies
Withdrawal
A student who withdraws from the college in the course of the regular semester or summer term must do so officially at the Office of Admissions. Official withdrawal must be made in person or by written statement from the student. The student’s I.D. card must be submitted at the time of withdrawal. Consultation with a dean is compulsory for all students who withdraw from a course. Failure to do so will result in the recording of failing grades in the course(s) for which the student is registered.

University of Arkansas Community College at Batesville
Grades and Grade Points
UACCB’s grading policy reflects the quality of performance and achievement of competency by students who complete one or more credit courses. Faculty are responsible for determining and assigning both grades and status based upon objective appraisal and evaluation of the student’s performance.
Grading standards are provided to students in writing at the beginning of each course in the course syllabus. The College uses the following four-point grading scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor/Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

A student’s grade point average is determined by dividing the total number of quality points by the total number of credit hours attempted. All course work completed with assigned grades of “A,” “B,” “C,” “D,” or “F” are to be considered in calculating the cumulative GPA.

For those students who retake courses, only the latter grade is calculated into the cumulative GPA and hours earned for the students. The first grade of the course will, however, still appear on the student’s transcripts.

Basic skills courses are taken for non-degree credit, although the grade is calculated into the cumulative GPA. Credit awarded does not count toward certificate or degree completion, but does count toward Title IV financial aid eligibility.

Transfer courses are not calculated into a student’s cumulative GPA.

**NOTE:** Nursing and Allied Health students must make a minimum grade of 76 in each major unit of study taken in each course of study in order to advance within their respective programs.

**Grade Status Codes**

In addition to course grades of “A,” “B,” “C,” “D,” and “F,” students may receive the following grade status designations.

<table>
<thead>
<tr>
<th>STATUS CODES</th>
<th>DESCRIPTION</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>AU*</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Verified Competency</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>Transfer course</td>
<td>0</td>
</tr>
</tbody>
</table>

*Must be declared no later than the first week of class and may not qualify for financial aid.

**Incomplete (I):** The grade “I” should only be assigned when a student has not completed a significant component of a course (i.e. an exam, paper or project) and the student has a valid rational for this failure.

A student receiving an “I” must meet with his/her instructor and contractually make arrangements to complete the course requirements no later than the end of the next regular semester (fall or spring). The student should maintain a copy of this contract for reference. The instructor, division chair and the registrar will also keep copies of the contract.

Faculty members will submit the grade by the end of the next regular semester following the one in which the “I” designation was received. The College will change the “I” designation to a grade of “F” if a grade is not assigned within the specified time period.
A student may petition for an extension not to exceed one year because of extenuating circumstances. A written request by the student must be submitted to and approved by the Vice Chancellor for Learning and Student Services. Students may not re-register to take a course for which an “I” designation has been received until the grade designation has been changed.

**Withdrawal (W):** A “W” is assigned for a student-initiated withdrawal during the period printed in the Academic Calendar in this catalog. A student must provide formal notification to the Registrar by completing a “Course Drop” form or complete a “Withdrawal” form. This process must be initiated by the student’s advisor. **Students who stop attending a course (or all courses) without dropping or withdrawing officially will receive failing grades.**

**Audit (AU):** “Audit” means enrollment in a course for no grade or credit. A student must declare intent to audit by the end of the first week of classes of the semester he/she intends to audit. Auditing students will be required to pay the same tuition and fees as assessed for a class taken for credit.

**Verified Competency (CR):** The Verified Competency designation is used to indicate a status for which recognition is earned, but no grade is assigned. A “CR” will be recorded to document competencies demonstrated via test-out, credit-for-experience, College Level Examination Program (CLEP), Advanced Placement (AP) options, and transfer course work from other colleges.

**Dropping a Class**

Any student wishing to drop courses from his/her schedule must initiate the process through his/her faculty advisor. Students can obtain a drop form from their advisor or the Office of Student Services. In order to complete the transaction, the drop form must be signed by the student and the faculty advisor; the student must pay the appropriate fee, if necessary; and the student must submit the drop form to the Office of the Registrar. Failure to complete this entire process will nullify the action.

Students may drop courses from their schedules up to the late registration deadline without incurring any fees. After the late registration deadline, a fee of $5 per transaction will be assessed.

Students who wish to drop a class or completely withdraw from college are governed by the following policies:

- Courses dropped and withdrawals completed prior to the 12th class day in a regular term or the 6th class day in a summer term will not be recorded on the student’s transcript.
- Students officially dropping a credit course from the 12th class day through the published deadline will receive a grade of “W” on their permanent transcript.
- After the published deadline, an “F” will be recorded for students who stop attending class. The Vice Chancellor for Academic Affairs must approve exceptions to this policy.

**Withdrawal from the College**

A student who wishes to withdraw from College (all classes) during a term must complete a **Student Withdrawal form prior to the Last Date to Withdraw from the College.** Students should initiate this process by contacting their Faculty Advisor. The student will not be officially withdrawn until the form has been received in the Registrar’s Office. There is no fee for complete student withdrawal.

When an emergency or other special circumstance makes it impossible for the student to withdraw in person, the student may correspond with the Office of Student Services or their faculty advisor to make other arrangements. **Students who stop attending a course (or all courses) without dropping or withdrawing officially will receive failing grade(s).**
University of Arkansas Community College at Hope

Grades and Grade Points

The College uses the following system for grading and for computing the grade point average (GPA):
Total Hours Attempted/Total Grade Points Earned = Grade Point Average.

Grades that count toward the GPA (counted in hours attempted):
- A: Excellent 4 grade points
- B: Good 3 grade points
- C: Average 2 grade points
- D: Passing 1 grade point
- F: Failing 0 grade points

Grades that do not count toward the GPA (not counted in hours attempted):
- AU: Audited 0 grade points
- P: Pass 0 grade points
- U: Unsatisfactory 0 grade points
- W: Withdraw 0 grade points
- I: Incomplete 0 grade points

Incompletes “I” are for emergencies near the end of the semester. An incomplete grade is assigned if, due to personal illness or other emergencies, a student is unable to complete required coursework by the end of the semester. It is the student’s responsibility to contact the instructor, arrange a method of completing course requirements, and provide proper documentation as to reason for the request. Students receiving an incomplete “I” have until the midpoint of the following regular semester to complete any make-up work. If the work has not been completed, the “I” becomes an “F.” Incompletes are not intended as grade replacements for students who are failing for non-emergency reasons.

Grades will be distributed only to the individual student in person or by mail at the end of the semester. A student may authorize in writing that their grades be distributed to an appointed designee. It is the policy of the College that grades are not posted.

Withdrawal from Courses

All withdrawals from class must be made in the Enrollment Services Office. Prior to dropping a class or withdrawing from school, students are strongly encouraged to see their advisor in order to determine the consequences of that withdrawal. Failure to attend classes is not the same as officially withdrawing from classes. Students wishing to drop a class or to change classes are governed by the following policy:

1. Withdrawals through the official reporting day, whether by the student or by the instructor for non-attendance, are not recorded on the student’s permanent records.
2. Withdrawals after the official reporting day are conducted in the following manner:
   a. Students withdrawing from a credit course prior to 3:00 p.m. on Friday of the 10th week of the fall or spring semester will receive a grade of “W” on their permanent records.
   b. Students withdrawing from a credit course prior to 3:00 p.m. on Thursday of the third week of the summer session during which they are enrolled will receive a “W” on their permanent records.
   c. The withdrawal privilege will be suspended at the end of the 10th week of each semester and the end of the third week of each summer session. After the 10th week and until the 13th week, an instructor may continue to drop students with a grade of “W” based on non-attendance or other mitigating circumstances. Instructors may drop students after the 13th week with a grade of “W” with the permission of the Vice Chancellor for Academics or the
Vice Chancellor for Student Services based on extenuating circumstances that could prevent the student from successfully completing the course. Students receiving the grade of “F” for a class are considered to have earned the grade based on class performance.

**Student Conduct**

**Phillips Community College of the University of Arkansas**

**Standard of Behavior**

College students are considered to have reached the age of responsibility and discretion. Students must realize that the responsibility for success in college rests largely upon themselves. Their conduct, both in and out of college, is expected to be honorable and dignified. The college reserves the right to dismiss any student whose behavior, on or off the campus, is considered undesirable or harmful to the college.

Phillips Community College is strongly committed to an educational program that will provide a foundation for intellectual, cultural and social growth beyond that imposed by narrow highly specialized training. To broaden a student’s educational base, it is required that courses be taken that make up a core of General Education. These courses include English, Social Science, Fine Arts, Natural Science, Literature, Mathematics and Physical Education. Variations and options within the General Education requirements are available in most curricula.

**Student Conduct**

An objective of Phillips Community College is to provide an opportunity for education to all of its students. In order to achieve this objective, it is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with the regulations.

Unauthorized selling or peddling on college controlled property is prohibited. Vendors or salespersons who desire to offer their wares for sale on college controlled property must obtain approval from the Vice Chancellor for Student Services (870-338-6474 ext. 1242). Unauthorized distribution of handbills and the use of amplifying equipment is prohibited. Unauthorized distribution of literature on campus is prohibited. Approval must be obtained from the Vice Chancellor for Student Services. Literature must not contain writings which are libelous, obscene, or in violation of federal, state or local laws.

1. A student may not misuse and/or make misrepresentation of college documents and/or records.
2. A student may not threaten or attempt to commit physical violence against any other student, faculty member, administrative officer, employee or invited quest of the college. A student may not cause the destruction, damage, or theft of personal or college property. A student may not possess, use or distribute substances expressly prohibited by law. A student may not possess, use, sell, furnish to others, or be under the influence of alcoholic beverages on college property.
3. A student may not possess weapons on college controlled property or at college sponsored or supervised functions.
4. A student may not have unauthorized persons (children or adults) on campus.
5. A student may not display disorderly conduct, including violent, noisy or drunken behavior. The use of abusive or obscene language on college controlled property or while representing the college or attending a college function is prohibited. A student may not participate in any
demonstration, assembly or speech that is manifestly unreasonable in terms of time, place or manner, that incites a riot or destruction of property, or that violates the law or college regulations.

6. A student may not violate college regulations regarding the operation and parking of vehicles. Regulations may be obtained in the Office of Admissions.

7. A student may not display lewd or lascivious behavior, indecent exposure, illicit sexual relations or perversions.

8. A student may not fail to comply with directions of college officials acting in the performance of their duty.

University of Arkansas Community College at Batesville
Academic Dishonesty

Cheating in any form is forbidden. The College defines cheating as several acts: plagiarism; the use of unauthorized materials, information or study aids in any academic exercise; falsification of College records; unauthorized possession of examinations; and any other action that may improperly affect the evaluation of a student’s academic achievement or performance and the unauthorized assistance of others in any such act.

When an instructor or administrator charges a student with academic dishonesty deserving sanction, the instructor or administrator shall determine a grade sanction. Instructors who report students for academic dishonesty must provide essential details of the incident in writing to the Vice Chancellor for Learning and Student Services within ten days of discovery of the incident. The student and instructor will be notified in writing of the sanction by the Vice Chancellor for Learning and Student Services. In addition, the administration reserves the right to levy an additional sanction on any student who cheats. This sanction can extend to suspending the student from class or permanently dismissing him or her from the College. Students recommended for suspension or dismissal will be notified by the Vice Chancellor and will be given the opportunity to be heard by an academic appeals committee before a sanction is imposed.

Student Responsibility

It is the philosophy of the University of Arkansas Community College at Batesville to treat each student as an adult. Along with the privileges of such a philosophy, however, comes student responsibility. Students should be aware that they are ultimately responsible for their actions, behavior, and academic progress. Therefore, students are cautioned to understand the policies and procedures provided in this catalog and to work closely with their advisor on matters of academic progress. In situations where the College is at fault, the College will make reasonable accommodations.

University of Arkansas Community College at Hope
Student Conduct

The College expects students to conduct themselves as responsible members of the College community. Students are expected to assume responsibility for their actions, to respect the rights of others, to conform to the ordinary rules of good conduct, to protect private and public property, and to make effective use of their time in pursuing an education.

Students are required to observe local, state, and federal laws and abide by College policies and regulations as established in respective College publications. The College reserves the right to approve the time, place, and manner of individual and group activities held on the campus.
The Vice Chancellor for Student Services will process all matters pertaining to student misconduct. Misconduct will lead to disciplinary action taken against the student. This action may include dismissal from the College. Misconduct includes but is not limited to the following:

1. Misuse of identification cards, furnishing false information to the College, or misuse of College funds;
2. Obstruction or disruption of any College activity, whether academic, social, or administrative;
3. Threats, physical harm, or verbal abuse of any person on College property or at College-sponsored functions;
4. Theft of or damage to any property belonging to the College, its personnel, its students, or its guests;
5. Unauthorized entry into, or use of, any College facility;
6. Violations of rules governing College facilities;
7. Disorderly conduct or lewd, indecent, or obscene conduct or expression on College property or at College-sponsored functions;
8. Use, possession, sale, or distribution of illegal narcotics, drugs, or stimulants;
9. Drunkenness, use, possession, sale or distribution of alcoholic beverages on College property, whether leased or owned, and on the specified premises of College-sponsored off-campus functions;
10. Gambling on College property;
11. Use of tobacco in all forms in classrooms, labs, campus buildings, and at all class-related activities;
12. Food and beverages in classrooms, labs, and carpeted areas;
13. Unauthorized possession or use of explosives or firearms on campus;
14. Failure to comply with the directions of College officials acting in the performance of their duties;
15. Parking and traffic violations;
16. Cheating on tests or assigned coursework (including plagiarism); and
17. Attending classes when not enrolled.
18. Creating distractions in the classroom with small children or babies
19. Leaving children unattended in or on campus property.

Response to Drug and Alcohol Abuse and Drug-Free Campus Policy

College regulations specify that the use, possession, or sale of illegal drugs and alcohol is in violation of College policy. Students who are found guilty of violating College policy regarding illegal drugs will be subject to dismissal. Students having drug or alcohol abuse problems or who know or care about someone who is abusing drugs and alcohol will find a variety of sources on campus where assistance is available. Student Services has this information available.

Sexual Harassment

It is the policy of the College to maintain the College community as a place of work and study, free of harassment, including sexual and gender harassment and all forms of sexual intimidation and exploitation. All students, staff, and faculty are advised and notified that the College is prepared to take official action to prevent and correct such behavior.

Sexual harassment is defined as repeated and unwanted sexual behavior, such as physical contact or verbal comments or suggestions, which adversely affect the working or learning environment of others. The College policy regarding sexual harassment applies equally to instances of rape, sexual assault, and sexual battery. The College condemns such acts and is prepared to take action to
prevent and correct such behavior. Sexual harassment complaints should follow the student grievance procedures.

Any person who, under the procedures outlined herein, is found to have engaged in sexual harassment at the College will be subject to disciplinary action which can range from verbal reprimand, written reprimand, probation with appropriate counseling, or suspension from the College.

**Student Appeals**

**Phillips Community College of the University of Arkansas**

**Grievance Procedure**

The recommended procedure for conflict resolution:

*Step 1:* The student (the complainant) must attempt to resolve a complaint by conferring with the college personnel (instructor or staff member) within seven school days of the incident grieved.

*Step 2:* If the complaint is not resolved, a meeting of the student and the college personnel’s supervisor is recommended within seven school days.

*Step 3:* If the complaint is not resolved, a formal written complaint indicating how a basic right of the student is believed to have been violated is to be submitted within seven days to the appropriate supervisor requesting a meeting of the student, college personnel, and supervisor.

**University of Arkansas Community College at Batesville**

**Academic Appeals**

Students who feel they have been treated inappropriately in an academic manner should first discuss their concern with the faculty member whose action is in question.

If the student feels the instructor’s position is still in error following the above discussion, the student can appeal in writing to the Division Chair who supervises the instructor. This notification must be submitted to the Division Chair within 10 working days of the student’s notification by the instructor of the academic action. The Division Chair will review the matter with the instructor and attempt to facilitate an appropriate resolution.

If the student feels the Division Chair has not reached an appropriate resolution of the matter, the student can appeal to the Vice Chancellor for Learning and Student Services within five working days. The student’s written submission to the Division Chair will form the basis of the student’s appeal. The Vice Chancellor will notify the Faculty Affairs Committee of the student’s appeal. The Chair of the Faculty Affairs Committee will appoint an appeals committee. The committee will consist of two students and three faculty members. The committee will meet within 10 working days following receipt of the appeal.

The committee will review the written appeal and determine whether or not there may be merit to the appeal. If the committee feels that the written appeal has no merit, they shall recommend to the Vice Chancellor for Learning and Student Services that no hearing be held. The Vice Chancellor’s decision shall be final.

If the committee feels that the appeal may have merit, it shall hold a hearing promptly. At this hearing both the student filing the appeal and the instructor will have the opportunity to testify before the committee. Each party shall be present during the other party’s testimony and shall be given the opportunity to question the testimony.
The committee has the right to request testimony from other pertinent parties. The committee will make a recommendation to the Vice Chancellor for Learning and Student Services. The Vice Chancellor’s decision is final.

University of Arkansas Community College at Hope
Student Appeals Procedures

Informal Process
When a student has a complaint/grievance/appeal concerning a particular issue, the student should first consult with the instructor of the course or the person(s) or office responsible for the issue in an effort to resolve the problem. Contact should be made as soon as possible since the formal process must be initiated within 30 days. If the problem cannot be resolved, the student should contact the chair or the responsible supervisor. The supervisor shall arrange a meeting with the person(s) responsible and the student. If the grievance is not resolved, it will proceed to a meeting of the student and the Vice Chancellor responsible for the area. If this informal discussion does not lead to a resolution of the complaint, the Vice Chancellor will apprise the student of the formal process. If the student wishes to file a formal complaint/grievance/appeal, the following steps must be followed. Students may appeal only the final grade in a course, its calculation, or other action resulting in a particular grade or removal from the course. The instructional methods of the instructor or his/her ability to teach are not subject to the appeals process.

Formal Process
1. Any student wishing to file a formal complaint/grievance/appeal must submit his/her written request and the specific remedies sought to the Grievance Officer (the Vice Chancellor for Student Services) within 30 days after the grievance. The Vice Chancellor for Student Services may ask another Vice Chancellor to serve as the Grievance Officer if the complaint is from his/her area.
2. Upon receipt of the written document, the Grievance Officer will have 10 working days in which to investigate and provide a written decision to the student.
3. If the student is not satisfied with the response from the Grievance Officer, the Grievance Officer will inform the Vice Chancellor for Student Services in writing that the student requests a hearing with members of the Student Appeals Committee.
4. Within three working days following the receipt of the request, the Vice Chancellor for Student Services will identify by lot the five members and two alternates (not from the division involved in the appeal) of the Student Appeals Committee who will hear the grievance/appeal, and he/she will then notify the student and the selected committee members as to the time and place of the hearing. In appeals not involving grades, the committee shall consist of four members of the Student Appeals Committee and one officer from the Student Government Association and one officer shall be an alternate. Both shall be selected by the Vice Chancellor for Student Services.
5. The Vice Chancellor for Student Services will serve as the non-voting moderator of the hearing.
6. The moderator will insist that the closed hearing be conducted in an orderly and expeditious manner without undue interference or interruptions.
   a. Attendance at the hearing will be restricted to the moderator, selected committee members, the student, a non-press student advisor if the student chooses, and the instructor or person responsible for the original decision and/or the supervisor(s) for the area.
   b. The moderator will read the written complaint prepared by the student.
c. The moderator will read the finding of the Grievance Officer.

d. Up to 15 minutes will be allowed for a presentation of the student’s position. The hearing committee, in reaching a decision, will consider written statements that supplement and support the student’s position.

e. Up to 15 minutes will be allowed for a presentation by the person(s) against whom the grievance was filed. The hearing committee, in reaching a decision, will consider written statements that supplement and support the opposing position.

f. After hearing both presentations, the hearing committee members may ask questions of the participants. The hearing committee and moderator will then go into executive session to consider the decision. Unless the committee has questions or a point needs clarification there will be no further input from the parties to the complaint.

g. After discussing the case, the moderator will poll the hearing committee members, count the written ballots, and announce the vote count. Decisions are by majority vote. All discussions and vote counts are to be kept confidential.

h. The moderator will assist the hearing committee in preparing a written finding in the case. The committee will convene again in regular session, and the moderator will announce the decision. No additional comments will be allowed. Termination of the hearing finalizes the appeals process.

The Vice Chancellor for Student Services will notify the Chancellor and the student of the hearing committee’s decision.
Message from the UA System President

Dear Prospective Online Student:

Welcome to the University of Arkansas System's "UA Online".

Distance learning is part of our overall strategy to make lifelong learning accessible and available to Arkansans. We are developing programs at many of our institutions that are going to be available to you entirely over the Internet. Presently, we have an Associate of Arts, two bachelor degree programs, and two master degree programs available online. As more programs are developed, we will add them to this Website.

I hope you have a positive experience with the courses you take and that the University's online distance learning programs will help you achieve your personal and professional educational goals.

Sincerely,

B. Alan Sugg

President

University of Arkansas System

Associate in Arts Program Link

When students, prospective students, faculty or staff select the Associate in Arts program link, they have the following options:

- How to Apply for Admission (this link contains the link to the UA Online Application for Admission and the transcript request form discussed earlier in the manual)
- Fees and Financial Aid (contains the current cost of $80 per credit hour and the FICE codes for each institution for completing the FAFSA)
- How to Register for Classes
- Student Support Services (links and contact information for bookstores, libraries, all campus contacts, and the current year academic calendar-current campus contacts are listed below)
- Information Request (can be completed with student demographic information along with any specific questions regarding the program or a course and is forwarded to the appropriate designated campus contact based on the county selected by the student)
- Curriculum (the Associate in Arts curriculum for each of the campuses – updated during the summer after each institution has the next year’s catalog)
- Class Schedules (to select a term and receive a listing of courses – sample below)
- Meet the Faculty (sample below)

**Community College Contacts**

**AA Online Contact**

<table>
<thead>
<tr>
<th>PCCUA</th>
<th>Michelle Waites</th>
<th><a href="mailto:mwaites@pccua.edu">mwaites@pccua.edu</a></th>
<th>870-338-6474, ext. 1111</th>
</tr>
</thead>
<tbody>
<tr>
<td>UACCB</td>
<td>Tammy Jolley</td>
<td><a href="mailto:tjolley@uaccb.edu">tjolley@uaccb.edu</a></td>
<td>870-612-2027</td>
</tr>
<tr>
<td>UACCH</td>
<td>Danita Ormand</td>
<td><a href="mailto:dormand@uaccb.edu">dormand@uaccb.edu</a></td>
<td>870-722-8267</td>
</tr>
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**Chancellors**

<table>
<thead>
<tr>
<th>PCCUA</th>
<th>Steve Murray</th>
<th><a href="mailto:murray@pccua.edu">murray@pccua.edu</a></th>
<th>870-338-6474</th>
</tr>
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<tr>
<td>UACCB</td>
<td>Tony Kinkel</td>
<td><a href="mailto:tkinkel@uaccb.edu">tkinkel@uaccb.edu</a></td>
<td>870-612-2002</td>
</tr>
<tr>
<td>UACCH</td>
<td>Chuck Welch</td>
<td><a href="mailto:cwelch@uaccb.edu">cwelch@uaccb.edu</a></td>
<td>870-777-5722</td>
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**Vice Chancellors for Academics**

<table>
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<tr>
<th>PCCUA</th>
<th>Debby King</th>
<th><a href="mailto:dking@pccua.edu">dking@pccua.edu</a></th>
<th>870-338-6474</th>
</tr>
</thead>
<tbody>
<tr>
<td>UACCB</td>
<td>Debbie Frazier</td>
<td><a href="mailto:dfrazier@uaccb.edu">dfrazier@uaccb.edu</a></td>
<td>870-612-2001</td>
</tr>
<tr>
<td>UACCH</td>
<td>Jennifer Methvin</td>
<td><a href="mailto:jmethvin@uaccb.edu">jmethvin@uaccb.edu</a></td>
<td>870-722-8202</td>
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**Vice Chancellors for Student Services**

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<th>PCCUA</th>
<th>Lynn Boone</th>
<th><a href="mailto:lboone@pccua.edu">lboone@pccua.edu</a></th>
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<tr>
<td>UACCB</td>
<td>Cari Wickliff</td>
<td><a href="mailto:cwickliffe@uaccb.edu">cwickliffe@uaccb.edu</a></td>
<td>870-612-2036</td>
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<tr>
<td>UACCH</td>
<td>Bobby James</td>
<td><a href="mailto:bjames@uaccb.edu">bjames@uaccb.edu</a></td>
<td>870-722-8227</td>
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**Academic Advisors**

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<th>PCCUA</th>
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<th><a href="mailto:lboone@pccua.edu">lboone@pccua.edu</a></th>
<th>870-338-6474</th>
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<tr>
<td>UACCB</td>
<td>Anne Austin</td>
<td><a href="mailto:aaustin@uaccb.edu">aaustin@uaccb.edu</a></td>
<td>870-612-2024</td>
</tr>
<tr>
<td></td>
<td>Jo Stephens</td>
<td><a href="mailto:jstephens@uaccb.edu">jstephens@uaccb.edu</a></td>
<td>870-612-2120</td>
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<tr>
<td>UACCH</td>
<td>Ed Thaxton</td>
<td><a href="mailto:ethaxton@uaccb.edu">ethaxton@uaccb.edu</a></td>
<td>870-722-8246</td>
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**Admissions Officers**

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<tr>
<th>PCCUA</th>
<th>Virginia King</th>
<th><a href="mailto:vking@pccua.edu">vking@pccua.edu</a></th>
<th>870-338-6474, ext. 1138</th>
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<tr>
<td>UACCB</td>
<td>Shelley Moser</td>
<td><a href="mailto:smoser@uaccb.edu">smoser@uaccb.edu</a></td>
<td>870-612-2012</td>
</tr>
<tr>
<td>UACCH</td>
<td>Danita Ormand</td>
<td><a href="mailto:dormand@uacch.edu">dormand@uacch.edu</a></td>
<td>870-722-8267</td>
</tr>
<tr>
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**Bookstore Managers**

<table>
<thead>
<tr>
<th>PCCUA</th>
<th>Cornelia Jackson</th>
<th><a href="mailto:0200mgr@fheg.follett.com">0200mgr@fheg.follett.com</a></th>
<th>870-816-1064</th>
</tr>
</thead>
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<tr>
<td>UACCB</td>
<td>Juanice Brewer</td>
<td><a href="mailto:jbrewer@uaccb.edu">jbrewer@uaccb.edu</a></td>
<td>870-612-2028</td>
</tr>
<tr>
<td>UACCH</td>
<td>Tammy Williams</td>
<td><a href="mailto:twilliams@uacch.edu">twilliams@uacch.edu</a></td>
<td>870-722-8273</td>
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**Computer Support**

<table>
<thead>
<tr>
<th>PCCUA</th>
<th>Michelle Waites</th>
<th><a href="mailto:mwaites@pccua.edu">mwaites@pccua.edu</a></th>
<th>870-338-6474 ext. 1111</th>
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<tbody>
<tr>
<td>UACCB</td>
<td>Tammy Jolley</td>
<td><a href="mailto:tjolley@uaccb.edu">tjolley@uaccb.edu</a></td>
<td>870-612-2027</td>
</tr>
<tr>
<td>UACCH</td>
<td>Chuck Jordan</td>
<td><a href="mailto:cjordan@uacch.edu">cjordan@uacch.edu</a></td>
<td>870-722-8277</td>
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**Financial Aid Directors**

<table>
<thead>
<tr>
<th>PCCUA</th>
<th>Barbara Stevenson</th>
<th><a href="mailto:Barbara@pccua.edu">Barbara@pccua.edu</a></th>
<th>870-338-6474 Ext. 1160</th>
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<tr>
<td>UACCB</td>
<td>Kristen Cross</td>
<td><a href="mailto:kcross@uaccb.edu">kcross@uaccb.edu</a></td>
<td>870-612-2015</td>
</tr>
<tr>
<td>UACCH</td>
<td>Judy Anderson</td>
<td><a href="mailto:janderson@uacch.edu">janderson@uacch.edu</a></td>
<td>870-722-8265</td>
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**Librarians**

<table>
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<tr>
<th>PCCUA</th>
<th>Jerrie Townsend</th>
<th><a href="mailto:jtownsend@pccua.edu">jtownsend@pccua.edu</a></th>
<th>870-673-4201 Ext. 1818</th>
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<tr>
<td>UACCB</td>
<td>Linda Bennett</td>
<td><a href="mailto:lbennett@uaccb.edu">lbennett@uaccb.edu</a></td>
<td>870-612-2020</td>
</tr>
<tr>
<td>UACCH</td>
<td>Leonard Eddy</td>
<td><a href="mailto:leddy@uacch.edu">leddy@uacch.edu</a></td>
<td>870-722-8251</td>
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**Registrars**

<table>
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<tr>
<th>PCCUA</th>
<th>Lynn Boone</th>
<th><a href="mailto:lboone@pccua.edu">lboone@pccua.edu</a></th>
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<td>UACCB</td>
<td>Shelley Moser</td>
<td><a href="mailto:smoser@uaccb.edu">smoser@uaccb.edu</a></td>
<td>870-612-2012</td>
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<td>UACCH</td>
<td>Danita Ormand</td>
<td><a href="mailto:dormand@uacch.edu">dormand@uacch.edu</a></td>
<td>870-722-8267</td>
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**Test Proctors**

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<tr>
<th>PCCUA</th>
<th>Michelle Waites / Katie Clifton</th>
<th><a href="mailto:mwaites@pccua.edu">mwaites@pccua.edu</a></th>
<th>870-338-6474 ext. 1111</th>
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<tr>
<td>UACCB</td>
<td>Debbie Frazier</td>
<td><a href="mailto:dfrazier@uaccb.edu">dfrazier@uaccb.edu</a></td>
<td>870-612-2001</td>
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<tr>
<td>UACCH</td>
<td>Leigh Quillin</td>
<td><a href="mailto:lquillin@uacch.edu">lquillin@uacch.edu</a></td>
<td>870-722-8228</td>
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<td>INSTRUCTOR</td>
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<td>LOGIN Accounting I</td>
<td>Martha Brothers</td>
<td>SYLLABUS</td>
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<td>LOGIN Art Appreciation</td>
<td>Royce Lamkin</td>
<td>SYLLABUS</td>
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<td>LOGIN Biology Lecture</td>
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<td>LOGIN Introduction to Business</td>
<td>Jinger Massey</td>
<td>SYLLABUS</td>
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<td>Nan Nelson</td>
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<td>LOGIN Introduction to Computers</td>
<td>Carolyn Alexander</td>
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<td>LOGIN Composition II</td>
<td>Robin Bryant</td>
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<td>LOGIN Literature I</td>
<td>Rosary Fazende-Jones</td>
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<td>LOGIN Literature II</td>
<td>Erica Jones</td>
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<tr>
<td>LOGIN Medical Terminology</td>
<td>Susan Ball</td>
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<tr>
<td>LOGIN Music Appreciation</td>
<td>Mike Malek</td>
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<tr>
<td>LOGIN Personal &amp; Community Health (Health &amp; Safety)</td>
<td>Laura Massey</td>
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<td>Carolyn Clancy</td>
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<td>LOGIN Philosophy</td>
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<td>Kim Kirby</td>
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<td>Marietta Candler</td>
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# Meet the On-Line Faculty

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<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Kendrick Adams</td>
<td>Philosophy</td>
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<tr>
<td>Carolyn Alexander</td>
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<td>Susan Ball</td>
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<td>Martha Brothers</td>
<td>Accounting</td>
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<td>Marietta Candler</td>
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<tr>
<td>Carolyn Clancy</td>
<td>Health</td>
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<td>Robin Bryant</td>
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<td>Rosary Fazende-Jones</td>
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<td>Computer Information Systems</td>
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<td>Tammy Jolley</td>
<td>Sociology</td>
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<td>Kim Kirby</td>
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<tr>
<td>Melody Wise</td>
<td>English</td>
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Appendix B

University of Arkansas Associate in Arts
Online Intranet Site
www.uaonline.uasys.edu/menu.htm

Faculty Information Options
When a faculty member selects the “ALL” option from this page, it prompts for a username and password. This information should be obtained from the designated contact on that campus. Information contained on the AA Intranet is protected by FERPA and should not be given out to anyone. Once the user has provided the name and password, they will be prompted to select a term. When the term has been selected, the following options are available to the user.

Semester: SPRING 2005

Classes Listings

Student Listings

Home Campus Listings
### COURSE ROSTERS

#### SPRING 2005

[ Home ] [ Back ]

**CAMPUS BREAKDOWN BY COURSE**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Total</td>
<td>172</td>
<td>173</td>
<td>171</td>
</tr>
</tbody>
</table>

The user can elect to view the class listing by campus (courses offered by each individual campus only), a student listing by campus, a home campus listing (containing all students in the database for that campus), and select a roster to view. The roster will contain all three campuses’ students so that the faculty member has one complete roster. There is a link for “Campus Breakdown by Course”. This list contains just the numbers enrolled by campus and the total allowed for the course (thereby showing each campus how many slots are still available).

Information at the bottom is simply a list of headcount and enrollments (registrations) for each campus and the total.

#### Features Coming Soon
- Frequently asked questions (FAQ) pages for faculty and students.
- A link to this manual.
- Snap shots (screen shots) from both Web CT and Webber for assisting faculty and students with miscellaneous problems or technical issues.
- A login link for faculty and staff to a “dummy” course in both Web CT and Webber to allow cross-training and better understanding of each platform.
• Research data links (containing the number of Associate in Arts graduates from each campus who completed any online courses during their track, grade distribution data from having all faculty use the Intranet Grade Submission link, etc.)
### Appendix C
Historical Data from the University of Arkansas Associate in Arts Online Program

#### Total Number of Online Courses by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>26</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>31</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>39</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>23</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>42</td>
</tr>
</tbody>
</table>

#### Total Unduplicated Headcount by Campus

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Unduplicated Headcount</th>
<th>Total Number of Enrollments</th>
<th>PCCUA</th>
<th>UACCB</th>
<th>UACCH</th>
<th>UACCM</th>
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</thead>
<tbody>
<tr>
<td>Spring 2002</td>
<td>222</td>
<td>355</td>
<td>46</td>
<td>64</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>237</td>
<td>388</td>
<td>54</td>
<td>99</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Spring 2003</td>
<td>249</td>
<td>361</td>
<td>78</td>
<td>79</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Fall 2003</td>
<td>279</td>
<td>396</td>
<td>92</td>
<td>92</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Spring 2004</td>
<td>328</td>
<td>509</td>
<td>126</td>
<td>93</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Summer 2004</td>
<td>194</td>
<td>252</td>
<td>84</td>
<td>58</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>416</td>
<td>642</td>
<td>119</td>
<td>109</td>
<td>116</td>
<td>72</td>
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<tr>
<td>Spring 2005</td>
<td>587</td>
<td>866</td>
<td>173</td>
<td>171</td>
<td>172</td>
<td>71</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>316</td>
<td>392</td>
<td>121</td>
<td>92</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2828</td>
<td>4161</td>
<td>893</td>
<td>857</td>
<td>930</td>
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</tr>
</tbody>
</table>

*The AA Intranet was not functional until the Spring 2002 term.*

#### Total Number of Online Courses & Forecast

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>15</td>
<td>20</td>
<td>19</td>
<td>31</td>
<td>42</td>
<td>44</td>
<td>50</td>
<td>56</td>
<td>62</td>
<td>69</td>
</tr>
</tbody>
</table>

#### Total Number of Online Enrollments & Forecast

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>388</td>
<td>396</td>
<td>642</td>
<td>729</td>
<td>856</td>
<td>983</td>
<td>1110</td>
<td>1237</td>
<td>1364</td>
</tr>
</tbody>
</table>
APPENDIX F
TECHNOLOGY PLAN
Phillips Community College of the University of Arkansas

Technology Plan 2008-2011
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCCUA Profile</td>
<td>3</td>
</tr>
<tr>
<td>Team and Committee Membership</td>
<td>7</td>
</tr>
<tr>
<td>Technology Plan Purpose</td>
<td>8</td>
</tr>
<tr>
<td>Technology Vision Statement</td>
<td>8</td>
</tr>
<tr>
<td>Technology Goals</td>
<td>8</td>
</tr>
<tr>
<td>Action Plan</td>
<td>9</td>
</tr>
<tr>
<td>Addendum</td>
<td>13</td>
</tr>
<tr>
<td>Acceptable Use Policy</td>
<td>14</td>
</tr>
<tr>
<td>New Computer Lab Checklist</td>
<td>17</td>
</tr>
<tr>
<td>Inventory</td>
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</table>
PCCUA Profile

Mission Statement
The Phillips Community College District is a multi-campus, two-year college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training, and public services consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality educational opportunities and supports the economic growth of Eastern Arkansas. Phillips Community College is a member of the University of Arkansas System. (Revised 1996)

Purpose
The purpose of the Phillips Community College District is to provide as adequate an educational environment as possible for the residents of Phillips and Arkansas Counties and for others who may wish to avail themselves of these educational opportunities. Since the educational needs of the communities are diverse, the College can best be of service by understanding these needs and planning to meet them so far as possible. The College expects to meet the educational needs of those who plan to continue work toward a bachelor's degree, those who need include basic literacy skills, and those who wish to add to their educational experience without reference to immediate vocational or academic requirement.

Philosophy
The philosophy of the community college must be that its doors stand open to those who can and will profit from the educational environment provided. Like the tax-supported schools at the primary and secondary levels, the tax-assisted college must be aware of its responsibility to the entire community. Curricular offerings, extracurricular activities, and public programs must be planned and constantly re-evaluated in the light of their value to the community as a whole. In this continuing process of reevaluation, the college must take into account not only the wishes of the immediate locality, but also the educational trends within the state and within the country. The college must lead as well as follow.

Vision Statement
Phillips Community College will be a leading post-secondary institution in the Delta, recognized for its excellence in higher education, public service, and community education. The College will be a primary choice for citizens preparing for the job market, pursuing career advancement opportunities, or seeking to transfer to four-year colleges and universities. Partnerships with schools, business groups, governmental agencies, and other higher education institutions will contribute to an organizational environment that enhances the economic development and quality of life in the region. The College will be recognized throughout the state, and at both the regional and national levels, for its ability to provide quality teaching, student and public service, community development programs, research-based evaluation of programs, and services and innovative technology to its community.

General Program Objectives

• To provide university-parallel courses of high academic quality on the freshman and sophomore levels for students who will transfer to senior institutions;
• To provide occupational courses for students who wish to gain competence in employable skills and for employed workers who wish to upgrade their skills or move into another level of employment;
• To prepare students for effective citizenship and personal and community living, whether or not they continue formal education, by including a sound general education base in degree programs and academic and cultural courses outside the area of their occupations;
• To provide full and part-time, credit and noncredit courses for continuing education and a program of community service activities both by sponsoring courses to meet the interests of various groups and by offering its facilities, its professional staff, and the specific talents of its students to promote the civic and cultural life of the community;
• To provide organized developmental work that will improve skills and attitudes so that success in a program may become possible;
• To provide students with sound academic advice, guidance and counseling, financial aid, quality student life, and other services not included in instructional programs.

History of PCCUA

Phillips Community College of the University of Arkansas was originally created as Phillips County Community College (PCCC), the first public community college to be organized in Arkansas, as a result of Amendment 52 to the Arkansas Constitution in 1964. In 1965, Act 560 of the Arkansas State Legislature paved the way for establishing tax-supported community colleges in Arkansas, and the people of Phillips County provided local financial support for the College.

Classes were first offered in the fall of 1966 in the Naval Reserve building in Helena, Arkansas. The first campus and facilities comprised of five buildings were occupied in 1968.

The next three decades were a period of growth for the College with the addition of a Fine Arts Center, a Nursing Education building, a Technical and Industrial Education building, the John Easley Administration building, the Bonner Student Center, the Lewis Library, and the Pillow-Thompson House.

In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The PCCC 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. On July 1, 1996, Phillips became a member of the University of Arkansas System.

Since the 1996 merger of Rice Belt with Phillips, the existing facility on the DeWitt campus has been renovated to double its former size. Classes were first offered in a new 50,000 square foot building on the Stuttgart campus in the fall of 1998. In 2003, the College entered into a 100-year lease of the 30,000 square foot Grand Prairie War Memorial Auditorium in Stuttgart for use as a training center.

Accreditation History

The College has been accredited by the North Central Association of Colleges and Schools (NCA) since 1972. NCA reaffirmed the College’s accreditation in 1975, 1985, 1995, and 2005.
On June 24, 1996, the College requested a focused visit to gain approval for a change in affiliation status as a result of its merger with the University of Arkansas System and Rice Belt Technical Institute’s merger with PCCUA. A focused visit in response to the College’s request was conducted on January 13-14, 1997, and the request for change in affiliation status was approved on June 27, 1997. A follow-up report on degree programs at non-Helena sites was submitted in January 1999 and approved by NCA on February 12, 1999.

In August 2000, PCCUA, the University of Arkansas Community College at Batesville, and the University of Arkansas Community College at Hope requested a change in affiliation status to allow the three community colleges as a consortium to deliver their existing Associate of Arts degree online. A focused visit was conducted April 30-May 1, 2001, and the requested change in affiliation status was approved.

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 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 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.

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.

Facilities in Arkansas County have grown to include day and evening classes in Stuttgart and general education programs in DeWitt. The Stuttgart facility is equipped with nine traditional classrooms, two science labs, six computer labs, a large technical training lab, two compressed video labs for distance learning, a library, large lecture room, bookstore, and offices. The DeWitt facility expansion and
reconstruction included an addition of 14,000 square feet with renovations to 15,000 square feet. The addition includes four classrooms, fitness/aerobics room, distance learning classroom, library, and student center. In 2003, the Grand Prairie War Memorial Auditorium Board voted to offer a long-term lease of the auditorium to the college as a technology training center.

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 2,300 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 and on the Grand Prairie. In the Fall of 2003, Dr. Steven Murray was named Chancellor of Phillips Community College. Dr. Murray is the college’s third Chancellor.

### PCCUA Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/ALS</td>
<td>6</td>
<td>38</td>
<td>36</td>
<td>80</td>
<td>4</td>
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<td>AAS</td>
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<td>114</td>
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<td>45</td>
<td>32</td>
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<tr>
<td>TC</td>
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<td>41</td>
<td>13</td>
<td>71</td>
<td>8</td>
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<td>15</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
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<td>67</td>
<td>265</td>
<td>26</td>
<td>129</td>
<td>77</td>
<td>232</td>
</tr>
</tbody>
</table>

### Team and Committee Membership Lists

#### Information Technology Team
- Jerry Baldridge
- James Brasel
- Darrin Burns
- Mickey Johnson
- Tracie Karkur
- Elizabeth Kloap
- Tracy McGraw
- Craig Pinson
- Brad Sims
- Jerrie Townsend
- Michelle Waites

#### Technology Planning Committee
- Carolyn Alexander
- Jerry Baldridge
- Martha Brothers
- Darrin Burns
- Mickey Johnson
- Linda Killion
- Elizabeth Kloap
- Dallis Miller
- Georgia Lynn
- Monica Quattlebaum
- Brent Saunders
- Michelle Waites
Web Advisory Committee

Anthony Cunningham
Cindy Grove
Mickey Johnson
Scarlet Laster
Denise Porter
Brad Sims
Jerrie Townsend
Randi Tyler
Michelle Waites
Technology Plan Purpose
The PCCUA Technology Plan defines the strategic and operational direction, goals, and objectives for technology applications between July 1, 2008 and June 30, 2011. It provides a common vision for the future deployment of technology at PCCUA.

Technology Vision Statement
PCCUA is committed to an effective implementation, use, and management of technology to support the mission of PCCUA.

Technology Goals
Technology Goal 1: Support Institutional Plan
PCCUA will support the Institutional Strategic Plan through excellence in design, development, and application of information technology hardware and software for the college community.

Technology Goal 2: Professional Development & Training
PCCUA will provide leadership and training in the use of current information technology to college community to facilitate instructional, administrative, and management tasks in an efficient and cost-effective manner.

Technology Goal 3: Service Delivery
PCCUA will provide timely, reliable, and up-to-date technology services in a fiscally responsible manner.

Technology Goal 4: Community Service
PCCUA will impart technology-related knowledge to the PCCUA service area to keep them updated on emerging technologies that facilitate and increase efficiency in their work.

Technology Goal 5: Infrastructure
PCCUA will strive to maintain up-to-date physical infrastructure for utilization of information technology by the college community.
**Action Plan with Strategies and Timelines**

**Technology Goal 1: Support Institutional Plan**

PCCUA will support the Institutional Strategic Plan through excellence in design, development, and application of information technology hardware and software for the college community.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
<th>Cost</th>
<th>Funding Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a hardware and software replacement schedule</td>
<td>IT Department</td>
<td>Fall 2008</td>
<td>-0-</td>
<td>NA</td>
</tr>
<tr>
<td>To update to VISTA</td>
<td>IT Department</td>
<td>Ongoing</td>
<td>-0-</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Technology Goal 2: Professional Development & Training**

PCCUA will provide leadership and training in the use of current information technology to college community to facilitate instructional, administrative, and management tasks in an efficient and cost-effective manner.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
<th>Cost</th>
<th>Funding Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide inservice training in the areas of Basic E-Mail and Internet, Office 2007, WebCT, DataTel, and others</td>
<td>Professional Development Team IT Team</td>
<td>Ongoing</td>
<td>Personnel Time</td>
<td>NA</td>
</tr>
</tbody>
</table>
Technology Goal 3: Service Delivery

PCCUA will provide timely, reliable, and up-to-date technology services in a fiscally responsible manner.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
<th>Cost</th>
<th>Funding Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a hardware and software reallocation plan</td>
<td>IT Department, PCCUA</td>
<td>Fall 2008</td>
<td>-0-</td>
<td>NA</td>
</tr>
<tr>
<td>To increase staff size to industry standards</td>
<td>Chancellor's Cabinet</td>
<td>Ongoing</td>
<td>$17,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>To analyze and disperse Help Desk Tickets to ...service history on equipment</td>
<td>IT Department</td>
<td>As needed</td>
<td>-0-</td>
<td>NA</td>
</tr>
</tbody>
</table>

Technology Goal 4: Community Service

PCCUA will impart technology-related knowledge to the PCCUA service area to keep them updated on emerging technologies that facilitate and increase efficiency in their work.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
<th>Cost</th>
<th>Funding Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide computer classes for community businesses and members</td>
<td>B&amp;I Staff, Continuing Education Staff</td>
<td>Ongoing</td>
<td>Instructor Fees, Personnel Time</td>
<td>Tuition, NA</td>
</tr>
</tbody>
</table>
Technology Goal 5: Infrastructure

PCCUA will strive to maintain up-to-date physical infrastructure for utilization of information technology by the college community.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
<th>Cost</th>
<th>Funding Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>To replace out-of-date hubs &amp; switches</td>
<td>IT Department</td>
<td>Ongoing</td>
<td>$160,000</td>
<td>Unidentified</td>
</tr>
<tr>
<td>To increase T-1 bandwidth between the Helena and DeWitt Campuses</td>
<td>Brent Saunders</td>
<td>Ongoing</td>
<td>$800 monthly line charges</td>
<td>Unidentified</td>
</tr>
<tr>
<td>To replace cabling to support giga-bit technology</td>
<td>IT Department</td>
<td>Ongoing</td>
<td>$14,000 DeWitt $28,000 Stuttgart $36,000 Helena</td>
<td>Unidentified</td>
</tr>
<tr>
<td>To convert to 2008 Servers</td>
<td>IT Department</td>
<td>December 2008</td>
<td>$6,750</td>
<td>Unidentified</td>
</tr>
</tbody>
</table>
Evaluation Process for Monitoring Technology Plan Progress

**Oversight Responsibility:** IT Director

**Assessment Used:** Technology Plan Objectives

**Opportunities for Staff Input:** PCCUA College Council

**Criteria to be Used in Measuring Progress:** Technology Plan Objectives completed according to timeline specified

**Frequency of Reporting Progress:** Semi-Annually
Addendum
PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 231.06

Subject: Computer, Internet, Email, and other Electronic Communications Acceptable Use Policy

Applicable Board Policy: 230

Date Adopted: 4/96 Revised: 12/98, 5/05

Phillips Community College of the University of Arkansas (PCCUA) provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college’s computer resources are expected to use these resources correctly and only for legal purposes.

It is the responsibility of supervisors, instructors, computer lab supervisors, library staff, and any others who use Electronic Communications to ensure that users are aware of this policy.

Scope
This policy governs the use of all electronic communications (excluding telephones), and includes:

• Publishing and browsing on the Internet
• Electronic Mail (Email)
• Electronic bulletin boards (WebCT)
• Electronic discussion groups (WebCT)
• File transfer
• Streaming media
• Instant messaging
• Chat facilities

All of the above items will be referred to collectively as “electronic communications” in this document.

General Principles
Use of computing and network resources should always be legal and ethical, reflect academic honesty, and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property, ownership of data, the right to personal privacy, and to the right of individuals to freedom from intimidation and harassment.

All federal and state laws, as well as general college regulations and policies, are applicable to the use of computing resources. These include, but are not limited to, the Arkansas Freedom of Information Act, the Electronic Communications Privacy Act of 1986, the Family Education Rights and Privacy Act of 1974, and state and federal computer fraud statues. Illegal reproduction of software and other intellectual property protected by U.S. copyright laws and by licensing agreements may result in civil and criminal sanctions.
Proper Use
Computer activities approved by a supervisor, instructor, library staff, or lab supervisor for educational purposes, such as use of:
  • Internet for research
  • Library database for research
  • Internet for informational purposes
  • Email as directed by instructors
  • State-supplied software

Improper Use
This policy exists to ensure that Electronic Communications are properly used. Improper use of Electronic Communications includes, but is not limited to, the following:
  • Breach of copyright
  • Offensive material including pornography
  • Illegal activity, including gaining or attempting to gain unauthorized access (or “hacking”) to any computing, information, or communications devices or resources
  • Error, Fraud, Defamation
  • Viruses and spyware
  • Destruction of or damage to equipment, software, or data belonging to the college or other users
  • Privacy violations
  • Service interruptions
  • Use of electronic communications in such a way as to impede the computing activities of others (such as initiating Email, chat, instant messaging)
  • Download of software from the Internet or installation of a program(s) by a student from transportable media such as CD, floppy disks, or jump (flash) drives.
  • Unauthorized use of another user’s ID and password
  • Any and all other matters which the college, in its sole discretion, subject to PCCUA Policy limitations, and in consideration of the best interests of the public, determines to be an unacceptable purpose.
Non-Compliance
Non-compliance with this Policy
1. may constitute a criminal offence, be classified as inappropriate behavior, pose a threat to the security of the college network, the privacy of staff and instructors, and may expose the users of the system or other persons to legal liability and
2. will be regarded as a serious matter and appropriate action will be taken when a breach of the Policy is identified.

Consequences to Breaches of this Policy
Consequences to breaches of the Acceptable Use Policy will generally be categorized using the following guidelines. Any matters not addressed below will be dealt with on an individual basis and on the relevant facts.

Potentially Harmful Activities:
• A first violation, if not unlawful, will result in a warning.
• A second violation will result in being banned from computer use for a designated period of time (deemed reasonable by supervisor, instructor, library staff, lab supervisor, or other authorized personnel).
• A third violation may result in the student losing computer lab privileges.

Illegal Activities:

Any offense that violates local, state, or federal laws may result in the immediate loss of all college computing and network privileges and may be referred to the office of Vice Chancellor for Student Services for Helena-West Helena or Campus Vice Chancellor for DeWitt and Stuttgart and/or law enforcement agencies.
PCCUA shall not be liable for any damages, including actual, special, punitive, consequential, exemplary, statutory, or other damages, attorneys fees or costs, charges, fines or any monetary compensation, to any user, for any claim, lawsuit, action or other proceeding arising from, relating to, or in connection with the use of its World Wide Web connection or other internet services.
Purpose of the Lab

- What is the primary use of the proposed lab space?
  - Instruction/specific classroom or curriculum (available only during classroom time)
  - Open computer lab (students come and go at will)
  - Collaborative lab work (group project settings)
  - Other proposed uses:
- Timeframe for implementation – when is the lab expected to open?
- Number of workstations required

Workstation Hardware

- Desktop vs. laptop
- CPU – what level of processing power
- Memory – what amount of RAM
- Primary storage space – how much; document storage on local machines; swap space requirements
- Additional system requirements:
  - Networking
  - Audio (sound cards, speakers, headphones, microphones)
  - Video (video card speed and memory)
  - Secondary storage device capability
    - CD
    - CD-R
    - DVD
    - Flash drive
    - Zip drive, diskettes
- Monitor
  - Size
  - Graphic capabilities
- Printers
  - Black and white vs. color
  - Laser vs. ink jet
  - Graphics plotting
- Other Peripherals
  - Scanners
  - Special storage devices (CD-R, etc.)
  - Special input devices (tablets, mapping)
- Instructor Workstation – yes or no
- Audio/Video Systems

A74
Projectors, screens
- Players for video tapes, audio tapes, CDs, DVDs
- Amplifier systems
- Internet connection – specify needs: e-mail, web access, etc.

Furniture
- Tables
- Chairs
- Proposed room layout – workstation grouping
- ADA compliance

Software Requirements
- Standard
  - Windows Version
  - Browser
  - MS Office
  - E-Mail (campus???)
- Specific
  - Programs targeted to class or support service
- Other
  - Adobe
  - Media Player
- Automatic system upgrades?

IT Department Survey
- Impact on server hardware
- Impact on networking
- Electrical Capabilities
- HVAC Capabilities
- Budget identification
- Software upgrades
- Licensing
- Training Needs
  - hardware
  - software
- Routine maintenance needs/technical assistance
New Computer Lab Checklist

Requested by: ____________________________________________

Date Needed: ____________________________________________

IT Department Review: ______________________________________

Approvals

Dean: ____________________________________________________

IT Department: ____________________________________________

VC, Instruction: ____________________________________________

VC, Administration & Finance: ________________________________

Chancellor: _______________________________________________

Lab Installation Completed: _________________________________
APPENDIX G
FACULTY EVALUATION
Peer Evaluation of Faculty Member ________________________________

Please use the scale below for rating faculty.

**Teaching Rating Scale (Use for Section I B1-a and b: Teaching)**

**Rating Scale**
- 3 – Exceptional (15 or higher per syllabus)
- 2 – Effective (13-14 per syllabus)
- 1 - Needs Improvement (12 or below per syllabus)

Teaching Rating Scale for Questions B2-2, B3-3, and B4-4 – follow rating scale listed for each question.

**College Service, Professional Development and Community Service Rating Scale**

3 – Exceptional.
- This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis. **To earn a rating of exceptional in College Service, Professional Development and Community Service the faculty member should have 6 or above total points.**

2 – Effective.
- This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of effective in College Service, Professional Development and Community Service, the faculty member should have 4-5 total points.**

1 – Needs Improvement.
- This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of needs improvement in College Service, Professional Development and Community Service, the faculty member should have 3 or less total points.**
Instructor Being Evaluated: ____________________________________

I. Teaching
   A. Instructional Delivery Skills (average of questions 1-13 on student evaluations, will be recorded by the dean)
   B. Instructional Design Skills (average of questions 14-15 on student evaluations, will be recorded by the dean)

1. Has current and relevant syllabi (Two current syllabi are provided)
   After reviewing the content of syllabi in the portfolio, indicate (check Yes) if the items listed below are included in the syllabi.

B1-a. Administrative procedure #363.02 requires the following sections be included in a course syllabus:

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Syllabus 1</th>
<th>Syllabus 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Title of Course &amp; Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Instructor Name and Contact Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. College Catalog Description of the Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Learning Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Conduct of the Course (ex. types of examinations, absence policies, grading, participation, outside reading, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Academic Honesty Policy (Allied Health or other programs may provide program handbook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Campus Support Services (Allied Health or other programs may provide program handbook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. ADA Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. FERPA Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. ACTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points (Tally the checks)  Sub-total (B1-a)  Syllabus 1  Syllabus 2

*Must have ALL of the “required” items above to receive a rating of Effective.
B1-b. In addition to the previous items, the course syllabi could also include the following:

Course Name and Number __________________________  Syllabus 1       Syllabus 2

<table>
<thead>
<tr>
<th></th>
<th>Syllabus 1</th>
<th>Syllabus 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Sub-Total (B1-b)  Syllabus 1  Syllabus 2

Total points (B1-a and B1-b)  ____  ____

** Must have ALL of required items on previous page (B1-a) and at least 2 of the additional items listed above in each syllabus to receive a rating of Exceptional.

Rating Scale
3 – Exceptional (15 or higher per syllabus)
2 – Effective (13-14 per syllabus)
1 - Needs Improvement (12 or below per syllabus)

Place the proper number rating in the blank below for each syllabus.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Rating (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

B1-1: TWO SYLLABI SUBMITTED:
AVERAGE RATING B1: (R1 + R2)/2 =___________

B2 - 2. Reviews, modifies and/or updates course materials.

<table>
<thead>
<tr>
<th>Course Name and #</th>
<th>Syllabus 1</th>
<th>Syllabus 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**(Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision (typed list of revisions or highlight the revisions in the new syllabus) since the last evaluation is included. Should reflect revision within a 3 year period.)

**☐  Not applicable   This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.

If a new instructor, place “NA” in rating for B2-2 and do not include in final average peer rating for instructional design skill.
Rating Scale (Place the proper number rating in the blank below)
3 – Exceptional (both syllabi answered “Yes” above)
2 – Effective (answered “Yes” for one syllabus above)
1 - Needs Improvement (answered “No” above)

Comments: 
Rating B2-2: ____________

B3 - 3. Uses evaluation methods that are related to and appropriate for course content. 
(Evidence of two methods such as tests, assignments, projects, or rubrics used in the 
evaluation of students are included in Portfolio Section A.)

Course Name and #_________________ Yes □ Syllabus 1 No □ Syllabus 1
Course Name and #_________________ Yes □ Syllabus 1 No □ Syllabus 1

Rating Scale (Place the proper number rating in the blank below)
3- Exceptional (lists two (2) or more methods on both syllabi)
2 – Effective (lists one (1) method above)
1 - Needs Improvement (lists zero (0))

Comments: 
Rating B3: ________

B4 – 4. Informs students of the objectives of the course. (Course objectives are 
communicated to students and included in the syllabus.)

Course Name and #_________________ Yes □ Syllabus 1 No □ Syllabus 1
Course Name and #_________________ Yes □ Syllabus 1 No □ Syllabus 1

Rating Scale (Place the proper number rating in the blank below)
3 - Exceptional (both syllabi includes clear objectives)
2 - Effective (answered “Yes” above for one syllabus)
1 - Needs Improvement (answered “No” above)

Comments: 
Rating B4: ________

Peer Rating for Instructional Design Skills (B1+B2+B3+B4)/4 ______

Record on Peer Evaluation Faculty Member Summary (last page)
II. College Service or Activity Attendance

Faculty will receive one check in each box where they are a “member/participant” of a committee and one additional check if they are the “Any Office, Chair, Sponsor” of that committee. (“One point” for “member/participant” and “one additional point” for Any Office, Chair, Sponsor.)

*Must attend two-thirds of all meetings before actually being a “member” of that committee and checking the box/s below or name a proxy (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:

<table>
<thead>
<tr>
<th>College Committees or Activities:</th>
<th>Member/ Participant</th>
<th>Any Office, Chair, Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Standards Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Achieving the Dream</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>3. Assessment Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Attend Career Days or Career Fairs</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>5. Career Pathways</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>6. Carl Perkins (proposals, workshops, etc.)</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>7. College Council Team</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>8. Curriculum Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. Distance Learning Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. Early Alert Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11. Elections Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12. Faculty Development</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13. Faculty Equity Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14. Faculty Senate</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>15. Financial Aid Exceptions</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>16. Graduation Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>17. Guest Lecturer in Area Schools</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>18. IDEA Grant (write or direct)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>19. Information Technology Team</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>20. Institutional Planning &amp; Effectiveness Team</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>21. Instruction and Curriculum Team</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>22. Plan, Set Up and Participate in Career Fair (2 pts)</td>
<td>□□</td>
<td></td>
</tr>
<tr>
<td>23. Presentation for College Tours from Area Schools</td>
<td>□□</td>
<td></td>
</tr>
<tr>
<td>24. Resource Development Committee</td>
<td>□□</td>
<td></td>
</tr>
<tr>
<td>25. Special Events Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>26. Student Activities Committee</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>27. Student Club/Organization</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>28. Student Retention &amp; Recruitment</td>
<td>□□</td>
<td></td>
</tr>
<tr>
<td>29. Student Success Team</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>30. Student Support Services</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>31. Title III</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>
Total college services and additional activities points _____________

**Rating Scale** (Place the proper number rating in the blank below)
6 or above points = Rating of 3 - Exceptional
4-5 points = Rating of 2 - Effective
3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for College Service ________________

Record on Peer Evaluation of Faculty member Summary (last page)

### III. Professional Development

Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.*

**Professional Development Activities:**

| 1. Attend AATYC | 1<sup>st</sup> Day/2<sup>nd</sup> Day | Additional 2 Points each:  
| --- | --- | Presenter, Moderator, Panelist |
| 2. Attend Workshops | ☐ ☐ | ☐ ☐ ☐ ☐ |
| Name________________________ | ☐ |  |
| Name________________________ | ☐ |  |
| Name________________________ | ☐ |  |
| Name________________________ | ☐ |  |
| Name________________________ | ☐ |  |
| 3. Book Discussion Group | ☐ ☐ | ☐ ☐ |
| Book Group | ☐ ☐ |  |
| Book Group | ☐ ☐ |  |
| Book Group | ☐ |  |
| 4. Consulting (two or more contact visits 2 pts) | ☐ ☐ |  |
| 5. Design & Implement Personal WebPage (2 pts) | ☐ ☐ |  |
| 6. Graduate Class (2 pts-see statement below) | ☐ ☐ | (not awarded if required for employment) |
| (not awarded if required for employment) | ☐ |  |
| 7. One-Time Consulting (one visit) | ☐ |  |
8. Membership in Professional Organizations
   Name _________________________ ☐
   Name _________________________ ☐
   Name _________________________ ☐

9. National/International Conference/s (2 pts max)
   Conference Name ____________________ ☐ ☐ ☐ ☐ ☐
   Conference Name ____________________ ☐ ☐ ☐ ☐ ☐
   Conference Name ____________________ ☐ ☐ ☐ ☐ ☐

10. Organized and Planned a State, Regional, or National Workshop or Convention for Educators.
    ☐ ☐ ☐ ☐

11. Plan & Present In-Service (2 pts) ☐ ☐

12. Plan & Present On Campus Workshops (2pts) ☐ ☐

13. Publications (2 pts) ☐ ☐

14. Specific Teaching Institutes or Seminars which require great effort of the participant.
    (ex. Great Teacher’s Workshop, National Endowment of Arts, Discipline Content Conference, Institute or Seminar - 5 pts awarded) ☐ ☐ ☐ ☐ ☐

15. State Conference/s for Your Discipline (2 pts max)
    Conference Name ____________________ ☐ ☐ ☐ ☐ ☐
    Conference Name ____________________ ☐ ☐ ☐ ☐ ☐
    Conference Name ____________________ ☐ ☐ ☐ ☐ ☐

16. Textbook Reviewer ☐

<table>
<thead>
<tr>
<th>Additional Professional Development Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total professional development and additional activities points __________

Rating Scale (Place the proper number rating in the blank below)
6 or above points = Rating of 3 – Exceptional
4-5 points = Rating of 2 - Effective
3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for Professional Development _______________ ☐

Record on Peer Evaluation of Faculty member Summary (last page)
IV. Community Service or Community Attendance

Faculty will receive one point for each Community Service Activity. List All Community Service Activities below:

Community Service Activities:

1. ___________________________________________

2. ___________________________________________

3. ___________________________________________

4. ___________________________________________

5. ___________________________________________

Peer Rating for Community Service ________________

Record also on Peer Evaluation of Faculty member Summary (last page)
Peer Evaluation of Faculty Member Summary
To be completed by peer team member

Instructor Being Evaluated: ____________________________ Evaluation Year:__________

Instructional Design Skills Peer Rating: ________________
College Service Peer Rating: ________________
Professional Development Peer Rating: ________________
Community Service Peer Rating: ________________

____________________________________________________
Peer Evaluator’s Signature  Date

NOTE: Upon completion of evaluation: Forward entire Peer Evaluation of Faculty Member Form (all pages) to Debbie Hardy, Director of Assessment. (Do Not Remove last page.)
APPENDIX H
2010-2011 ANNUAL ASSESSMENT of STUDENT LEARNING OUTCOMES
Final Assessment of Student Learning Report
2010-11
(2010 Data)
Phillips Community College of the University of Arkansas
Assessment of Student Learning

Goal 1: Students completing developmental reading, English, and mathematics will meet minimal criteria to advance to the next level.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math completion</td>
<td>Director of Information Technology and Division Dean</td>
<td>At the end of each semester</td>
<td>Review of final grades</td>
<td>Benchmark not met.</td>
<td>Reviewing ways of changing current delivery method for math.</td>
<td></td>
</tr>
<tr>
<td>Math pre and post test scores</td>
<td>In the office of the Dean of Arts and Sciences</td>
<td>At the beginning and end of each semester</td>
<td>Comparison of pre and post test scores</td>
<td>Benchmark met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading completion</td>
<td>Instructors in each class will report to Dean</td>
<td>Benchmark not met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading pre and post test scores</td>
<td>Benchmark met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expected Outcomes:

**English**
1. 80% of students who are successful in the first level of developmental English (EH 1013) will be able to write a paragraph that observes English grammar and structure to at least 70% accuracy.
2. 80% of students who are successful in the second level of developmental English (EH 1023) will be able to apply rules of grammar and English structure to construct an essay consisting of an introduction, body and conclusion to 70% accuracy.
3. 55% of students enrolled in the developmental English will successfully complete the sequence by earning a “C” or better in all required levels.

**Reading**
4. 60% of students enrolled in DS 103, Introduction to College Reading Skills, will gain reading comprehension and vocabulary strategies and will advance to the next level with a grade of “C” or better.
5. 60% of students enrolled in DS 123, College Reading Strategies, will develop general reading skills and college level reading strategies in vocabulary, comprehension, critical thinking and writing and will exit reading with a grade of “C” or better.
6. 70% of students exiting reading will comprehend materials in subsequent college level courses taken as demonstrated by a grade of “C” or better.
7. The average grade level on the Nelson-Denny posttest for students in both levels of reading will be at least two grade levels higher than the average pre-test score. 90% of students exiting reading will have a grade level of 12.0 or higher.

**Math**
8. 65% of students enrolled in developmental math (MS 1013, MS 1023, & MS 1123) will successfully complete all required lessons with 80% accuracy.
9. 70% of students who complete a course in developmental math will achieve post test scores higher than their pretest scores for that course.
<table>
<thead>
<tr>
<th>English completion</th>
<th>Office of the Dean of Adult and Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>English writing sample</td>
<td>In office of department chair of Arts and Sciences</td>
</tr>
<tr>
<td>Instructor course file department chair</td>
<td>Director of Information Technology and Division Dean</td>
</tr>
<tr>
<td></td>
<td>Instructors in each class report to Division Dean</td>
</tr>
<tr>
<td></td>
<td>Director of Information Technology and Arts and Science Department</td>
</tr>
<tr>
<td></td>
<td>Chair and Instructors</td>
</tr>
<tr>
<td></td>
<td>Instructors in each class</td>
</tr>
<tr>
<td></td>
<td>At the end of each semester</td>
</tr>
<tr>
<td></td>
<td>Review of final grades</td>
</tr>
<tr>
<td></td>
<td>Analysis of Nelson-Denny pre and post test scores</td>
</tr>
<tr>
<td></td>
<td>All students were given a pre and post assessment for State reporting.</td>
</tr>
<tr>
<td></td>
<td>At the end of each semester</td>
</tr>
<tr>
<td></td>
<td>Review of final grades</td>
</tr>
<tr>
<td></td>
<td>Comparison of first and last day writing samples</td>
</tr>
<tr>
<td></td>
<td>Comparison of pre and post writing samples using the English Department Grading Standard</td>
</tr>
<tr>
<td></td>
<td>49.4% of students enrolled and 71.6% of students who completed EH 1013 earned a &quot;C&quot; or better.</td>
</tr>
<tr>
<td></td>
<td>62.4% of students enrolled and 75.3% of students completing EH 1023 earned a &quot;C&quot; or better.</td>
</tr>
<tr>
<td></td>
<td>Benchmark met.</td>
</tr>
</tbody>
</table>

Attention will be placed on student retention due to the number of EW's in this lower level. More students are placing in the lower level of reading. Objective Met More thought will be given to whether or not this information is needed.
Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 1a: Goal 1, Expected Outcomes 1, 3, 5
DEVELOPMENTAL READING, ENGLISH & MATH
ASSESSMENT RESULTS

<table>
<thead>
<tr>
<th>Math</th>
<th>Division</th>
<th>Institution</th>
<th>Division</th>
<th>Institution</th>
<th>Division</th>
<th>Institution</th>
<th>Division</th>
<th>Institution</th>
<th>Division</th>
<th>Institution</th>
<th>Division</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 1013</td>
<td>61.4%</td>
<td>73.3%</td>
<td>55.0%</td>
<td>67.7%</td>
<td>56.9%</td>
<td>73.0%</td>
<td>59.18%</td>
<td>72.80%</td>
<td>66.8%</td>
<td>85.9%</td>
<td>64.2%</td>
<td>83.8%</td>
</tr>
<tr>
<td>MS 1023</td>
<td>65.5%</td>
<td>72.5%</td>
<td>50.8%</td>
<td>63.6%</td>
<td>48.5%</td>
<td>62.6%</td>
<td>65.69%</td>
<td>75.56%</td>
<td>62.4%</td>
<td>73.7%</td>
<td>59.1%</td>
<td>70.1%</td>
</tr>
<tr>
<td>MS 1123</td>
<td>61.1%</td>
<td>71.3%</td>
<td>49.6%</td>
<td>57.9%</td>
<td>31.1%</td>
<td>40.1%</td>
<td>56.77%</td>
<td>65.66%</td>
<td>66.2%</td>
<td>73.0%</td>
<td>63.2%</td>
<td>70.9%</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EH 1013</td>
<td>53%</td>
<td>67.7%</td>
<td>58.6%</td>
<td>75.4%</td>
<td>62.8%</td>
<td>77.1%</td>
<td>61.76%</td>
<td>84.00%</td>
<td>64.8%</td>
<td>81.4%</td>
<td>76.7%</td>
<td>98.3%</td>
</tr>
<tr>
<td>EH 1023</td>
<td>68.7%</td>
<td>83.9%</td>
<td>62.3%</td>
<td>76.4%</td>
<td>71.6%</td>
<td>85.3%</td>
<td>72.94%</td>
<td>87.85%</td>
<td>67.9%</td>
<td>80.1%</td>
<td>67.9%</td>
<td>79.8%</td>
</tr>
<tr>
<td>Reading</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DS 103</td>
<td>46.3%</td>
<td>59%</td>
<td>47.9%</td>
<td>68.7%</td>
<td>68.6%</td>
<td>85%</td>
<td>67.80%</td>
<td>89.89%</td>
<td>61.98</td>
<td>75.3%</td>
<td>59.1%</td>
<td>74.3%</td>
</tr>
<tr>
<td>*DS 123</td>
<td>51.4%</td>
<td>57.6%</td>
<td>44.8%</td>
<td>65%</td>
<td>65.6%</td>
<td>77.8%</td>
<td>75.71%</td>
<td>94.64%</td>
<td>75.30</td>
<td>88.7%</td>
<td>76.8%</td>
<td>88.5%</td>
</tr>
</tbody>
</table>

Note: Division totals include all students enrolled. The institutional count does not include students who withdrew or dropped thus explaining the higher completion rate for PCCUA. The PCCUA counts are submitted to ADHE.

*DS 123 is a course provided for students who do not exit DS 103 (do not exit reading).
** Data not available until after June 30th.

Table 1b: Goal 1, Expected Outcome 4
Reading Pre/Post Scores

<table>
<thead>
<tr>
<th></th>
<th>FALL 04</th>
<th>SPRING 05</th>
<th>FALL 06</th>
<th>SPRING 06</th>
<th>FALL 07</th>
<th>SPRING 07</th>
<th>FALL 08</th>
<th>SPRING 08</th>
<th>FALL 09</th>
<th>SPRING 10</th>
<th>FALL L10</th>
<th>SPRING 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELSON-DENNY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PRETEST AVERAGE</td>
<td>9.6</td>
<td>9.6</td>
<td>9.8</td>
<td>9.1</td>
<td>10.3</td>
<td>10.5</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>POST TEST AVERAGE</td>
<td>11.9</td>
<td>12.5</td>
<td>12.5</td>
<td>12.3</td>
<td>12.5</td>
<td>12.9</td>
<td>12.1</td>
<td>12.9</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### AVERAGE INCREASE IN GRADE LEVEL

|        | 2.3 | 2.9 | +2.7 | +3.2 | +2.2 | +2.1 | +1.8 | +2.4 | N/A | NA | NA | NA | NA | NA |

### Table 1c: Goal 1, Expected Outcome 2
**MATH PRE-POST TEST RESULTS**

<table>
<thead>
<tr>
<th>Class</th>
<th>Pretest Averages</th>
<th>Fall 05</th>
<th>Spring 06</th>
<th>Fall 06</th>
<th>Spring 07</th>
<th>Fall 07</th>
<th>Spring 08</th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
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</thead>
<tbody>
<tr>
<td><strong>Fundamental</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 1013</td>
<td></td>
<td>12.9</td>
<td>11.9</td>
<td>37.7</td>
<td>44.6</td>
<td>36.2</td>
<td>30.1</td>
<td>36.2</td>
<td>32.5</td>
<td>39.8</td>
<td>33.3</td>
<td>33.8</td>
<td>32.7</td>
</tr>
<tr>
<td><strong>Post score</strong></td>
<td></td>
<td>26.7</td>
<td>23.9</td>
<td>83.3</td>
<td>63.8</td>
<td>74.3</td>
<td>74.9</td>
<td>74.3</td>
<td>68.6</td>
<td>72.5</td>
<td>70.5</td>
<td>75.4</td>
<td>73.1</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td></td>
<td>12.9</td>
<td>12</td>
<td>45.6</td>
<td>19.2</td>
<td>47.6</td>
<td>33.5</td>
<td>37.9</td>
<td>34.8</td>
<td>32.7</td>
<td>37.2</td>
<td>40.6</td>
<td>38.8</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td></td>
<td>100%</td>
<td>93.8%</td>
<td>121.3%</td>
<td>43%</td>
<td>104.7%</td>
<td>107.1%</td>
<td>112%</td>
<td>128%</td>
<td>119%</td>
<td>112%</td>
<td>128%</td>
<td>119%</td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td>9.6</td>
<td>9.3</td>
<td>30.1</td>
<td>37.9</td>
<td>34.5</td>
<td>36.6</td>
<td>34.5</td>
<td>30.9</td>
<td>30.3</td>
<td>29.7</td>
<td>28.2</td>
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</tr>
<tr>
<td>Algebra</td>
<td></td>
<td>25.9</td>
<td>21.2</td>
<td>85.3</td>
<td>76.2</td>
<td>76.2</td>
<td>73.3</td>
<td>76.2</td>
<td>72.8</td>
<td>72.9</td>
<td>63.9</td>
<td>77.1</td>
<td>77.1</td>
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<tr>
<td>MS 1013</td>
<td></td>
<td>15.3</td>
<td>11.3</td>
<td>55.2</td>
<td>38.3</td>
<td>40.9</td>
<td>32.7</td>
<td>40.9</td>
<td>39.3</td>
<td>40</td>
<td>33.6</td>
<td>42.8</td>
<td>48.9</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td></td>
<td>12.6</td>
<td>8.7</td>
<td>30.0</td>
<td>31.0</td>
<td>33.9</td>
<td>32.9</td>
<td>33.9</td>
<td>32.0</td>
<td>30.7</td>
<td>36.2</td>
<td>36.8</td>
<td>34.5</td>
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<tr>
<td>Algebra</td>
<td></td>
<td>28.7</td>
<td>20</td>
<td>85.3</td>
<td>65.5</td>
<td>64.2</td>
<td>68.6</td>
<td>64.2</td>
<td>61.9</td>
<td>63.7</td>
<td>65.5</td>
<td>76.2</td>
<td>76.4</td>
</tr>
<tr>
<td>MS 1123</td>
<td></td>
<td>14</td>
<td>11</td>
<td>55.3</td>
<td>34.5</td>
<td>31.5</td>
<td>38.5</td>
<td>31.5</td>
<td>28.7</td>
<td>33</td>
<td>29.3</td>
<td>39</td>
<td>41.9</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td></td>
<td>127.8%</td>
<td>110.0%</td>
<td>183.3%</td>
<td>111.1%</td>
<td>92.9%</td>
<td>117.0%</td>
<td>92.9%</td>
<td>86.4%</td>
<td>107%</td>
<td>81%</td>
<td>106%</td>
<td>121%</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td></td>
<td>10.6</td>
<td>NA</td>
<td>12.6</td>
<td>9.0</td>
<td>11.1</td>
<td>10.7</td>
<td>12.9</td>
<td>9.7</td>
<td>8.8</td>
<td>8.1</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td>20.3</td>
<td>NA</td>
<td>20.8</td>
<td>19.6</td>
<td>21.3</td>
<td>21.1</td>
<td>23</td>
<td>20.4</td>
<td>24</td>
<td>16.4</td>
<td>16.9</td>
<td>21.7</td>
</tr>
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<td>MS 123</td>
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<td>10.3</td>
<td>NA</td>
<td>8.2</td>
<td>10.6</td>
<td>10.1</td>
<td>11.1</td>
<td>36.2</td>
<td>10.7</td>
<td>11.1</td>
<td>7.6</td>
<td>8.8</td>
<td>13</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td></td>
<td>92.5%</td>
<td>NA</td>
<td>65.3%</td>
<td>119.2%</td>
<td>91%</td>
<td>111.0%</td>
<td>74.3</td>
<td>110%</td>
<td>86%</td>
<td>86%</td>
<td>109%</td>
<td>163%</td>
</tr>
</tbody>
</table>

### Table 1d: Goal 1, Expected Outcome 2
**Population of Students Taking Pre and Post Math Test**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 123</td>
<td>45</td>
<td>89 (61)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 (25)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38* (37)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56 (55)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52 (49)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44 (42)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35 (37)</td>
</tr>
<tr>
<td></td>
<td>108</td>
<td>66 (41)</td>
</tr>
<tr>
<td>MS 1123</td>
<td></td>
<td>44 (15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79 (63)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10* (8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79 (63)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66 (55)</td>
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<td></td>
<td></td>
<td>41 (34)</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>77 (49)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 (41)</td>
</tr>
<tr>
<td>MS 1023</td>
<td>94</td>
<td>56 (43)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 (28)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58 (40)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7* (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57 (40)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>119 (81)</td>
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<td></td>
<td>115</td>
<td>77 (49)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 (41)</td>
</tr>
</tbody>
</table>

A92
<table>
<thead>
<tr>
<th>MS 1013</th>
<th>173</th>
<th>91</th>
<th>71 (60)</th>
<th>55 (33)</th>
<th>74 (56)</th>
<th>39* (17)</th>
<th>73 (58)</th>
<th>76 (58)</th>
<th>95 (76)</th>
<th>85 (63)</th>
<th>73 (37)</th>
<th>77 (26)</th>
</tr>
</thead>
</table>

Note: Actual number of students taking pre and post test (in parentheses)
**Phillips Community College of the University of Arkansas**

**Assessment of Student Learning**

**Goal 2**  
Students earning an Associate of Arts Degree will be prepared to transfer.

### ASSESSMENT OF STUDENT LEARNING

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mathematics Pre/ Post tests</td>
<td>Office of A &amp; S Division Dean</td>
<td>Math instructors</td>
<td>Beginning &amp; end of each term</td>
<td>Administration of math pretests and post tests.</td>
<td>Benchmark met; see Table 1c.</td>
<td>Results will be shared with faculty; Success approaches will be discussed and possibly implemented.</td>
</tr>
<tr>
<td>2. CAAP Writing, Mathematics, Reading, &amp; Sciences</td>
<td>Office of A &amp; S Division Dean</td>
<td>VC of Student Services &amp; Registrar</td>
<td>Annually in August</td>
<td>Administration of the CAAP objective tests.</td>
<td>55.5% of students testing scored at or above 50 percentile on Mathematics' test. 52.7% of students testing scored at or above 50%tile in Reading; 48.6% scored at or above 50% in writing skills 41.9% scored at or above 50% in Science</td>
<td></td>
</tr>
<tr>
<td>3. CAAP Essay Writing Test</td>
<td>EH 123 instructors’ offices</td>
<td>VC of Student Services &amp; Registrar</td>
<td>Administered last quarter of each term.</td>
<td>Administration of CAAP Essay Writing test in EH 123.</td>
<td>Benchmark met; 64% of students testing scored at or above the 50 percentile ranking.</td>
<td></td>
</tr>
<tr>
<td>5. Graduate within three years.</td>
<td>Report from ADHE</td>
<td>VC for Student Services &amp; Director of Computer Services</td>
<td>August of each year</td>
<td>Review of Report</td>
<td>The 150% graduation rate for the class of 2008 is 24%.</td>
<td></td>
</tr>
</tbody>
</table>
## Phillips Community College of the University of Arkansas
### Assessment of Student Learning

#### Table 2a: Goal 2, Expected Outcomes 1, 2, 3, 4, 5
Pre/Post, CAAP, Mastery Level, and Graduate in Three Years

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Subject Area or Course</th>
<th>Year 2005-06</th>
<th>Year 2006-07</th>
<th>Year 2007-08</th>
<th>Year 2008-09</th>
<th>Year 2009-10</th>
<th>Year 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
<td>% improvement between mean pre and mean post test scores</td>
</tr>
<tr>
<td>Improvement in mean pre and post test scores. (expected outcome 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS1013</td>
<td>100%</td>
<td>97.8%</td>
<td>131%</td>
<td>105.9%</td>
<td>92%</td>
<td>120%</td>
<td>120%</td>
</tr>
<tr>
<td>MS1023</td>
<td>140.1%</td>
<td>150.9%</td>
<td>119%</td>
<td>117.7%</td>
<td>122%</td>
<td>158.7%</td>
<td></td>
</tr>
<tr>
<td>MS 1123</td>
<td>110%</td>
<td>164%</td>
<td>92.1%</td>
<td>92.7%</td>
<td>91%</td>
<td>113.7%</td>
<td></td>
</tr>
<tr>
<td>MS 123</td>
<td>92.5%</td>
<td>79.3%</td>
<td>91%</td>
<td>107.3%</td>
<td>86%</td>
<td>136.2%</td>
<td></td>
</tr>
<tr>
<td>Percent scoring at or above national average on CAAP objective test. (expected outcome 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>52.9%</td>
<td>52.6%</td>
<td>45.8%</td>
<td>37.5%</td>
<td>46.8%</td>
<td>48.6%</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>56.9%</td>
<td>60.8%</td>
<td>58.4%</td>
<td>40.9%</td>
<td>58.4%</td>
<td>55.4%</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>51.0%</td>
<td>49.0%</td>
<td>50.0%</td>
<td>42.2%</td>
<td>49.4%</td>
<td>52.7%</td>
<td></td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>49%</td>
<td>56.9%</td>
<td>54.2%</td>
<td>36.1%</td>
<td>48.1%</td>
<td>41.9%</td>
<td></td>
</tr>
<tr>
<td>Percent scoring at or above 50 percentile on CAAP Essay. (expected outcome 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Writing</td>
<td>74.1%</td>
<td>NA</td>
<td>83.3%</td>
<td>48.4%</td>
<td>62.8%</td>
<td>65.3%</td>
<td></td>
</tr>
<tr>
<td>Mastery Level (expected outcome 4)</td>
<td>Faculty Projects</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate within three years (ADHE Report) (expected outcome 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>2001</td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>28%</td>
<td>35.3%</td>
<td>38.5%</td>
<td>*</td>
<td>10%</td>
<td>14%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Percentages may change all results are not yet in.
<table>
<thead>
<tr>
<th>Course</th>
<th>Objectives</th>
<th>Instrument</th>
<th>Benchmark</th>
<th>Achievement of Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY 154</td>
<td>Understand the human body through the examination of microscopic and gross human anatomy. Understand the functions of the human body through the investigation of the physiology of different body systems.</td>
<td>Lab practicum</td>
<td>65% of students will earned at least 70% on a practicum covering the human anatomy. 65% of students will earn at least 70% on a unit exam covering the different body system.</td>
<td></td>
</tr>
<tr>
<td>EH 1023</td>
<td>Develop a coherent, grammatically correct essay. Proofread and edit their writing and the work of peers.</td>
<td>Essays</td>
<td>70% of students will be able to write a grammatically correct final essay to at the least 70% accuracy.</td>
<td></td>
</tr>
<tr>
<td>EH 123</td>
<td>Students will be able to write a grammatically correct essay.</td>
<td>Final Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECD 1003</td>
<td>Students will describe ways to set up a safe, healthy learning environment. Students will be able to develop a professional portfolio based on the 6 competencies and 13 functional areas.</td>
<td>Observation &amp; verbal explanation. Portfolio</td>
<td>90% of students will be able to accomplish goal at an 80% level 92.3% of students enrolled accomplished benchmark.</td>
<td></td>
</tr>
<tr>
<td>HY 213</td>
<td>Overall objective is to understand how significant our American experience is to the positive development of our nation in relation to the past experiences of our ancestors.</td>
<td>Multiple Choice Test</td>
<td>70% 62.5% overall success rate 82.3% retained success rate</td>
<td></td>
</tr>
<tr>
<td>PEAC 243</td>
<td>Students will demonstrate the ability to perform the skills required to receive the ARC Community CPR card. Students will score at least 80% on ARC Responding to Emergencies First Aid exam.</td>
<td>Performance Test</td>
<td>70% will score at least 80% on performance and written test. 100% of enrolled students accomplished benchmark.</td>
<td></td>
</tr>
<tr>
<td>PSY 213</td>
<td>Students will demonstrate knowledge of the major psychological approaches to the study of behavior. Students will demonstrate a familiarity with the biological basis of behavior.</td>
<td>Written test</td>
<td>70% will score at least 80% on written test 75% met benchmark 82.3% met benchmark</td>
<td></td>
</tr>
</tbody>
</table>
Phillips Community College of the University of Arkansas
Assessment of Student Learning

Goal 3: Students earning an Associate of Applied Science or Technical Certificate degree will be prepared for entry-level positions in their chosen fields.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure (1, 5)</td>
<td>Office of the Deans</td>
<td>See division assessment</td>
<td>Annually in September</td>
<td>See division assessment</td>
<td>See division assessment. See table 4.</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Employer Satisfaction (2, 4, 6, 8, 10, 11)</td>
<td>Office of the Deans</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment. See table 4.</td>
<td>See division assessment</td>
<td></td>
</tr>
</tbody>
</table>
### Phillips Community College of the University of Arkansas

**Assessment of Student Learning**

**Table 4: Goal 4, Expected Outcomes 1-11**

**Preparation for Employment**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health</strong>&lt;br&gt;(expected outcome 1, 2)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>NCLEX/Registry Pass Rate</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employer Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADN (ALL)</strong></td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>88%</td>
<td>100%</td>
<td>82.7%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Helena West Helena</strong></td>
<td>100%</td>
<td>88.5%</td>
<td>100%</td>
<td>77%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>DeWitt</strong></td>
<td>100%</td>
<td>87.5%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td></td>
</tr>
<tr>
<td><strong>Stuttgart</strong></td>
<td></td>
<td></td>
<td>No Grads</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MLT</strong></td>
<td>NA</td>
<td>NA</td>
<td>No MLT grads</td>
<td>No MLT grads</td>
<td>NA</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>PN</strong>*</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>90%</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>86%</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Helena West Helena</strong></td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>Not Split Out</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>DeWitt</strong></td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>Not Split Out</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>PLB</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table continued on next page.
Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 4: Goal 4, Expected Outcomes 1-11
Preparation for Employment

(Continued from previous page)

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Internship Success Rate</th>
<th>Employer Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business and Information Systems</strong>&lt;br&gt;(expected outcomes 3, 4)</td>
<td>88% 100% 100% 100% 96% 100%</td>
<td>100% 100% 100% 100% 100%</td>
</tr>
<tr>
<td><strong>Cosmetology-Board Pass Rates</strong>&lt;br&gt;(expected outcomes 5, 6)</td>
<td>88% 91% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100%</td>
</tr>
<tr>
<td><strong>Arts and Sciences</strong>&lt;br&gt;(expected outcomes 7, 8, 9,10)</td>
<td>NA 100% NA NA NA</td>
<td>100% NA 100% NA 100%</td>
</tr>
<tr>
<td><strong>Behavioral Health Technology</strong></td>
<td>NA 100% NA NA NA</td>
<td>100% NA 94% 100% NA</td>
</tr>
<tr>
<td><strong>Applied Technology</strong>&lt;br&gt;(expected outcome 11)</td>
<td>NA NA NA NA NA 100%</td>
<td>NA 100% NA NA 100%</td>
</tr>
</tbody>
</table>

NA = Data Not Available
*New class begins every 3 semesters. Data is from class that graduated May 2001 and December 2002.
Next class graduated May 2004 ** No surveys returned PN 2003 – No Graduates
DA = Delayed Administration of Survey (at least 3 months after graduation) ***Did not departmentalize 2005

No surveys returned
### Phillips Community College of the University of Arkansas
#### Assessment of Student Learning

**Goal 4:** Students earning an Associate of Applied Science or Technical Certificate seeking employment in their chosen field will be employed within 6 months of graduation.

### ASSESSMENT OF STUDENT LEARNING

#### Expected Outcomes:

**Allied Health**
1. 90% of Allied Health graduates seeking employment will be employed in their chosen field within 6 months of graduation.
2. 90% of Allied Health graduates seeking employment will initially practice in a setting appropriate for educational preparation.

**Business and Information Systems**
3. 80% of AAS business graduates seeking employment will be employed in the business field within six months of graduation

**Early Childhood Education**
4. 80% of Early Childhood Education graduates seeking employment will find a job in child care or a related field within 6 months of graduation.

**Behavioral Health Technology**
5. 30% of Behavioral Health graduates seeking employment will be employed in the behavioral health or social service field within 6 months of graduation.

**Applied Technology**
6. 80% of Applied Technology graduates seeking employment will find a job in an applied technology field within six months of graduation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and Appropriate Employment</td>
<td>Office of Division Deans</td>
<td>Division Deans</td>
<td>Annually in September</td>
<td>Analysis of Exit Interview And Alumni Survey</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
</tbody>
</table>
### Phillips Community College of the University of Arkansas
#### Assessment of Student Learning

**Table 5: Goal 5, Expected Outcomes 1-6**

**Graduate Employment**

<table>
<thead>
<tr>
<th>Division</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health (expected outcomes 1, 2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD Nursing (see note)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>Helena West Helena (see note)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>DeWitt (see note)</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stuttgart</td>
<td>No Grads</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLT</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>NA</td>
<td>No Grads</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>PN Nursing (see note)</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>No Grads</td>
<td>83%</td>
<td>NA</td>
</tr>
<tr>
<td>Helena West Helena</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>No Grads</td>
<td>Data Not Split</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>DeWitt</td>
<td>100%</td>
<td>No grads</td>
<td>Data Not Split</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Business and Information Systems (expected outcome 3)</strong></td>
<td>NA</td>
<td>83%</td>
<td>83%</td>
<td>79%</td>
<td>80%</td>
<td>75%</td>
<td>Results Pending</td>
</tr>
<tr>
<td><strong>Arts and Sciences (expected outcomes 4, 5)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>84%</td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td>Behavioral Health Technology</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>100%</td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td><strong>Applied Technology (expected outcome 6)</strong></td>
<td>NA</td>
<td>86%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No Surveys Returned</td>
<td>Results Pending</td>
</tr>
</tbody>
</table>

**Note:**
- AD Nursing - 100% of graduates employed in chosen field and 100% of graduates practicing in setting appropriate for profession
- PN Nursing - 100% of graduates employed in chosen field and 100% of graduates practicing in setting appropriate for profession
- NA = Data Not Available/Administered no earlier than 3 months after graduation
- * New class begins every 3 semesters. Data is from class that graduated May 2001 and December 2002. Next class will graduate May 2004
- **Did not departmentalize data
Phillips Community College of the University of Arkansas  
Assessment of Student Learning

**Goal 5:** Students earning an Associate of Applied Science or Technical Certificate who return the graduate survey within 6 months of graduation will express overall satisfaction with the program.

### ASSESSMENT OF STUDENT LEARNING

**Expected Outcomes:**  
**Institution:** PCCUA Graduate Survey (administered day of graduation)

**Programs:**

- **Allied Health**
  1. 85% of Allied Health graduates returning the Graduate Survey will express overall satisfaction with preparation provided by the program.

- **Business and Information Systems**
  2. 85% of AAS business graduates will express overall satisfaction with preparation provided by the program.

- **Early Childhood Education**
  3. 85% of Early Childhood Education graduates will express overall satisfaction with preparation provided by the program.

- **Behavioral Health Technology**
  4. 85% of Behavioral Health graduates will express overall satisfaction with preparation provided by the program.

- **Applied Technology**
  5. 85% of AAS graduates will express overall satisfaction with preparation provided by the program.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Satisfaction</td>
<td>Office of the Dean of each division or director of program</td>
<td>Division Dean or program director</td>
<td>Annually following graduation</td>
<td>Analysis of Graduate/Student Satisfaction Survey with program preparation</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Graduate Survey</td>
<td>Assessment Office</td>
<td>Director of Assessment</td>
<td>Annually following graduation</td>
<td>Analysis of PCCUA Graduate Survey revised Spring 2004 to correlate with Core Competencies</td>
<td>See Table 6c: Goal 6 PCCUA Graduate Survey Response to Graduate Survey 2004-2011</td>
<td></td>
</tr>
</tbody>
</table>
### Phillips Community College of the University of Arkansas
#### Assessment of Student Learning

Table 6a: Goal 6, Expected Outcomes 1-5

Graduate Satisfaction with Program Preparation

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AND</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HWH</strong> (Helena West Helena)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>DeWitt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>No Grads</td>
</tr>
<tr>
<td>Stuttgart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Grads</td>
<td>NA</td>
</tr>
<tr>
<td>MLT</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>No Grads</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>No Grads</td>
<td>No Grads</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>PN*</td>
<td>100%</td>
<td>100%</td>
<td>No Grads*</td>
<td>98%</td>
<td>100%</td>
<td>No Grads*</td>
<td>100%</td>
<td>100%</td>
<td>No Grads*</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>PLB</td>
<td>**</td>
<td>**</td>
<td>100%</td>
<td>**</td>
<td>**</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Business and Information Systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(expected outcome 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts &amp; Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(expected outcome 3, 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>91%</td>
<td>93%</td>
<td>97%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Behavioral Health Technology</td>
<td>NA</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Applied Technology (expected outcome 5)</td>
<td>NA</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>97%</td>
<td>88%</td>
<td>NA</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

NA = Data Not Available

*New class begins every 3 semesters. Data is from class that graduated May 2001 and December 2002. Next class graduated May 2004

** No surveys returned

*** Did not departmentalize
### Table 6b: Goal 6 PCCUA Graduate Survey
**Response to Graduate Survey 2002 and 2003**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2002 (126)</th>
<th>2003 (122)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired a general education</td>
<td>88</td>
<td>98</td>
</tr>
<tr>
<td>Recommend the college to a friend</td>
<td>86</td>
<td>94</td>
</tr>
<tr>
<td>Acquired career training</td>
<td>82</td>
<td>95</td>
</tr>
<tr>
<td>*Improved communication skills</td>
<td>83</td>
<td>97</td>
</tr>
<tr>
<td>*Acquired a knowledge and appreciation of art, music, literature.</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td>*Understand different cultures</td>
<td>55</td>
<td>89</td>
</tr>
<tr>
<td>*Become a better citizen</td>
<td>53</td>
<td>93</td>
</tr>
<tr>
<td>*Acquired technology and science skills</td>
<td>60</td>
<td>84</td>
</tr>
<tr>
<td>Acquired leadership skills</td>
<td>81</td>
<td>95</td>
</tr>
<tr>
<td>Improved self-confidence</td>
<td>55</td>
<td>97</td>
</tr>
</tbody>
</table>

* Measure Core Competency

#### Table 6c: Goal 6 PCCUA Graduate Survey
**Response to Graduate Survey 2004-2011**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction is good or excellent</td>
<td>97.9</td>
<td>97</td>
<td>97</td>
<td>NA</td>
<td>98</td>
<td>NA</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Satisfied with program of study</td>
<td>93.9</td>
<td>94</td>
<td>94</td>
<td>NA</td>
<td>94</td>
<td>95</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Acquire career training</td>
<td>84.1</td>
<td>93</td>
<td>91</td>
<td>NA</td>
<td>98</td>
<td>97</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Improve leadership skills</td>
<td>91.7</td>
<td>96</td>
<td>94</td>
<td>NA</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>*More skilled in meeting and relating to others</td>
<td>97.3</td>
<td>97</td>
<td>99</td>
<td>NA</td>
<td>99</td>
<td>96</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>*Acquire skills in technology</td>
<td>97.8</td>
<td>96</td>
<td>97</td>
<td>NA</td>
<td>97</td>
<td>96</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>*Develop oral and written communication skills</td>
<td>97.9</td>
<td>96</td>
<td>97</td>
<td>NA</td>
<td>96</td>
<td>98</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>*Learn to think critically</td>
<td>93.1</td>
<td>94</td>
<td>96</td>
<td>NA</td>
<td>96</td>
<td>96</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>*Acquire knowledge and appreciation of art, music, history, and literature</td>
<td>95.8</td>
<td>82</td>
<td>79</td>
<td>NA</td>
<td>99</td>
<td>87</td>
<td>89</td>
<td>84</td>
</tr>
<tr>
<td>*Understand science and scientific reasoning</td>
<td>96.5</td>
<td>84</td>
<td>85</td>
<td>NA</td>
<td>88</td>
<td>89</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Acquire general education needed in career for advanced degree</td>
<td>92.3</td>
<td>96</td>
<td>95</td>
<td>NA</td>
<td>88</td>
<td>NA</td>
<td>NA</td>
<td>90</td>
</tr>
<tr>
<td>Improve self confidence</td>
<td>95.1</td>
<td>95</td>
<td>95</td>
<td>NA</td>
<td>96</td>
<td>96</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>*Recognize and respond to diversity of people and cultures</td>
<td>95.7</td>
<td>96</td>
<td>96</td>
<td>NA</td>
<td>95</td>
<td>97</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Acquire skills and knowledge related to daily life</td>
<td>93.6</td>
<td>96</td>
<td>94</td>
<td>NA</td>
<td>96</td>
<td>97</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>Understand the constitution, government, and political processes</td>
<td>94.2</td>
<td>88</td>
<td>82</td>
<td>NA</td>
<td>86</td>
<td>85</td>
<td>84</td>
<td>82</td>
</tr>
<tr>
<td>*Understand and appreciate the importance of community involvement</td>
<td>80.4</td>
<td>91</td>
<td>93</td>
<td>NA</td>
<td>94</td>
<td>92</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>*Acquire math skills related to my area of study</td>
<td>92.1</td>
<td>91</td>
<td>91</td>
<td>NA</td>
<td>97</td>
<td>92</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>*Learn to solve problems</td>
<td>96.3</td>
<td>94</td>
<td>93</td>
<td>NA</td>
<td>98</td>
<td>96</td>
<td>97</td>
<td>95</td>
</tr>
</tbody>
</table>

* Measure Core Competency  **Scanner used by IT department to create survey crashed and unable to read reports.**
Phillips Community College of the University of Arkansas
Assessment of Student Learning

Goal 6: Students earning an Associate of Applied Science or Technical Certificate will demonstrate proficiency in college core competencies.

### ASSESSMENT OF STUDENT LEARNING

#### Expected Outcomes:
- Critical Thinking – Students will be able to analyze data, relate knowledge from several areas, evaluate alternatives, predict outcomes and use this knowledge to create new ones.
- Communication – Students will be able to communicate effectively in a written and oral manner.
- Social and Civic Responsibility – Students will demonstrate behavior that adhere to legal/ethical standards established by society.
- Cultural Awareness – Students will recognize and respect the diversity of people; their beliefs, values, attitudes and customs.
- Mathematical Reasoning – Students will possess knowledge of mathematical operations, concepts, strategies and theorems, and will be able to solve problems using this knowledge.
- Technology Utilization – Students will be able to use technological and tool of trades to achieve a specific outcome.

#### Expected Outcomes:

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Office of the Dean of each division.</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Communication</td>
<td>Office of the Dean of each division.</td>
<td>See division assessment</td>
<td>End of spring semester</td>
<td>End of spring semester</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Office of the Dean of each division.</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Office of the Dean of each division.</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Office of the Dean of each division.</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
<td>See division assessment</td>
</tr>
</tbody>
</table>

Allied Health: (See individual program assessment plans for specific benchmarks.)
1. At least 75% of Allied Health graduates will achieve program benchmarks related to college core competencies.

Business and Information Systems
2. 85% of AAS Business students will achieve core competencies by scoring 75% or higher on internship supervisor evaluations and simulations/projects.

Early Childhood Education
3. 85% of students will meet program standards related to core competencies by achieving an average score of 70% on the Field Observation Assessment Instrument, the student portfolio, and the program simulation projects.

Behavioral Health Technology
4. 85% of students will meet program standards related to core competencies by achieving an average score of 70% on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects.

Applied Technology
5. 100% of graduating students will meet program standards related to core competencies by successfully completing general education courses related to specific competencies.
Phillips Community College of the University of Arkansas  
Assessment of Student Learning  
Table 7a: Goal 7, Expected Outcomes 1-5  
Attainment of College Core Competencies (percentages)

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Social &amp; Civic Responsibility</th>
<th>Cultural Awareness</th>
<th>Critical Thinking</th>
<th>Mathematical Reasoning</th>
<th>Technology Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>HWH (Helena West Helena)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>DeWitt</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
</tr>
<tr>
<td>Stuttgart</td>
<td>No Grads</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>MLT</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
<td>No Grads</td>
<td>100%</td>
</tr>
<tr>
<td>PN*</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>HWH (Helena West Helena)</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
</tr>
<tr>
<td>DeWitt</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
</tr>
<tr>
<td>PLB</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Business &amp; Information Systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>NA</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Behavioral Health Technology</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>NA</td>
<td>100%</td>
<td>79%</td>
<td>85%</td>
<td>75%</td>
<td>86%</td>
</tr>
</tbody>
</table>
Phillips Community College of the University of Arkansas  
Assessment of Student Learning

**Goal 7:** Students entering the PCCUA Adult Education program will be placed in an appropriate curriculum according to results of specialized tests and will gain reading, math, and language skills as demonstrated by EFL advancements after 60 hours of instruction.

### ASSESSMENT OF STUDENT LEARNING

**Expected Outcomes:**

**Operational Definitions:**
- **DADE** – Division of Adult and Developmental Education
- **TABE** – Test of Adult Basic Education
- **GED** – General Education Development test
- **EFL** – Educational Functional Level
- **Beginning Literary Education** – Students functioning at the 0-3.9 grade levels
- **Adult Basic Education** – Students functioning at the 4-8.9 grade levels
- **Adult Secondary Education** – Students functioning at the 9-12 grade levels
- **AERIS** – Adult Education Reporting Information System

**Expected Outcomes:**
1. 100% of students entering the Adult Education Program will take the TABE in reading, mathematics, and language and will be placed in an appropriate curriculum according to test results.
2. 50% of students enrolled in Beginning ABE Literacy will complete or advance one or more educational functioning levels.
3. 50% of students enrolled in Adult Basic Education will complete or advance one or more educational functioning levels.
4. 50% of students enrolled in Adult Secondary Education will complete or advance one or more educational functioning levels.
5. 100% of students with a 10.0 grade level or above and a goal of getting a GED will be given the Official GED Practice Test.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy pre and post scores</td>
<td>AERIS &amp; Dean of DADE</td>
<td>Instructors</td>
<td>At initial enrollment and after 12 hours of instruction</td>
<td>Comparison of pre and post TABE test scores</td>
<td>All students were administered the TABE</td>
<td>Outcome Achieved.</td>
</tr>
<tr>
<td>ABE pre and post scores</td>
<td>Instructors</td>
<td>At initial enrollment and after 12 hours of instruction</td>
<td>Comparison of pre and post TABE test scores</td>
<td>47.5% of students progressed</td>
<td>Completion of 60 hours of instruction is now required for post testing. Retention efforts to keep more students for at least 60 hours.</td>
<td></td>
</tr>
<tr>
<td>ASE pre and post scores</td>
<td>Instructors</td>
<td>At initial enrollment and after 12 hours of instruction</td>
<td>Comparison of pre and post TABE test scores</td>
<td>61% of students progressed</td>
<td>Completion of 60 hours of instruction is now required for post testing.</td>
<td></td>
</tr>
<tr>
<td>Official Practice Test Administrations</td>
<td>Adult Education counselor</td>
<td>Students with 10.0 grade level or above</td>
<td>Documentation of Official Practice Test administrations for students with a grade level of 10.0 or above and a goal of getting a GED</td>
<td>All student with a goal of getting a GED and scoring 10.0 or above on the TABE were administered the Official GED Practice Tests.</td>
<td>Outcome Achieved.</td>
<td></td>
</tr>
</tbody>
</table>
## Phillips Community College of the University of Arkansas
### Assessment of Student Learning

#### Table 8: Goal 8, Expected Outcomes 1-5

**Adult Education Student Performance 2000-2006**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total =383 progress/percent</strong></td>
<td>154/40%</td>
<td>146/54%</td>
<td>174/68%</td>
<td>281/84%</td>
<td>179/57%</td>
<td>163/55%</td>
</tr>
<tr>
<td><strong>Total =270 progress/percent</strong></td>
<td>108/36%</td>
<td>111/40%</td>
<td>128/50%</td>
<td>168/68%</td>
<td>157/57%</td>
<td>144/50%</td>
</tr>
<tr>
<td><strong>Total =256 progress/percent</strong></td>
<td>96/38%</td>
<td>102/40%</td>
<td>116/46%</td>
<td>160/62%</td>
<td>150/59%</td>
<td>136/53%</td>
</tr>
<tr>
<td><strong>Total =335 progress/percent</strong></td>
<td>176/53%</td>
<td>117/35%</td>
<td>160/48%</td>
<td>210/63%</td>
<td>185/55%</td>
<td>170/51%</td>
</tr>
<tr>
<td><strong>Total =316 progress/percent</strong></td>
<td>48/15%</td>
<td>48/15%</td>
<td>50/16%</td>
<td>70/21%</td>
<td>60/19%</td>
<td>56/18%</td>
</tr>
<tr>
<td><strong>Total =298 progress/percent</strong></td>
<td>42/14%</td>
<td>42/14%</td>
<td>48/16%</td>
<td>62/21%</td>
<td>52/17%</td>
<td>48/16%</td>
</tr>
</tbody>
</table>

**Beginning ABE Literacy**
- 29 @ 12+ HOURS (55%)
- 10 @ 12+ HOURS (70%)
- 11 @ 12+ HOURS (64%)
- 39 @ 12+ HOURS (72%)
- 36 @ 12+ HOURS (74%)
- 26 @ 12+ HOURS (73%)

**Beginning Basic Education**
- 84 @ 12+ HOURS (42%)
- 22 @ 12+ HOURS (55%)
- 36 @ 12+ HOURS (78%)
- 78 @ 12+ HOURS (88%)
- 86 @ 12+ HOURS (56%)
- 77 @ 12+ HOURS (57%)

**Total Beginning Literacy Education**
- 51/113 (45%)
- 19/32 (59%)
- 35/47 (74%)
- 117/97 (83%)
- 122/65 (53%)
- 103/63 (61%)

**Low Intermediate Basic Education**
- 91 @ 12+ HOURS (45%)
- 56 @ 12+ HOURS (71%)
- 68 @ 12+ HOURS (74%)
- 107 @ 12+ hours (86%)
- 100 @ 12+ hours (58%)
- 75 @ 12+ hours (52%)

**High Intermediate Basic Education**
- 116 @ 12+ HOURS (37%)
- 85 @ 12+ HOURS (48%)
- 86 @ 12+ HOURS (69%)
- 80 @ 12+ HOURS (84%)
- 80 @ 12+ hours (56%)
- 75 @ 12+ hours (59%)

**Total Adult Basic Education**
- 84/207 (41%)
- 81/141 (57%)
- 109/154 (71%)
- 187/159 (85%)
- 180/103 (85%)
- 165/85 (61%)

**Low Adult Secondary Education**
- 32 @ 12+ HOURS (59%)
- 49 @ 12+ HOURS (41%)
- 41 @ 12+ HOURS (63%)
- 50 @ 12+ hours (88%)
- 38 @ 12+ hours (56%)
- 25 @ 12+ hours (48%)

**High Adult Secondary Education**
- *31 @ 12+ HOURS (0%)
- 48 @ 12+ HOURS (54%)
- 14 @ 12+ HOURS (29%)
- 6 @ 12+ hours (88%)
- 6 @ 12+ hours (100%)
- 4 @ 12+ hours (75%)

**Total Adult Secondary Education**
- 19/63 (30%)
- 46/97 (47%)
- 30/55 (55%)
- 31/25 (81%)
- 14/11 (78%)
- 29/15 (52%)

**OVERALL EDUCATIONAL PROGRESS ALL STUDENTS**
- 383 @ 12+ HOURS (40%)
- 270 @ 12+ HOURS (54%)
- 256 @ 12+ HOURS (68%)
- 335 @ 12+ HOURS (84%)
- 316 @ 12+ HOURS (57%)
- 298 @ 12+ HOURS (55%)

* 0% DUE TO INACCURATE REPORTING

Education gains are based on NRS Educational Functioning Level advancements. Students are tested using the Test of Adult Basic Education (TABE).

**Note:** Difference in percentages in 2004 and 2005 was due the state reporting system being changed.
This table is based on students who are tested with the TABE after at least 12 hours of instruction; however, the testing policy was changed starting the fall 2006. No student can be tested until he/she has completed at least 60 hours of instruction. A number of students did not post test during 2006-2007 due to this change. Adult Education is also open enrollment, meaning that a student can enroll at any time. Students are included in evaluation criteria if they have attended at least 12 hours.
### Table 8: Goal 8, Expected Outcomes 1-5
**Adult Education Student Performance 2006-2011**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total =257 progress/percent</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total =259 progress/percent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total =262 progress/percent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total=240 progress/percent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total=178 progress/percent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning ABE Literacy</strong></td>
<td>18@12+HOURS 9/50%</td>
<td>32@12+HOURS 17/53%</td>
<td>20@12+HOURS 7/35%</td>
<td>17@12+HOURS 9/53%</td>
<td>13@12+HOURS 5/38%</td>
</tr>
<tr>
<td><strong>Beginning Basic Education</strong></td>
<td>55@12+HOURS 33/60%</td>
<td>61@12+HOURS 33/54%</td>
<td>75@12+HOURS 31/41%</td>
<td>64@12+HOURS 19@30%</td>
<td>41@12+HOURS 18/44%</td>
</tr>
<tr>
<td><strong>Total Beginning Literacy Education</strong></td>
<td>73/42 57.5%</td>
<td>93/50 53.8%</td>
<td>95/38 40%</td>
<td>81/28 35%</td>
<td>54/23 43%</td>
</tr>
<tr>
<td><strong>Low Intermediate Basic Education</strong></td>
<td>66 @12+HOURS 34/52%</td>
<td>76@12+HOURS 43/57%</td>
<td>69@12+HOURS 30/43%</td>
<td>73@12+HOURS 39/53%</td>
<td>51@12+HOURS 28/55%</td>
</tr>
<tr>
<td><strong>High Intermediate Basic Education</strong></td>
<td>84 @12+HOURS 37/44%</td>
<td>61@12+HOURS 34/56%</td>
<td>80@12+HOURS 34/43%</td>
<td>66@12+HOURS 37/56%</td>
<td>55@12+HOURS 25/45%</td>
</tr>
<tr>
<td><strong>Total Adult Basic Education</strong></td>
<td>150/71 47.3%</td>
<td>137/77 56.2%</td>
<td>149/64 43%</td>
<td>139/76 55%</td>
<td>106/53 50%</td>
</tr>
<tr>
<td><strong>Low Adult Secondary Education</strong></td>
<td>24 @12+HOURS 10/42%</td>
<td>19@12+HOURS 11/59%</td>
<td>17@12+HOURS 9/53%</td>
<td>15@12+HOURS 10/67%</td>
<td>15@12+HOURS 9/60%</td>
</tr>
<tr>
<td><strong>High Adult Secondary Education</strong></td>
<td>10 @12+HOURS 8/80%</td>
<td>10@12+HOURS 7/70%</td>
<td>1@12+HOURS 1/100%</td>
<td>5@12+HOURS 3/60%</td>
<td>3@12+HOURS 2/6%</td>
</tr>
<tr>
<td><strong>Total Adult Secondary Education</strong></td>
<td>34/18 52.9%</td>
<td>29/18 62%</td>
<td>18/10 56%</td>
<td>20/13 65</td>
<td>18/11 61%</td>
</tr>
<tr>
<td><strong>OVERALL EDUCATIONAL PROGRESS ALL STUDENTS</strong></td>
<td>257@12+HOURS 131/51%</td>
<td>259@12+HOURS 145/56%</td>
<td>262@12+HOURS 112/43%</td>
<td>240@12+HOURS 117/50%</td>
<td>178@12+HOURS 87/49%</td>
</tr>
</tbody>
</table>

*Students can't test until they have obtained 60 instructional hours. This has resulted in a reduction in the number of students who are allowed to post test.
#### Phillips Community College of the University of Arkansas

#### Assessment of Student Learning

**Goal 8:** Adult Secondary Education students will receive an Arkansas High School Diploma after passing the GED and will continue their education.

### ASSESSMENT OF STUDENT LEARNING

#### Operational Definitions:
- DADE – Division of Adult and Developmental Education
- Adult Secondary Education – Students functioning at the 9-12 grade levels
- GED – General Education Development test
- AERIS – Adult Education Student Management System

#### Expected Outcomes:
1. 80% of Adult Secondary Education students taking the GED test will receive an Arkansas High School Diploma.
2. 75% of students with a secondary goal of entering post-secondary education will enroll in college (PCCUA) within six months after receiving an Arkansas High School Diploma.

<table>
<thead>
<tr>
<th>Component</th>
<th>Where Verification Found</th>
<th>Responsible Party</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Assessment Outcomes (Report of Data Collection)</th>
<th>Plan for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Test Results</td>
<td>Dean of DADE/ GED Examiner/ AERIS</td>
<td>GED Examiner</td>
<td>Monthly</td>
<td>GED Test Results</td>
<td>Program Year 2010-2011 (75%)</td>
<td>Will continue to get students back in to retest in order to improve GED pass rate. Students will also need additional skills review for any subject area not passed.</td>
</tr>
<tr>
<td>Comparison of PCCUA and AR GED pass rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED follow-up of GED recipients with a goal of entering post-secondary education</td>
<td>GED Examiner</td>
<td>Monthly</td>
<td>Follow-up documentation/ data matching</td>
<td>Information not available at this time.</td>
<td>This process is done through State data matching which is not available at this time.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 9a: Goal 9, Expected Outcome 1

**ARKANSAS AND PCCUA GED STATISTICAL REPORT**
**JANUARY – DECEMBER**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td># TAKING GED TEST</td>
<td>AR</td>
<td>PCCUA</td>
<td>AR</td>
<td>PCCUA</td>
<td>AR</td>
<td>PCCUA</td>
<td>AR</td>
</tr>
<tr>
<td></td>
<td>8,202</td>
<td>50</td>
<td>8,053</td>
<td>51</td>
<td>8,179</td>
<td>40</td>
<td>8,747</td>
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<tr>
<td></td>
<td>8,657</td>
<td>49</td>
<td>8,783</td>
<td>48</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td># PASSING GED TEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7,017</td>
<td>42</td>
<td>6,635</td>
<td>39</td>
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<td>34</td>
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<tr>
<td></td>
<td>7,274</td>
<td>39</td>
<td>7538</td>
<td>39</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>GED PASS RATE</td>
<td>86%</td>
<td>84%</td>
<td>82.4%</td>
<td>76.5%</td>
<td>83.4%</td>
<td>85%</td>
<td>84%</td>
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<tr>
<td></td>
<td>84%</td>
<td>80%</td>
<td>86%</td>
<td>81%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

*** Data not available at this time.

### Table 9b: Goal 9, Expected Outcome 2

**PCCUA GED STATISTICAL REPORT**
**PROGRAM YEAR JULY – JUNE**

<table>
<thead>
<tr>
<th></th>
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</tr>
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<tbody>
<tr>
<td># TAKING GED TEST</td>
<td>64</td>
<td>58</td>
<td>65</td>
<td>52</td>
<td>49</td>
<td>45</td>
<td>44</td>
<td>50</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td># PASSING GED TEST</td>
<td>57</td>
<td>48</td>
<td>58</td>
<td>42</td>
<td>45</td>
<td>39</td>
<td>33</td>
<td>39</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>GED PASS RATE</td>
<td>89%</td>
<td>83%</td>
<td>89</td>
<td>81</td>
<td>92%</td>
<td>87%</td>
<td>75%</td>
<td>78%</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Table 9c: Goal 9, Expected Outcome 3

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Post-Secondary</td>
<td>10 OF GED</td>
<td>12 OF GED</td>
<td>18 OF GED</td>
<td>Data</td>
<td>Data</td>
<td>Students w/goal</td>
<td>11 of GED</td>
<td>5 of GED</td>
<td>NA</td>
</tr>
<tr>
<td>Education or Training</td>
<td>GRADUATES</td>
<td>GRADUATES</td>
<td>GRADUATES</td>
<td>Matching-</td>
<td>Matching-</td>
<td>4 Of 5 GED</td>
<td>GRADUATES</td>
<td>Graduates</td>
<td>Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not available at this time</td>
<td>Not available at this time</td>
<td>GRADUATES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I
SYLLABI
INSTRUCTOR INFORMATION:
Instructor: Cathy McKinney
Office Location: C 110
Office Phone #: (870) 338-6474 ext. 1395
Email Address: cmckinney@pccua.edu
Office Hours: M-F 9-9:30; M 3-4; TTH 2-2:30; F 9:30-12 or by appointment

COURSE DESCRIPTION
This course provides a history of the development of health care in the US, with an emphasis on behavioral health. It focuses on the major components of the health care system and the processes that enable people to receive health care. The origins of mental health delivery systems to the present, as well as current trends in health care are examined.

COURSE GOALS
Upon completion of the course, students will:

- Be able to outline the history of health care in the US, with an emphasis on the delivery of mental health services
- Be able to discuss current trends in the delivery of behavioral health issues
- Understand the effects of health care delivery on both consumers and providers of health services
- Possess a broad knowledge of managed care issues
- Possess a broad knowledge of Medicaid and Medicare as governmental health insurance
- Be familiar with the history of mental health care from past to present

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.
1) Critical Thinking  
2) Communication  
3) Social and Civic Responsibility  
4) Cultural Awareness  
5) Mathematical Reasoning  
6) Technology Utilization  

TEXT AND READING MATERIALS:  
No text is required. We will utilize lecture notes, handouts, assigned readings, and video learning.  

GRADING POLICY  
Midterm exam 30%  
Final exam 30%  
Paper/project 20%  
Other Assignments 10%  
Attendance and participation 10%  

GRADING SCALE  
90-100 A  
80-89 B  
70-79 C  
60-69 D  
Below 60 F  

PAPER  
Students are assigned a paper due Nov 20th. Students will visit an agency or facility that provides health or behavioral health services in this area. The paper will cover the following:  

I. Description of the agency  
II. Name of contact person
III. Target population

IV. Services provided by the agency

V. How is the agency funded?

VI. Has the delivery of services changed over time?

The students will make a presentation of the information to the class on Nov. 30th. The presentation will be a poster-type display that may include brochures, advertisements, photos, etc. from the agency.

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed:

CLASSES WHICH MEET ONE TIME PER WEEK — 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK — 3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”. Attendance and participation are essential to progress in the course, as well as 10% of your course grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Assignments and exams must be completed by assigned dates and will not be accepted after these dates.
ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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:

Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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. Directory information can be provided unless the student request that it be withheld.
CLASSROOM BEHAVIOR

Electronic devices, such as cell phones, ipods and pagers, are not permitted and must be turned off during class. All earphones must be removed. No texting is allowed in class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class. Further information on student behavior and discipline is available in the student handbook and at www.pccua.edu. The revised student discipline policy will be discussed on the first day of class.

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 United Healthcare Student Resources. 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.

http://www.adhe.edu/ (Click) Arkansas Course Transfer System

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

COURSE OUTLINE

Overview: The state of Health Care Delivery in the US

Defining Health Care Delivery
Historical Overview of Medical Care and Treatment

Technological Advancements

Health Behaviors

Acute Care, Chronic Care, Long Term Care

The Role of Government in US Health Care Delivery

Financing Health Care

  Medicare

  Medicaid

  Managed Care

Insurance

History of Mental Health Care and Treatment
Course Name: Chronic and Infectious Disease  
Course Number: BH 113  
Semester and Year: Spring 2011  
Meeting Time & Place: M 4pm L305  
Credit Hours: 3  
Revision Date: January 2011

INSTRUCTOR INFORMATION:  
Instructor: Cathy McKinney  
Office Location: C 110  
Office Phone #: (870) 338-6474 ext. 1395  
Email Address: cmckinney@pccua.edu  
Office Hours for Students: M 1-2 3-4; TTH 1-2; F by appt.

COURSE DESCRIPTION AND GOALS  
This course introduces the student to chronic disorders and infectious diseases, as well as the disease process. Prevention, safety and security, infection control, HIV/AIDS, and communicable diseases will be covered. Psychosocial implications of living with chronic illness will be addressed. Upon completion of the course, the student is expected to demonstrate a broad knowledge of several diseases, be familiar with the disease process, complete an individual project, and gain an understanding of the impact of living with disease on individuals.

PCCUA CORE COMPETENCIES  
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking  
2) Communication  
3) Social and Civic Responsibility  
4) Cultural Awareness  
5) Mathematical Reasoning  
6) Technology Utilization
TEXT AND READING MATERIALS: NO TEXT REQUIRED. We will use lectures, handouts and assigned readings, video learning, and class discussion.

GRADING POLICY
Paper/presentation  30%
Mid Term Exam 30%
Final Exam 30%
Attendance/Participation 10%

Grading scale:  90-100 A
              80-89  B
              70-79  C
              60-69  D
              Below 60  F

PAPER/PRESENTATION

Each student will select a condition or disease and complete a 3-4 page typed paper. The paper should include: description of the illness, signs and symptoms, usual prognosis, treatment, and psychosocial implications. A works cited page must be included. Each student will present their topic to the class using any audiovisual devices, handouts, posters, etc. that will help teach the class about the specific illness. Topics are to be turned in to the instructor by Feb 14. Presentations will be April 25.

ATTENDANCE POLICY

Class attendance is essential to progress in the course, as well as part of your grade. 3 absences are considered excessive and will result in the student’s probable removal from the course. After 1 absence, the instructor will notify the student and remind him or her of the importance of attendance. After the second absence, the instructor will again notify the student and notify the student’s advisor via email; the advisor will refer the student to the Student Success Coordinator.
MISSED OR LATE ASSIGNMENTS AND EXAMS
No exams may be made up or late papers accepted.

ACADEMIC HONESTY POLICY
Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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INSURANCE
PCCUA does not provide insurance for its students; students may obtain their own insurance coverage through United Healthcare Student Resources. Forms are available in the Registrar’s Office.

ACTS
The Arkansas Course Transfer System 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 admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “no comparable course”. Additionally, courses with a “D” do not frequently transfer. ACTS may be accessed at http://www.adhe.edu click Arkansas Course Transfer System
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Classroom Behavior: Electronic devices, such as cell phones, headphones, earpieces, IPods, pagers, etc. are not permitted and must be turned off and removed during class. Texting is also not permitted during class. Recorders may be used for lectures. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class. RUDE OR DISRUPTIVE BEHAVIOR WILL NOT BE TOLERATED. Any student displaying this type of behavior will be referred to Vice Chancellor Boone, and must meet with the instructor before being allowed to return to class.

Please review the Student Discipline policy outlined in the Student Handbook.

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

COURSE OUTLINE

Overviews
Chronic Disease
Infectious Disease and the Disease Process
Psychosocial Impact of Chronic Disease- Chapter 1 in text
Kubler- Ross’ Five Stage Theory

Diagnosis
Patient Factors
Physician Factors
Disease Factors
Diagnosis Factors

The Patient and the Chronic Disorder

Coping with the Healthcare System

Coping with the Disorder

Emotional Responses to Chronic Illness

Quality of Life

Prevention

Primary, Secondary, and Tertiary Prevention

Healthy Lifestyles

Immunizations

Childhood Diseases

Disease Profiles

Coronary Heart Disease

Depression

Diabetes

Infectious Diseases

Influenza

Tuberculosis

HIV/AIDS

Hypertension

Autoimmune Disorders

Schizophrenia

Renal Disease
Chronic Disorders and the Elderly

Health Maintenance, common disorders, psychopharmacology

These are the general topics that will be covered during the course. This is not arranged chronologically and is subject to change.
Course Name: Theories and Treatment of Social Problems  
Course Number: BH 123  
Semester/Year: Spring 2010

Time/Place: 4:00-6:20p.m. Wed–L304
Prerequisites: 
Required Laboratories: 
Credit Hours: 3  
Clock Hours: 3

COURSE DESCRIPTION 
This is an introductory course to theories and treatment of social and health related problems. The course focuses on the study of identification, intervention, assessment, and referral. The course also reviews physiological and psychological reactions to behavioral health related problems.

INSTRUCTIONAL OBJECTIVES & MEASURES

Upon completion of the course, students should be able to:

- Demonstrate an understanding of social problems and contrasting personal problems  
- Demonstrate a general knowledge of problems of behavioral variance, i.e. sexual variance, alcohol and other drugs, crime and delinquency, and violence  
- Evaluate problems of inequality based on poverty, gender inequality, race, ethnic groups, and racism  
- Identify problems of social institutions related to government and politics, work and the economy, education, family problems, health care and illnesses (physical and mental)
• Discuss how social problems are global derivatives of war, terrorism and the overall environment

ASSESSMENT AND EVALUATION

Upon completion of the course, assessment and evaluation will be based upon students knowledge and abilities acquired for the behavioral health profession. Additionally, students will be prepared to demonstrate skills in practicum, internship or actual job placement.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

7) Critical Thinking
8) Communication
9) Social and Civic Responsibility
10) Cultural Awareness
11) Mathematical Reasoning
12) Technology Utilization


GRADING POLICY—90-100 (A) 80-89 (B) 70-79 (C) 60-69 (D) Below 60 (F)

Group Projects

Individual Research

Examinations

Presentations
ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

COURSE OUTLINE

Foundations

Understanding Social Problems

Problems of Behavioral Variance

Sexual Variance

Alcohol and Other Drugs

Crime and Delinquency

Violence

Problems of Inequality

Poverty

Gender Inequality

Race, Ethnic Groups, and Racism
Problems of Social Institutions

Government and Politics

Work and the Economy

Education

Family Problems

Health Care and Illness: Physical/Mental

Global Social Problems

War and Terrorism

The Environment

MISSED OR LATE ASSIGNMENTS AND EXAMS

If an exam, quiz, or assignment is missed the student must seek permission from the instructor to complete. The assignment must be completed by the next class period.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.
The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

**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:**

Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

**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. Directory information can be provided unless the student request that it be withheld.

**Classroom Behavior:** Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.
Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.
Course Name: Behavioral Health Issues  
Course Number: BH 133-H20  
Semester and Year: Fall 2011

Meeting Time & Place: W 4:00 – 6:20 pm  
Lewis Library L304  
Prerequisites: We suggest Medical  
Medical Terminology  
Credit Hours: 3  
Clock Hours: 

INSTRUCTOR INFORMATION: 
Instructor: Le Roy Cook, MRC  
Office Location: Lewis Library 1st fl.  
Office Phone #: (870) 338-6474 (1124)  
Email Address: lcook@pccua.edu  
Office Hours: 7:00-3:30 pm

COURSE DESCRIPTION 
This course examines four distinct concerns of behavioral health technology: substance abuse, domestic violence/abuse, and case management best practices with regard to the legal and ethical principles of the behavioral health profession. Alzheimer’s Disease, and vocational disabilities, will be emphasized along with the prevention, detection, and intervention theories used by case workers.

INSTRUCTIONAL OBJECTIVES & MEASURES 
Upon completion of the course, students in the class will demonstrate knowledge in: 

The etiology of the disease of addiction, including signs and symptoms, the course of the disease, and recovery issues  

Domestic abuse issues, including patterns of abuse, support options, effects on families, and the impact on society  

Specific problems faced by the elderly, including Alzheimer ‘s disease, loss, financial issues, abuse, depression,  

Legal and ethical issues for Behavioral Health Professionals  

Case Management
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

TEXT AND READING MATERIALS:  Brodwin, Martin G. and Tellez, Fernard A. : Medical, Psychosocial, & Vocational Aspects of Disability, (edition)

**Because this text will not be available at the start of Fall 2009 classes, the course outline will be adjusted with dates after the text arrive.

Publisher:

GRADING POLICY
WEEKLY TEST 20%
GROUP PROJECT (1) 15%
PROFESSIONAL PRESENTATION (2) 50%
FINAL (POST TEST) 15%

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes are missed:

CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.
PARTICIPATION

Participation is essential to progress in the course as well as part of your grade.

COURSE OUTLINE

**Because this text will not be available at the start of Fall 2009 classes, the course outline will be adjusted with dates after the text arrive.**

Class orientation & Review

Legal & Ethical Principal of Behavioral Health

Overview of Case Management

Intake process

Assessment & Evaluation Process (icd-9, Axis I-V, & DSM)

Treatment Planning, Discharge & Aftercare/Follow-up

Legal & Ethical Principles

Class Project Assignment (Literature Review in Library)

Late Adulthood & Alzheimer’s Disease

Domestic Abuse-Harmful/Violent Behaviors

Group Project

Alcohol and Drug Abuse

Presentations & Papers Due

Presentations & Papers

Group Projects Due/Review for Final

Final Exam

MISSED OR LATE ASSIGNMENTS AND EXAMS
If an exam, quiz, or assignment is missed the student must seek permission from the instructor to complete or make up prior to the exam or assignment due date. The final decision for completion or make up work is left to the discretion of the instructor.
STUDENT RESPONSIBILITIES—Get a Student Handbook, read it and know it. It explains the responsibilities of the institution, faculty and you.

ACADEMIC HONESTY POLICY

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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:

Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY

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Classroom Behavior: Electronic devices, such as cell phones, i-pods, and/or mp3/4, are not permitted and must be turned off during class. Violation of these policies may result in dismissal and/or other forms of disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.
The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.

**Disclaimer:** This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may make the subjects covered on certain dates change.
Course Name: Practicum in Behavioral Health  
Course Number: BH 143  
Semester and Year: Fall 2011  

INSTRUCTOR INFORMATION:  
Instructor: Cathy McKinney  
Office Location: C 110  
Office Phone #: (870) 338-6474 ext, 1395  
Email Address: cmckinney@pccua.edu  
Office Hours: Posted  

Meeting Time & Place: TBA  
Prerequisites: BH 103, 113, 123, 133  
Credit Hours: 3  
Clock Hours: 120  

COURSE DESCRIPTION  
The Behavioral Health Practicum provides field experience in a behavioral health/human services environment. Students will complete 120 hours of supervised practice in an agency setting.  

COURSE GOALS  
Upon completion of the practicum, students should be able to demonstrate knowledge of agency policies and procedures, learn to function as a member of the interdisciplinary team, implement interventions with the target population, demonstrate professional job skills, and initiate extra learning activities within the placement.  

PCCUA CORE COMPETENCIES  
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.  

1) Critical Thinking  
2) Communication  
3) Social and Civic Responsibility  
4) Cultural Awareness  
5) Mathematical Reasoning  
6) Technology Utilization  

GRADING POLICY  
The students will be assigned a letter grade by their practicum supervisor. This grade will reflect the student’s achievements as an intern in their agency.
ATTENDANCE POLICY

Students are to complete 120 hours of work at their placement. They are to agree upon a regular schedule with their supervisor at the beginning of their placement. Students are not expected to miss any days of work. Absences due to illness may be excused but are expected to be made up. Students are to treat the placement as employment and professionalism is expected. This includes proper dress, promptness, and demeanor.

COURSE EVALUATION & ASSESSMENT

The student is to complete a learning plan at the beginning of the semester with the supervisor. This will guide the student’s learning goals for the semester. This learning plan incorporates the course goal objectives.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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:

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FERPA POLICY

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Behavioral Health Practicum Seminar
Course Number: BH 153
Semester and Year: Fall 2011

INSTRUCTOR INFORMATION:
Instructor: Cathy McKinney
Office Location: C110
Office Phone #: (870) 338-6474 Ext, 1395
Email Address: cmckinney@pccua.edu
Office Hours: Posted

Meeting Time & Place: TBA
Prerequisites: co-registered in BH 143
Credit Hours: 3

COURSE DESCRIPTION
The Behavioral Health Practicum Seminar provides an opportunity for students to discuss practical applications of classroom theory and allows interaction among practicum students. Students will plan, implement, and evaluate practicum. Further, written documentation of the practicum experience will be completed in this class.

COURSE GOALS AND INSTRUCTIONAL OBJECTIVES & MEASURES

Upon completion of the course, the student will have completed 120 hours of practicum experience and submitted written documentation and reports to the instructor. The student will complete a Learning Plan with the supervisors which will guide placement. The student will also complete a Case Study which follows one client throughout the process and highlights the problem, interventions used, and outcomes. Due dates will be assigned. The student will also regularly report to the instructor via email or office visits. One onsite visit by the instructor will also be scheduled.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

TEXT AND READING MATERIALS:

Publisher: none

GRADING POLICY
The instructor will assign a letter grade at the end of the semester based on all turned in reports.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

LABORATORY PROCEDURES: Not applicable

CAMPUS SUPPORT SERVICES
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ADA POLICY:
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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.
Course Name: Introduction to Anatomy
Course Number: BY 103
Semester and Year: Fall, 2011

Meeting Time/Place: Tues., Thurs.
Nursing Bldg. 145  8:00 – 9:20 a.m.

Credit Hours: Three (3)
Pre-Requisites: None

INSTRUCTOR INFORMATION:
Instructor: Dr. Tarsha Smith, D. C.
Office Location: C 106 Faculty Offices
Office Phone #: (870) 338-6474 ext. 1137
Cell Phone #: (870) 816-6776
Campus E-mail: tsmith@pccua.edu
Other E-mail: drtarshasmith@hotmail.com
Office Hours: As posted on classroom and office door

COURSE DESCRIPTION
BY 103 (Introduction to Anatomy) is a lecture course designed to introduce and familiarize the student with the structures and basic functions of the systems of the human body. This course explores the mechanisms of the body’s components under ideal conditions, and their dysfunction under adverse conditions. Included in this exploration are the trends in medical research and clinical applications of this research.

At the end of this course, students will have a basic knowledge of anatomy and physiology to enter their selected health science field and will have introductory knowledge of the discipline to decide to enter their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of Introduction to Anatomy is to introduce students to the chemical & physical composition of cells, and to the basic structures and primary functions of human cells and tissues. Upon completion of this course, students will:
• Understand the basic principles and concepts of cellular chemical composition.
• Understand and appreciate the diversity of different cells and tissues in the human body.
• Receive an introduction necessary to understand and perform well in basic courses in biological science.
• Understand & identify the structures of the human body through examination of pictures and models.
• Understand the functions of the human body through the introduction of the physiology of different body systems.
• Understand the impact of biological processes on humans.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES (continued)

• Understand the relationship of various systems to each other and how they work in concert.
• Develop their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
• Develop the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. They are:

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS

In addition to the textbook named above, students are required to purchase colored pencils and a three-ring binder for class. Students may find the purchase and use of the following items to
be beneficial: highlighters, index cards, and a standard dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.

**GRADING POLICY:** There will be a number of grading opportunities in this class, including: Chapter Quizzes, Assignments, Unit Tests, Chapter Exams & Final Exam.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
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<tbody>
<tr>
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<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>BELOW 60%</td>
<td>F</td>
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</table>

**ATTENDANCE POLICY**

Students are expected to attend all scheduled classes punctually. Students will be referred upon their first absence. This is a three (3) hour class, therefore missing more than 3 hours of class time is excessive. **Being tardy, being absent or leaving early** from class counts toward these 3 hours.

**ATTENDANCE POLICY (continued)**

Students missing more than 6 hours of class will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”. Please be aware of the Early Alert attendance policy that was explained to you in class. **YOUR attendance is YOUR responsibility.**

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. **There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor.** If you miss a scheduled exam, it will be recorded as a
zero. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup. There will be NO MAKEUP QUIZZES as they are used for evaluation and attendance.

TENTATIVE LECTURE SCHEDULE (subject to change)

- **UNIT I – Body Organization and Chemical Composition (Chapters 1 and 2)**
  This unit examines the different planes and orientations from which the body is observed. Also, students will explore the chemical composition of the cells and tissues of the body.

- **UNIT II – Cytology and Integumentary System (Chapters 3 and 5)**
  This unit compares and contrasts the cells and tissues of the human body. Students will also discuss the basic composition of skin. Students will be able to identify these organs and their functions.

- **UNIT III – Musculoskeletal System (Chapters 6 and 7)**
  This unit explores the joints of the body, the formation of bone and muscle, and the basic gross anatomy and physiology of bone and muscle of the human body.

- **UNIT IV – Blood and Cardiovascular System (Chapters 11 and 12)**
  This unit examines the various components of blood and the structures and basic functions of the cardiovascular system. Various disorders and diseases of the blood and cardiovascular system will also be discussed. Students will be able to distinguish between these structures and their various functions.

- **UNIT V – Nervous System and Special Senses (Chapters 8 and 9)**
  This unit will introduce the student to the basic structures and functions of organs for our various senses (seeing, hearing, smelling, touching, etc.). This unit also covers a basic overview of the Nervous System. Students will also be able to recognize the
TENTATIVE LECTURE SCHEDULE (continued)

basic units of the nervous system & special senses and their effects on each other and other systems of the body.

- UNIT VI – Respiratory & Lymphatic Systems (Chapters 13 and 14)
  This unit explores the structures and basic functions of the respiratory and lymphatic systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

- UNIT VII – Digestive, Urinary, and Excretory Systems (Chapters 15 and 16)
  This unit explores the structures and basic functions of the digestive, urinary and excretory systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

- UNIT VIII – Reproduction Systems & Human Development (Chapters 17, 18, 19)
  This unit explores the structures and basic functions of the male & female reproductive systems and human development. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Arts & Sciences and the Vice Chancellor of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including removal from the course and/or probation or suspension from the college.
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
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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 United Healthcare Student Resources. 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 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. http://acts.adhe.edu/secure/institutiontransferinfo.aspx
CLASSROOM BEHAVIOR

Electronic devices, such as cell phones, iPods, etc., are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

ANY misconduct in class may result in a grade of zero for assignment(s) related to the class in which the misconduct occurred. Any form of serious misconduct may result in the student’s dismissal from the class period or dismissal from the course with notification of the infraction to the appropriate administration. Please refer to the Campus Disciplinary Policy for any additional concerns.

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
Course Name: General Biology I  
Course Number: BY 114  
Semester and Year: Fall 2011

INSTRUCTOR INFORMATION:  
Instructor: Lisa M. Scaife, M.S.

Office Location: N 127

Meeting Time & Place: N-145

Cell Phone #: (870) 995-1540

Prerequisites: None

Email Address: lscaife@pccua.edu

Required Laboratories: Yes

Office Hours: Will be posted on classroom door and office door.

COURSE DESCRIPTION

BY 114 (General Biology I) is a lecture-laboratory course designed to familiarize the student with basic biological principles related to: chemistry of cells; cell structure and function; mitosis and meiosis; DNA structure and protein synthesis; evolution and taxonomy; viruses, bacteria, protists, and fungi; invertebrates; animal behavior and population ecology.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES

The purpose of General Biology I is to introduce students to properties and structures of cells and animals. Upon completion of this course, students will:

- Understand the basic principles and concepts of cellular chemical composition.
- Understand and appreciate the unity and vast diversity of living organisms as related to the different levels of organization in nature.
- Receive a background necessary to understand and perform well in advanced courses in biological science.
- Understand the impact of biological processes on humans.
- Understand the relationship of man to other organisms.
- Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
- Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS
In addition to the textbook named above, students required to purchase colored pencils & a bound notebook for lab and a three-ring binder for class. Students may find the purchase and use of the following items to be beneficial: highlighters, index cards, dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.

GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, a Mid-Term Exam and a Final Exam. ALL TESTS ARE TO BE TAKEN IN PENCIL ONLY!!!! NO PENS!!

GRADING SCALE

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ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be referred upon their first tardy or absence. This is a four (4) hour class therefore missing more than 4 hours of class time is excessive. This applies to classes and labs. Please be informed that labs last 3 hours. Being tardy, absent or leaving early from lab counts toward these 4 hours.

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

Two tardies count as (1) absent.

Students missing more than 4 hours of class will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”.

MISSED OR LATE ASSIGNMENTS AND EXAMS

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor. If you miss a scheduled exam it will be recorded as a “0”. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup.

STUDENT RESPONSIBILITIES

LABORATORY PROCEDURES

- MATERIAL REQUIRED
  Bound notebook, colored pencils, #2 pencil

- LABORATORY GRADE
  - Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Laboratory study is three hours each week. Lab work will consist of microscopic identification of approximately 100 slides.

  - A lab notebook will be maintained containing all of the microscopic work of the students. There will be at least 2 lab tests of 100 points each. There will be a grade of 100 points on the lab notebook.
Laboratory is approximately 40% of the student’s total grade. Students must be present for the Lab Exams. **THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM.** Any absence on the lab exam will result in a grade of zero being given.

- **BIOLOGY LAB NOTEBOOK**
  I. The lab notebook is intended to be an accurate recording of your observations during lab. Therefore, the notebook will be graded according to the following:
    1. Following directions
    2. Spelling
    3. Correct recordings for the specific lab
    4. Neatness

**TENTATIVE LECTURE SCHEDULE**

- **UNIT I – Cell Composition, Structure and Function**
  This unit covers the study of: components of plant and animal cells. Also, students will examine cellular reproduction (mitosis and meiosis) and its related structures (DNA, RNA, macromolecules). This unit also includes aspects of plant and animal cells accordingly, such as homeostasis and metabolism, photosynthesis and respiration, and molecular genetics.

- **UNIT II – Evolution and Taxonomy**
  This unit examines the theory of evolution and the scientists that help to devise it. Students will also compare and contrast the morphology and physiology of various animals to see the validity of evolution. Students will also explore the naming and classification of animals.

- **UNIT III – Domain Bacteria, Domain Archaea, Kingdom Animalia**
  This unit explores the world of bacteria, viruses, protists, and fungi and their effects on our environment. Students will also be introduced to various invertebrates in this unit.

- **UNIT IV – Animal Behavior and Population Ecology**
  This unit covers man and his relationship to the environment and other organisms. The following areas are discussed in this unit: population ecology, community interactions, ecosystems, the biosphere, human impact on the biosphere, and adaptive value of social behavior.
TENTATIVE LAB SCHEDULE (subject to change)

**Please note attached tentative test and lab schedule**

Introduction to Lab: Lab Procedures and The Microscope

Objectives – Students will learn/review proper laboratory procedures and safety guidelines. Students will also learn to identify parts of the microscope and their function and to properly use, care for & store the microscopes.

Unit I Laboratories: Cellular Composition, Structure and Function.

Objectives – Students will perform experiments to examine the way the cell membrane functions. Students will also observe, compare, and contrast the organelles of plant and animal cells through microscope slides and prepared specimens. Students will be able to differentiate these cells and to identify structures associated with these cell types. Students will also compare and contrast mitosis versus meiosis and DNA versus RNA through models and experiments.

Unit II Laboratories: Evolution and Taxonomy.

Objectives – Students will observe, compare, and contrast various vertebrates through microscopic slides and slides of gross dissection of particular animals. Students will also examine and perform dissections of various organisms. Also, the genetics linking these organisms will be explored. Students will exhibit a mastery of classification and identification of these animals through drawings and lab practicals.

Unit III Laboratories: Animal Behavior and Population Ecology

Objectives: Students will use the knowledge gained from the Unit I and II Laboratories to make observations of animal relationships & behavior and of various ecosystems here in Arkansas, throughout the nation, and in the world. This will be accomplished through outdoor instruction and research of these other areas. Students will present their findings in a research paper.
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http://www.adhe.edu/ (Click) Arkansas Course Transfer System

CLASSROOM BEHAVIOR

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
INSTRUCTOR INFORMATION:
Instructor: Lisa M. Scaife, M.S.
Office Location: N 127
Office Phone #: (870) 995-1540
Email Address: lscaife@pccua.edu
Office Hours: Will be posted on classroom door and office door.

Course Name: General Biology I
Course Number: BY 113
Semester and Year: Fall 2011

Meeting Time & Place: N-147
Prerequisites: None
Required Laboratories: Yes
Credit Hours: 3
Clock Hours: 

Revision Date: 08-17-11

COURSE DESCRIPTION
BY 113/114 (General Biology I) is a lecture course designed to familiarize the student with basic biological principles related to: chemistry of cells; cell structure and function; mitosis and meiosis; DNA structure and protein synthesis; evolution and taxonomy; viruses, bacteria, protists, and fungi; invertebrates; animal behavior and population ecology.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of General Biology I is to introduce students to properties and structures of cells and animals. Upon completion of this course, students will:

- Understand the basic principles and concepts of cellular chemical composition.
- Understand and appreciate the unity and vast diversity of living organisms as related to the different levels of organization in nature.
- Receive a background necessary to understand and perform well in advanced courses in biological science.
- Understand the impact of biological processes on humans.
- Understand the relationship of man to other organisms.
• Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
• Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, a Mid-Term Exam and a Final Exam. ALL TESTS ARE TO BE TAKEN IN PENCIL ONLY!!!! NO PENS!!

GRADING SCALE

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Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

Two tardies count as 1 absent.

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TENTATIVE LECTURE SCHEDULE

• UNIT I – Cell Composition, Structure and Function
  This unit covers the study of: components of plant and animal cells. Also, students will examine cellular reproduction (mitosis and meiosis) and its related structures (DNA, RNA, macromolecules). This unit also includes aspects of plant and animal cells accordingly, such as homeostasis and metabolism, photosynthesis and respiration, and molecular genetics.

• UNIT II – Evolution and Taxonomy
  This unit examines the theory of evolution and the scientists that help to devise it. Students will also compare and contrast the morphology and physiology of various animals to see the validity of evolution. Students will also explore the naming and classification of animals.

• UNIT III – Domain Bacteria, Domain Archaea, Kingdom Animalia
  This unit explores the world of bacteria, viruses, protists, and fungi and their effects on our environment. Students will also be introduced to various invertebrates in this unit.

• UNIT IV – Animal Behavior and Population Ecology
This unit covers man and his relationship to the environment and other organisms. The following areas are discussed in this unit: population ecology, community interactions, ecosystems, the biosphere, human impact on the biosphere, and adaptive value of social behavior.

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
INSTRUCTOR INFORMATION:
Instructor: Dr. Tarsha Smith, D. C.
Office Location: Nursing Bldg., Room 145
Office Phone #: (870) 338-6474 ext. 1137
Cell Phone #: (870) 816-6776
Campus E-mail: tsmith@pccua.edu
Other E-mail: drtarshasmith@hotmail.com
Office Hours: As posted on classroom and office door

COURSE DESCRIPTION
BY 124 (General Biology II) is a lecture-laboratory course designed to familiarize the student with basic biological principles related to: basic processes and features of vascular and nonvascular plants; photosynthesis; heredity; morphology and evolution of selected invertebrates; and basic human anatomy & physiology.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of General Biology II is to introduce students to properties and structures of higher plants and animals. Upon completion of this course, students will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following:

- The basic principles and concepts governing higher plants and animals.
- The unity and vast diversity of living organisms as related to the different levels of organization in nature.
- The impact of biological processes on humans.
- The relationship of man to the environment and to other organisms.
- Scientific Method
- Basic principles of plant production
- Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
- Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.
- Receive a background necessary to understand and perform well in advanced courses in biological science.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS
In addition to the textbooks named above, students are required to purchase colored pencils and a three-ring binder for class. Students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and standard dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.
**GRADING POLICY:** There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, and several exams. There will also be lab assignments and lab exams that will constitute your grade.

**GRADING SCALE:**

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Students missing more than 4 hours of class will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”. Please be aware of the Early Alert attendance policy that was explained to you in class.

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. **There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor.** If you miss a scheduled exam, it will be recorded as a zero. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup.

**LABORATORY PROCEDURES**

**MATERIAL REQUIRED**

- Three-ring binder, colored pencils, #2 pencils
LABORATORY GRADE

Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Laboratory study is three hours each week.

There will be at least 2 lab tests of 100 points each. There will be a grade of 100 points on the lab assignment to be named later. Laboratory is approximately 50% of the student’s total grade. Students must be present for the Lab Exams. THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM. Any absence on the lab exam will result in a grade of zero being given.

TENTATIVE LECTURE SCHEDULE (subject to change)

- **UNIT I – Plant Structure and Function**
  This unit covers the study of: monocots, dicots, root structure, plant nutrition and transport, plant reproduction and plant growth and development.

- **UNIT II – Animal Structure and Functions**
  This unit includes aspects of the higher animals such as: tissues, the organ systems, homeostasis, nervous system, endocrine systems, protection, support and movement, circulation, respiration, digestion, excretion and reproduction.

- **UNIT III – Domains Bacteria and Archaea; Human Evolution (Chapters 20, 21, 22, & 30)**
  This unit explores the world of bacteria, viruses, protists, and fungi and their effects on our environment. Students will also discuss human evolution more in this unit.

- **UNIT IV – Animal Behavior and Population Ecology (Chapters 31, 42, and 43)**
  This unit covers man and his relationship to the environment and other organisms. The following areas are discussed in this unit: population ecology, community interactions, ecosystems, the biosphere, human impact on the biosphere, and adaptive value of social behavior.
TENTATIVE LAB SCHEDULE (subject to change)

Introduction to Lab: Lab Procedures and The Microscope

Objectives – Students will learn/review proper laboratory procedures and safety guidelines. Students will also learn to identify parts of the microscope and their function and to properly use, care for & store the microscopes.

Unit I Laboratories: Examination of Nonvascular and Vascular Plants.

Objectives – Students will observe, compare, and contrast these nonvascular plants (Mosses, Liverworts, Ferns), gymnosperms, and angiosperms through microscope slides and prepared specimens. Students will be able to differentiate these classes of plants, and to identify structures associated with these plants.

Unit II Laboratories: Examination of Mendelian Genetics, Invertebrates, and Vertebrates.

Objectives – Students will observe, compare, and contrast these invertebrates and vertebrates through microscopic slides. Students will also perform gross dissection of particular organisms. Also, the genetics linking these organisms will be explored. Students will exhibit a mastery of classification and identification of these animals through drawings and lab practicals.

Unit III Laboratories: Examination of Different Ecosystems

Objectives: Students will use the knowledge gained from the Unit I and II Laboratories to make observations of various ecosystems here in Arkansas, throughout the nation, and in the world. This will be accomplished through outdoor instruction and research of these other areas. Also, students will research the importance of plants in human nutrition and present their findings in a research paper.

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**Because this class and lab involve a significant amount of exposure to live specimens and other potentially hazardous substances, ANY misconduct in class or lab may result in a grade of zero for assignment(s) related to the class or lab in which the misconduct occurred. Any form of serious misconduct may result in the student’s dismissal from the class/lab period or dismissal from the course with notification of the infraction to the appropriate administration.** Please refer to the Campus Disciplinary Policy for any additional concerns.

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INSTRUCTOR INFORMATION:
Instructor: Dr. Tarsha Smith, D. C.
Office Location: C 106 Faculty Offices
Office Phone #: (870) 338-6474 ext. 1137
Cell Phone #: (870) 816-6776
Campus E-mail: tsmith@pccua.edu
Other E-mail: drtarshasmith@hotmail.com
Office Hours: As posted on classroom and office door

COURSE DESCRIPTION
BY 134 (General Zoology) is a lecture-laboratory course designed to familiarize the student with a detailed study of the animal kingdom. This study includes the introduction to zoological principles relating to cells, organ systems, development, genetics, ecology, evolution, embryonic development and animal phyla.
COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of General Zoology is to provide detailed knowledge of the science of zoology, or the study of animals. Upon completion of this course, students will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following:

- Basic zoological knowledge to continue in the biological sciences
- Various classification and taxonomic names used in zoology
- Great biodiversity and symbioses found in zoology
- Anatomy, function and evolution of all organ systems in various classification of animals from the most simple to most complex
- Embryonic development
- Animal dissections participation across animal phyla
- General laboratory techniques as it applies to use of the microscope and dissection

PCCUA CORE COMPETENCIES

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Students missing more than 6 hours of class will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”. Please be aware of the Early Alert attendance policy that was explained to you in class. YOUR attendance is YOUR responsibility.
MISSED OR LATE ASSIGNMENTS AND EXAMS
It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor. If you miss a scheduled exam, it will be recorded as a zero. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup. There will be NO MAKEUP QUIZZES as they are used for evaluation and attendance.

LABORATORY PROCEDURES
• MATERIAL REQUIRED
  Three-ring binder, bound notebook, colored pencils, #2 pencil

LABORATORY GRADE

Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Laboratory study is three hours each week. Lab work will consist of microscopic identification and gross dissection of various animals.

There will be at least 2 lab tests of 100 points each. There will be a grade of 100 points on the lab assignment to be named later. Laboratory is approximately 50% of the student’s total grade. Students must be present for the Lab Exams. THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM. Any absence on the lab exam will result in a grade of zero being given.

TENTATIVE LECTURE SCHEDULE
• UNIT I – Cell Composition, Structure and Function
  This unit covers the study of: components of plant and animal cells. Also, students will examine cellular reproduction (mitosis and meiosis) and its related structures (DNA, RNA, macromolecules). This unit also includes aspects of plant and animal cells accordingly, such as homeostasis and metabolism, photosynthesis and respiration, and molecular genetics.
• UNIT II – Evolution and Taxonomy
This unit examines the theory of evolution and the scientists that help to devise it. Students will also compare and contrast the morphology and physiology of various animals to see the validity of evolution. Students will also explore the naming and classification of animals.

• UNIT III – Domain Bacteria, Domain Archaea, Kingdom Animalia
This unit explores the world of bacteria, viruses, protists, and fungi and their effects on our environment. Students will also be introduced to various invertebrates in this unit.

• UNIT IV – Animal Behavior and Population Ecology
This unit covers man and his relationship to the environment and other organisms. The following areas are discussed in this unit: population ecology, community interactions, ecosystems, the biosphere, human impact on the biosphere, and adaptive value of social behavior.

TENTATIVE LAB SCHEDULE (subject to change)

Unit I Laboratories: Introduction to Lab: Lab Procedures and The Microscope
Objectives – Students will learn/review proper laboratory procedures and safety guidelines. Students will also learn to identify parts of the microscope and their function and to properly use, care for & store the microscopes.

Unit II Laboratories: Cellular Composition, Structure and Function.
Objectives – Students will perform experiments to examine the way the cell membrane functions. Students will also observe, compare, and contrast the organelles of plant and animal cells through microscope slides and prepared specimens. Students will be able to differentiate these cells and to identify structures associated with these cell types. Students will also compare and contrast mitosis versus meiosis and DNA versus RNA through models and experiments.
Unit III Laboratories: Evolution and Taxonomy.

Objectives – Students will observe, compare, and contrast various vertebrates through microscopic slides and slides of gross dissection of particular animals. Students will also examine and perform dissections of various organisms. Also, the genetics linking these organisms will be explored. Students will exhibit a mastery of classification and identification of these animals through drawings and lab practicals.

Unit IV Laboratories: Animal Behavior and Population Ecology

Objectives: Students will use the knowledge gained from the Unit I and II Laboratories to make observations of animal relationships & behavior and of various ecosystems here in Arkansas, throughout the nation, and in the world. This will be accomplished through outdoor instruction and research of these other areas. Students will present their findings in a research paper.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Arts & Sciences and the Vice Chancellor of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including removal from the course and/or probation or suspension from the college.

CAMPUS SUPPORT SERVICES
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ADA POLICY
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FERPA POLICY
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INSURANCE
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CLASSROOM BEHAVIOR

Electronic devices, such as cell phones, iPods, etc., are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

**Because this class and lab involve a significant amount of exposure to live specimens and other potentially hazardous substances, ANY misconduct in class or lab may result in a grade of zero for assignment(s) related to the class or lab in which the misconduct occurred. Any form of serious misconduct may result in the student’s dismissal from the class/lab period or dismissal from the course with notification of the infraction to the appropriate administration. Please refer to the Campus Disciplinary Policy for any additional concerns.

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
GENERAL BOTANY

BY 144---4 credit hours

3 lecture, 3 lab hours/wk. Fall 2009

David Hartsell, M. S.

Office C107, lab C105, ext. 1832

e-mail: dhartsell@pccua.edu

COURSE DESCRIPTION: A detailed study of the form, structure, function and reproduction of plants.

OBJECTIVES: 1. To obtain a working knowledge of the basic principles of botany.
2. To enable students who will be pursuing further studies in botany and related fields with the ability and understanding to continue in that discipline. 3. To become knowledgeable of the local flora and the different habitats and ecology of Central Arkansas (plant collection).

TESTING & EVALUATION: Lecture-70% of students’ grade; 60% tests and exercises, 10% spelling quizzes. Lab-30% of students’ grade. A wide range of test questions will be used: completion, true-false, discussion, short answer, listing, contrast, matching, sketching. Objective type tests will not be given. There will be 4-5 lecture tests, each consisting of approximately 100 points value. The final exam is comprehensive. Make up tests
will not be given. If a test is missed, the comprehensive final is counted in its place.

There will be 2-3 lab practicals in the course. These are the majority of the students’
grade in lab. A lab notebook consisting of sketched lab specimens will make up 10%
of the lab grade. Lab notebooks will be handed in on the day of each practical. They
will be graded on neatness and accuracy. Any labeled part or structure must be defined.
A plant collection of at least 25 plant specimens will be turned in at the end of the semes-
ter. This will be explained in greater detail in class. The plant collection is a mandatory
requirement to pass the course.

ATTENDANCE: The student is required to attend lecture and lab. No more than 4
absences are allowed in lecture, 2 in lab. If a student exceeds these numbers, a referral
letter will be sent. Students are expected to be on time to class. The door to lecture and
lab will be locked at the beginning of class. A tardy student will be counted as absent.
To drop a course, the student must fill out a drop slip. If a student stops coming to class,
the student will receive a grade of F.

LABORATORY: Lab is primarily microscopic in nature, and a wide range of plant
specimens will be studied. We will cover algae, fungi, roots, stems, cell division, leaves,
flowers, and plant reproduction. Lab is designed to last approximately 3 hours each week.
Practicals are announced several weeks in advance. Practicals and lab exercises cannot
be made up under any circumstances. The student must perform satisfactorily in lab to
pass the course with a C.

GRADING SCALE: 90-100 A; 80-89 B; 70-79 C; 60-69 D; below 60 F.
MATERIAL REQUIRED: dark lead drawing pencils, colored pencils, ruler, folder, unlined drawing paper (Card Stock), biology dictionary, botany field guide.


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TENTATIVE LECTURE SCHEDULE:
Chapter 1 Plant Study
Chapter 2 Nature of Life
Chapter 3 Cells
   test
Chapter 4  Tissues
Chapter 5  Roots, Soil
Chapter 6  Stems
test
Chapter 7  Leaves
Chapter 8  Flowers, Fruit
Chapter 9  Water in Plants
Chapter 10 Metabolism
Chapter 11 Growth
test
Chapter 12  Mitosis, Meiosis
Chapter 16  Classification
Chapter 17 Monera, Viruses
Chapter 18 Protoctista
Chapter 19 Fungi
test
Chapter 20  Bryophytes
Chapter 21  Ferns
Chapter 22  Gymnosperms
Chapter 23 Angiosperms

comprehensive final exam

* If a student has an A average at the time of the final exam, the student is exempt from the exam.
ELECTRONIC DEVICES: Cell phones and other electronic devices are not to be used in class or lab. ALL CELL PHONES WILL BE DEPOSITED IN THE CELL PHONE BOX AT THE FRONT OF THE ROOM DURING CLASS PERIODS.

The sequence of material covered and testing may be altered at any time when necessary by the instructor.
Course Name: Anatomy and Physiology I
Course Number: BY 154
Semester and Year: Fall 2011

Meeting Time & Place: N-147
Prerequisites: None
Required Laboratories: Yes
Credit Hours: 4 hours
Clock Hours:

Revision Date: 07-28-11

INSTRUCTOR INFORMATION:
Instructor: Lisa M. Scaife, M.S.
Office Location: N 127
Cell Phone #: (870) 995-1540
Email Address: lscaife@pccua.edu
Office Hours: TBA

COURSE DESCRIPTION
BY 154 (Anatomy & Physiology I) is a lecture-laboratory course designed to familiarize the student with the structures and functions of the systems of the human body. This course explores the mechanisms of the body’s components under ideal conditions, and their dysfunction under adverse conditions. Included in this exploration are the trends in medical research and clinical applications of this research.

At the end of this course, students will have a working knowledge and application of anatomy and physiology to continue further in their selected health science field and will have adequate knowledge of the discipline to enter and succeed in their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of Anatomy and Physiology I is to introduce students to the chemical & physical composition of cells, and to the structures and functions of human cells and tissues. Upon completion of this course, students will:

- Understand the basic principles and concepts of cellular chemical composition.
• Understand and appreciate the diversity of different cells and tissues in the human body.
• Receive a background necessary to understand and perform well in advanced courses in biological science.
• Understand the human body through the examination of microscopic and gross human anatomy.
• Understand the functions of the human body through the investigation of the physiology of different body systems.
• Understand the impact of biological processes on humans.
• Understand the relationship of various systems to each other and how they work in concert.
• Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
• Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS
In addition to the textbook named above, students required to purchase colored pencils, and a three-ring binder for class and lab. Students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and a medical dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.
GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, a Mid-Term Exam and a Final Exam. **ALL TESTS ARE TO BE TAKEN IN PENCIL ONLY!!! NO PENS!!!**

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>84-92%</td>
<td>B</td>
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<tr>
<td>75-83%</td>
<td>C</td>
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<tr>
<td>65-74%</td>
<td>D</td>
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<tr>
<td>BELOW 64%</td>
<td>F</td>
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</tbody>
</table>

**ATTENDANCE POLICY**

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

Referred – 4 hours of classroom time are missed

EW – will be given when a total of 6 hours of classroom time are missed

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. All make up tests will be penalized by 10% and **must** be taken within two days of the original test date. If the test is not made up within two days without prior permission from the instructor, a grade of zero will be given for the exam.

**STUDENT RESPONSIBILITIES**

It is the sole responsibility of the student to attend class and come with an attitude contusive to learning. Punctuality and being prepared is a MUST!!
LABORATORY PROCEDURES

MATERIAL REQUIRED

Three-ring binder, colored pencils, #2 pencil, dissecting kit

LABORATORY GRADE
Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Laboratory study is three hours each week. Lab work will consist of microscopic and gross identification of various cells, tissues, and structures of the human body. There will be at least 3 lab tests of 100 points each. Laboratory is approximately 25% of the student’s total grade. Students must be present for the Lab Exams. THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM. Any absence on the lab exam will result in a grade of zero being given.

TENTATIVE LECTURE SCHEDULE

• UNIT I – Body Orientation and Chemical Composition
This unit examines the different planes and orientations from which the body is observed. Also, students will explore the chemical composition of the cells and tissues of the body.

• UNIT II – Cytology and Histology
This unit compares and contrasts the cells and tissues of the human body. These structures will be observed both the microscopic and macroscopic level. Student will be able to recognize identifying structures associated with various types of cells and tissues.

• UNIT III – Musculoskeletal System
This unit explores the joints of the body, the formation of bone and muscle, and the gross anatomy and physiology of bone and muscle of the human body.

• UNIT IV – Nervous System
This unit covers the Central and Peripheral Nervous System of the human body. Students will also be able to recognize the basic units of the nervous system and its effects on the other systems of the body.
TENTATIVE LAB SCHEDULE (subject to change)

Introduction to Lab: Lab Procedures and The Microscope

Objectives – Students will learn/review proper laboratory procedures and safety guidelines. Students will also learn to identify parts of the microscope and their function through a hands-on activity and will learn to properly use, care for & store the microscopes.

Unit I Laboratories: Cellular Composition, Structure and Function.

Objectives – Students will perform experiments to examine the way the cell membrane functions. Students will also observe, compare, and contrast the organelles of plant and animal cells through microscope slides and prepared specimens. Students will be able to differentiate these cells and to identify structures associated with these cell types. Students will also compare and contrast mitosis versus meiosis and DNA versus RNA through models and experiments.

Unit II Laboratories: Cytology and Histology

Objectives – Students will observe, compare, and contrast various types of cells and tissues through microscopic slides and slides of gross dissection of the human body. Students will exhibit a mastery of classification and identification of these structures via drawings and lab practicals.

Unit III Laboratories: Musculoskeletal System

Objectives: Students will perform dissections on and observe the gross anatomy of the joints, bones, and muscles of the body through comparative anatomy. The structures of feline anatomy will be observed through gross dissection and will be compared and contrasted to human anatomy.

Unit IV Laboratories: Nervous System

Objectives: Students will perform dissections on and observe the gross anatomy of the central and peripheral nervous system through comparative anatomy. The structures of the feline brain and the sheep brain anatomy will be observed through gross dissection and will be compared and contrasted to human anatomy.

ACADEMIC HONESTY POLICY

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Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet. The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of the Biological Science Department, to the advisor of the student in question and to the Vice-Chancellor for Student Services. Based on the circumstances surrounding the infraction, academic dishonesty CAN result in a failing grade for the course with IMMEDIATE DISMISSAL of the student from the class and may also result in disciplinary sanctions including PROBATION OR SUSPENSION from the college.

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http://www.adhe.edu/ (Click) Arkansas Course Transfer System

CLASSROOM BEHAVIOR

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
Course Name: Selected Topics of Anatomy and Physiology
Course Number: BY 163
Semester and Year: Spring 2011
Meeting Time & Place: Desoto School
Prerequisites: None
Required Laboratories: None
Credit Hours: 3 Hours
Clock Hours:

Revision Date: 01-10-11

INSTRUCTOR INFORMATION:
Instructor: Lisa M. Scaife
Office Location: N-127 Faculty Offices
Cell Phone #: (870) 995-1540
Email Address: lscaife@pccua.edu
Office Hours: TBA

COURSE DESCRIPTION
BY 163 (Selected topics of Anatomy and Physiology) is a lecture course designed to introduce and familiarize the student with the structures and basic functions of the systems of the human body. This course explores the mechanisms of the body’s components under ideal conditions, and their dysfunction under adverse conditions. Included in this exploration are the trends in medical research and clinical applications of this research.

At the end of this course, students will have a basic knowledge of anatomy and physiology to enter their selected health science field and will have introductory knowledge of the discipline to decide to enter their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of Introduction to Anatomy is to introduce students to the chemical & physical composition of cells, and to the basic structures and primary functions of human cells and tissues. Upon completion of this course, students will:

- Understand the basic principles and concepts of cellular chemical composition.
- Understand and appreciate the diversity of different cells and tissues in the human body.
• Receive an introduction necessary to understand and perform well in basic courses in biological science.
• Understand & identify the structures of the human body through examination of pictures and models.
• Understand the functions of the human body through the introduction of the physiology of different body systems.
• Understand the impact of biological processes on humans.
• Understand the relationship of various systems to each other and how they work in concert.
• Develop their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
• Develop the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.

PCCUA CORE COMPETENCIES

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1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS

In addition to the textbook named above, students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and a standard dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.

GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, a Mid-Term Exam and a Final Exam.
GRADING SCALE

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ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be referred upon their first tardy or absence. This is a three(3) hour class therefore missing more than 3 hours of class time is excessive. **Being tardy, absent or leaving early** from class counts toward these 3 hours.

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

Two tardies count as (1) absent.

Students missing more than 3 hours of class will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”.

MISSED OR LATE ASSIGNMENTS AND EXAMS

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. There will be **NO MAKEUP EXAMS** unless arrangements are previously made with the instructor. If you miss a scheduled exam it will be recorded as a “0”. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup.

TENTATIVE LECTURE SCHEDULE

- **UNIT I – Body Orientation and Chemical Composition**
  This unit examines the different planes and orientations from which the body is observed. Also, students will explore the chemical composition of the cells and tissues of the body.
• **UNIT II – Cytology and Histology**  
This unit compares and contrasts the cells and tissues of the human body. Students will be able to recognize identifying structures associated with various types of cells and tissues.

• **UNIT III – Musculoskeletal System**  
This unit explores the joints of the body, the formation of bone and muscle, and the basic gross anatomy and physiology of bone and muscle of the human body.

• **UNIT IV – Nervous System**  
This unit covers a basic overview of the Nervous System of the human body. Students will also be able to recognize the basic units of the nervous system and its effects on the other systems of the body.

• **UNIT V – Special Senses and Integumentary System**  
This unit will introduce the student to the basic structures and functions of organs for our various senses (seeing, hearing, smelling, touching, etc.). Students will also discuss the basic composition of skin. Students will be able to identify these organs and their functions.

• **UNIT VI – Blood and Cardiovascular System**  
This unit examines the various components of blood and the structures and basic functions of the cardiovascular system. Various disorders and diseases of the blood and cardiovascular system will also be discussed. Students will be able to distinguish between these structures and their various functions.

• **UNIT VII – Respiratory System**  
This unit explores the structures and basic functions of the respiratory system. Various disorders and diseases of the system will also be discussed. Students will be able to distinguish between these structures and their various functions.

• **UNIT VIII – Digestive, Urinary, and Excretory Systems**  
This unit explores the structures and basic functions of the digestive, urinary and excretory systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.
• UNIT IX – Reproduction & Endocrine Systems
  This unit explores the structures and basic functions of the reproduction and endocrine systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

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http://www.adhe.edu/ (Click) Arkansas CourseTransfer System

CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned OFF during class. There will be no caps, hats, do rags, sunglasses, or blue tooth accessories for cellular phones worn into class. Violation of these policies will result in the student being dismissed from the class. I WILL ask you to gather your books and excuse yourself from the class. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

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

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
Course Name: Anatomy and Physiology II  
Course Number: BY 164  
Semester and Year: Fall, 2011

Meeting Time/Place: MW 8 – 9:20 a.m.  
Nursing Rm. 145

Prerequisites: Successful completion of Anatomy & Physiology I

Required Laboratories: Wed 2 – 5 p.m.

Credit Hours: 4 (with lab)

INSTRUCTOR INFORMATION: 
Instructor: Dr. Tarsha Smith, D. C.

Office Location: C 106 Faculty Offices

Office Phone #: (870) 338-6474 ext. 1137

Cell Phone #: (870) 816-6776

Campus E-mail: tsmith@pccua.edu

Other E-mail: drtarshasmith@hotmail.com

Office Hours: As posted on classroom and office door

COURSE DESCRIPTION

BY 164 (Anatomy & Physiology II) is a lecture-laboratory course designed to continue the student’s familiarization with the structures and functions of the systems of the human body. This course explores the mechanisms of the body’s components under ideal conditions, and their dysfunction under adverse conditions. Included in this exploration are the trends in medical research and clinical applications of this research.

At the end of this course, students will have adequate knowledge and application of anatomy and physiology to continue further in their selected health science field and will have sufficient knowledge of the discipline to enter and succeed in their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES

The purpose of Anatomy and Physiology II is to introduce students to the various systems of the human body and how they depend upon each other to function both individually and as a unit. Upon completion of this course, students will:
• Understand the basic principles and concepts of human body systems.
• Understand and appreciate the diversity of different systems in the human body.
• Continue receiving a background necessary to understand and perform well in advanced courses in biological science.
• Understand the human body through the examination of microscopic and gross human anatomy.
• Understand the functions of the human body through the investigation of the physiology of different body systems.
• Understand the impact of biological processes on humans.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES (continued)

• Understand the relationship of various systems to each other and how they work in concert.
• Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
• Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS
In addition to the textbooks named above, students are required to purchase colored pencils, and a three-ring binder for class and lab. Students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and a medical dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal. Students are encouraged to access the publisher’s online website for additional assignments and exercises.

GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, and several exams. There will also be lab assignments and lab exams that will constitute your grade.

GRADING SCALE

<table>
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<tr>
<th>Percentage Range</th>
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<tr>
<td>93 – 100%</td>
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Students missing more than 6 hours of class and/or lab will become “excessively absent” and may be dropped from the class and awarded a grade of “EW”. Please be aware of the Early Alert attendance policy that was explained to you in class. Students WILL be referred upon the first absence. YOUR attendance is YOUR responsibility.

MISSED OR LATE ASSIGNMENTS AND EXAMS
It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor. If you miss a scheduled exam, it will be recorded as a zero. You MUST make arrangements with the instructor prior to the exam to be granted consideration for a makeup. There will be NO MAKEUP QUIZZES as they are used for evaluation and attendance.

LABORATORY PROCEDURES
MATERIALS REQUIRED
Three-ring binder, colored pencils, #2 pencil, dissecting kit

LABORATORY GRADE
Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Laboratory study is three hours each week. Lab work will consist of microscopic and gross identification of various cells, tissues, and structures of the human body. There will be at least 3 lab tests of 100 points each. Laboratory is approximately 50% of the student’s total grade. Students must be present for the Lab Exams. THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM. Any absence on the lab exam will result in a grade of zero being given.

TENTATIVE LECTURE SCHEDULE
• UNIT I - Review of the Musculoskeletal System and the Nervous System (Chapters 10, 12, 13, 14, and 15)
We will begin APII with a review of the bones and muscles of the human body. This review will be reinforced with comparative anatomy and dissection. The Nervous System covers the Central and Peripheral Nervous System of the human body.

Students will also be able to recognize the basic units of the nervous system and its effects on the other systems of the body.

- **UNIT II – Cardiovascular and Respiratory Systems (Chapters 18, 19, 20 & 22)**
  This unit investigates the heart and lungs and their associated organs. Students will also observe how these systems work together and are dependent upon each other.

- **UNIT III – Special Senses of the Body & the Endocrine System (Chapters 16 & 17)**
  This unit examines the different special senses of the body (sight, hearing, smell) and the organ systems associated with these systems. Also, students will examine the endocrine system and the effects of these gland and hormones on the rest of the human body.

- **UNIT IV – Urinary and Digestive Systems (Chapters 23, 24, and 25)**
  This unit explores the organs of the digestive tract and of the urinary systems. Students will examine nutrition and metabolism, and will also see how these systems work with other body systems.

- **UNIT V – Reproductive Systems and Homeostasis (Chapters 26, 27, 28, and 29)**
  This unit covers the Male and Female Reproductive Systems of the human body. Students will also be able to compare and contrast these body systems and their physiology. Students will also observe how all of these systems work in concert with one another to achieve homeostasis.
TENTATIVE LAB SCHEDULE (subject to change)

UNIT I Laboratories - Review of the Musculoskeletal System and the Nervous System

Objectives - Students will perform dissections on and observe the physiology of the musculoskeletal system and the nervous system through the following procedures: examination of models and slides, dissection of cats and sheep brains.

Unit II Laboratories: Cardiovascular and Respiratory Systems

Objectives – Students will perform dissections on and observe the physiology of the cardiovascular and respiratory systems through the following procedures: Measurement of hemoglobin, white blood cell count with a differential count, study of blood and cardiovascular tissues; measurement of respired air, study of respiratory tissues.

Unit III Laboratories: Special Senses of the Body and Endocrine System

Objectives – Students will perform experiments to examine the way our special senses function. Students will also observe, compare, and contrast the various structures of the special senses and their individual functions. This will be accomplished through active participation and examination of structures.

Unit IV Laboratories: Urinary and Digestive Systems

Objectives: Students will perform dissections on and observe the gross anatomy of the digestive and urinary systems of the body through microscopic and comparative gross anatomy. The structures of feline anatomy will be observed through gross dissection and will be compared and contrasted to human anatomy.
Unit V Laboratories: Reproductive Systems and Homeostasis

Objectives: Students will perform dissections on and observe the gross anatomy of the reproductive system through microscopic and comparative gross anatomy. The structures of feline anatomy will be observed through gross dissection and will be compared and contrasted to human anatomy. Also, the effects of a lack of body homeostasis will be examined by investigating disease processes.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet. The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Arts & Sciences and the Vice Chancellor of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including removal from the course and/or probation or suspension from the college.

CAMPUS SUPPORT SERVICES
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INSURANCE
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CLASSROOM BEHAVIOR
Electronic devices, such as cell phones, iPods, etc., are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

**Because this class and lab involve a significant amount of exposure to live specimens and other potentially hazardous substances, ANY misconduct in class or lab may result in a grade of zero for assignment(s) related to the class or lab in which the misconduct occurred. Any form of serious misconduct may result in the student’s dismissal from the class/lab period or dismissal from the course with notification of the infraction to the appropriate administration. Please refer to the Campus Disciplinary Policy for any additional concerns.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Microbiology
Course Number: BY 224
Semester and Year: Spring, 2012

Meeting Time & Place: TTh 8-9:20 am
Nursing Bldg. 145
Required Labs: Tuesday or Thursday
2:00 - 4:50 p.m. Nursing Bldg. 145

Credit Hours: 4 (with lab)
Prerequisites: None

INSTRUCTOR INFORMATION:
Instructor: Dr. Tarsha Smith, D. C.
Office Location: Nursing Bldg. Rm. 145
Office Phone #: (870) 338-6474 ext. 1137
Cell Phone #: (870) 816-6776
Campus E-mail: tsmith@pccua.edu
Other E-mail: drtarshasmith@hotmail.com
Office Hours: As posted on classroom and office door

COURSE DESCRIPTION
BY 224 (Microbiology) is a lecture-laboratory course designed to introduce the student to the study of microscopic organisms. This course explores the proper techniques for aseptic specimen collection, isolation, incubation, inspection, and identification of microorganisms. This also involves research and study of bacteria, viruses, fungi, and protozoa as they affect the human body. Also included in this exploration are the trends in medical research, such as immunology, and clinical applications of this research.

At the end of this course, students will have adequate knowledge and application of microbiology to continue further in their selected health science field and will have sufficient knowledge of the discipline to enter and succeed in their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES
The purpose of Microbiology is to introduce students to the various microorganisms and to examine their respective effects on the human body. Also, students will examine the influence of microorganisms in the areas of immunity and infectious diseases. Upon
completion of this course, students will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following:

- The history of microbiology.
- Biological and chemical concepts, including metabolism, as applied to microorganisms.
- Basic classification, characteristics, and behavior of microorganisms.
- Principles of asepsis, sterilization, and disinfection.
- General methods for the prevention and control of infectious disease transmission.

**COURSE INSTRUCTIONAL OBJECTIVES & MEASURES (continued)**

- Principles of epidemiology as they apply to the effect of microorganisms on the human population.
- Host-microbe interactions that result in infection.
- Fundamentals of immunology
- Microbial growth and genetics

**PCCUA CORE COMPETENCIES**

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization


REQUIRED MATERIALS
In addition to the textbooks named above, students are required to purchase colored pencils, and a three-ring binder for class and lab. Students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and a medical dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.

GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Unit Tests, Class Projects, and a Final Exam. There will also be lab assignments and lab exams that will constitute your grade for the course.

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TENTATIVE LECTURE SCHEDULE

- UNIT I – Major Themes of Microbiology (Chapters 1, 2, and 3)
  This unit examines the history of microbiology, general characteristics and classification of microorganisms, the chemistry of biology, and laboratory tools & procedures.

- UNIT II – Introduction of Microorganisms and Viruses (Chapters 4, 5, and 6)
  This unit compares & contrasts prokaryotic and eukaryotic cells, introduces the student to viruses and other microbes, discusses microbial metabolism & genetics, and investigates genetic engineering.

- UNIT III – Epidemiology and Medical Microbiology (Chapters 13, 14, 15, 16, and 18 – 23)
  This unit explores the study of disease in population and the effects of infectious disease on various body systems.

- UNIT IV – Immunology and Environmental Microbiology (Chapters 24 and 25)
  This unit covers the areas of nonspecific host defenses, specific immunity & immunization, and disorders in immunity. Also, the uses of microorganisms in the environment and in industry are explored.
LABORATORY PROCEDURES

MATERIAL REQUIRED

Three-ring binder, colored pencils, and #2 pencil. Protective gear (goggles, apron/smock, gloves, etc.) will be provided.

- LABORATORY GRADE
Each lab period is designed to reinforce the lecture material. Therefore, students will be active participants in all laboratory activities in order to receive a laboratory grade. Students MUST be present at the beginning of lab for instructions. **Students will NOT be permitted to participate in the laboratory for that week if they have missed the lab presentation.**

Laboratory study is three hours each week. Lab work will consist of microscopic study, inoculation, isolation, incubation, inspection, and identification of various microorganisms. Laboratory is a significant percentage of the student’s total grade. Students must be present for the Lab Exams. **THERE WILL BE NO MAKE-UP EXAMS GIVEN ON THE LAB EXAM.** Any absence on the lab exam will result in a grade of zero being given.

TENTATIVE LAB SCHEDULE (subject to change)

**Unit I Laboratories: Introduction to Proper Laboratory Technique and Microscope Usage**

**Objectives** – Students will learn the proper usage of the microscope, the proper way to scan microscope slides for organisms, the technique for insuring aseptic conditions and sterile work areas. These procedures will be reinforced the entire semester.

**Unit II Laboratories: Identification of Various Microorganisms**

**Objectives** – Students will examine slides and different cultures of various bacteria, viruses, fungi, and protozoa for identification and classification. The characteristics of microbial growth and metabolism will also be investigated. Colony quantity, quality, color, shape, and other details will be noted for proper identification and classification.
Unit III Laboratories: Medical Microbiology

Objectives: Students will determine the virulence and epidemiology of various microorganisms and will determine the identification and characteristics of the diseases that the microorganisms can and do cause.

Unit IV Laboratories: Identifying an Unknown Culture

Objectives: Students will determine the identification of an unknown microorganism based upon the skills and information obtained from previous laboratory work. The findings of the students will be compiled in a group project to be presented as their final lab grade.

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Disclaimer: The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion. This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.
COURSE SYLLABUS

BY 114/113 & BY 1131 S1 & S30

GENERAL BIOLOGY I

DAVID HARTSELL, M. S.

OFFICE C107, EXT 1832

e-mail dhartsell@pccua.edu

Fall 2009

COURSE DESCRIPTION:

BY 114 is a lecture-laboratory course designed to familiarize the student with basic biological principles related to: chemistry of cells; cell structure and function; mitosis and meiosis; DNA structure and protein synthesis; evolution and taxonomy; viruses, bacteria, protists, fungi, invertebrates; animal behavior, population ecology; earth history and the fossil record.

COURSE OBJECTIVES & MEASURES

The purpose of General Biology I is to introduce students to properties and structures of cells, animals and plants. Upon completion of this course, students will:

* Understand the basic principles and concepts of cellular chemical composition.
* Understand and appreciate the unity and vast diversity of living organisms as related to the different levels of organization in nature.
* Receive a background necessary to understand and perform well in advanced
courses in biological science.
* Understand the impact of biological processes on humans.
* Understand the relationship of man to other organisms.
* Re-enforce their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals.
* Increase the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas.


LABORATORY MANUAL: Thomas G. Rust. A GUIDE TO BIOLOGY LAB. 4th edition. SOUTHWEST EDUCATIONAL.

REQUIRED MATERIALS: text, lab manual, dark lead drawing pencils, colored pencils, ruler, biology dictionary, binder.

GRADING SCALE: 90-100  A; 80-89  B; 70-79  C; 60-69  D; below 60  F.

LECTURE: 4 or 5 major exams will be given of approximately 100 points value. A wide range of question types will be used. No objective exams will be given. Lecture represents 70% of the student’s grade, 60% tests, 10% spelling quizzes. No make up exams will be given. If a test is missed, the comprehensive final will be counted in its place.
LABORATORY: Lab is a necessary part of any science course. Lab represents
30% of the student’s grade. Biology I is primarily microscopic in nature, and the
use of the microscope is essential. A wide variety of organism representatives
will be studied: invertebrate, vertebrates, protists, insects, worms, plant cells and
tissues, echinoderms, mollusks, and parasites. A lab notebook of lab drawings will
be required, of 50 points value, turned in at mid-term and final exam times. A timed
mid-term and final practical of the specimens studied will be taken representing the
majority of the student’s grade. Lab activities and practicals cannot be made up
under any circumstances.

ATTENDANCE: Students are required to come to class. More than 4 lecture or
2 lab absences will be considered “excessive”. If more absences occur, the student
must fill out a drop slip.

ACADEMIC HONEST POLICY: Plagiarism, cheating, and other forms of academic
dishonesty are prohibited. The penalty for academic dishonesty in this course is a “0”
for the assignment with notification of the infraction to the Dean of Instruction. A
second instance will result in a failing grade for the course and may also result in
disciplinary sanctions including probation or suspension from the college.

CLASSROOM BEHAVIOR: Electronic devices such as cell phones and pagers are
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PHONE BOX IN THE FRONT OF THE LAB DURING CLASS TIMES.

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TENTATIVE LECTURE SCHEDULE

Chapter 1           Introduction
Chapter 2           Chemistry
Chapter 3           Chemistry of Life
                   exam
Chapter 4           Cell Structure
Chapter 5           Membrane Structure
Chapter 9           Mitosis
                   exam
Chapter 10          Meiosis
Chapter 11          Genetics and Inheritance
Chapter 12          Chromosomes and Genes
Chapter 13          Human Genetics
                   exam
Chapter 14          DNA
Chapter 15          RNA and Protein Synthesis
The final is comprehensive, covering all the topics discussed throughout the semester.

**If the student has an A average at the time of the final, the student is exempt from the final.**

Office Hours: TBA

The syllabus and material covered may be altered at any time by the instructor if necessary.
Course Name: Chemistry I for the Health Sciences  
Course Number: CY 104  
Academic Year: Fall 2011

Meeting Time & Place: TBD  
Prerequisites: None  
Required Laboratories: CY 1040  
Credit Hours: 4  
Clock Hours: 4

Revision Date: Aug 2011

INSTRUCTOR INFORMATION:  
Instructor: Thomas Moss  
Office Location: C101 (Stuttgart campus)  
Office Phone #: (870) 673-4201 x1831  
Email Address: tmoss@pccua.edu  
Office Hours: As posted

COURSE DESCRIPTION FROM PCCUA 2011-2012 COLLEGE CATALOG

This is an algebra based course designed for majors in the health sciences or students with basic skills needs in general chemistry. The course content includes nomenclature, atomic and molecular structure, bonding, and reactions. This course is appropriate only as a review course for chemistry, other science or pre-professional majors.

(Adapted from the Arkansas Course Transfer index, Aug 2009:)

EXPECTED STUDENT LEARNING OUTCOMES

The student will explain, describe, discuss, recognize, and apply knowledge of the following:

- Measurements and unit conversions
- Structure and composition of the atom
- Periodic table
- Ionic and covalent bonding
- Inorganic nomenclature
- Chemical reactions
· Basic Stoichiometry
· Gas laws
· Solutions
· Energy of reactions
· Acid/base reactions and equilibria
· Identifying Oxidation-Reduction Reactions
· Nuclear Chemistry

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

Points will be given based on the correct completion of homework, quizzes, lab reports, other assignments, and the final exam. One or more short reports with a relevant topic may be assigned. A report for each completed lab will also be assigned except where noted. The final exam will cover material from the chapters listed below:

TENTATIVE SCHEDULE

The dates listed below will change as needed.

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<thead>
<tr>
<th>Week of:</th>
<th>Chapter:</th>
<th>Subject:</th>
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<tr>
<td>Aug. 15</td>
<td>01</td>
<td>Matter, Energy, and Measurement</td>
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<td>Aug. 22</td>
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<tr>
<td>Aug. 29</td>
<td>02</td>
<td>Atoms</td>
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<td>Sep. 05</td>
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<tr>
<td>Sep. 12</td>
<td>03</td>
<td>Chemical Bonds</td>
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<td>Sep. 19</td>
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<tr>
<td>Sep. 26</td>
<td>04</td>
<td>Chemical Reactions</td>
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<tr>
<td>Oct. 03</td>
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</tr>
<tr>
<td>Oct. 10</td>
<td>05</td>
<td>Gases, Liquids, and Solids</td>
</tr>
<tr>
<td>Oct. 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 24</td>
<td>06</td>
<td>Solutions and Colloids</td>
</tr>
</tbody>
</table>

A216
PCCUA CORE COMPETENCIES

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1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

TEXT AND READING MATERIALS


Publisher:

Brooks/Cole

GRADING POLICY

The students will each receive a letter grade based on the percentage of points acquired to the total points available. The lowest score of the weekly quizzes will be dropped. When determining total points available, the daily quiz points will be reduced by about five percent.
<table>
<thead>
<tr>
<th>Percent range</th>
<th>Letter grade for course</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>A</td>
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<td>81 – 90</td>
<td>B</td>
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<td>61 – 70</td>
<td>D</td>
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<tr>
<td>0 – 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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**LABORATORY PROCEDURES**

Laboratory work will be performed to complement certain classroom topics. Typical labs include: Volume relationships; Density calculations; Percent composition; Naming compounds; Lewis structures; Precipitation reactions; Acid-base reactions.

Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits and at the discretion of the instructor.

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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: General Chemistry I  
Course Number: CY 114  
Semester and Year: Fall 2011

INSTRUCTOR INFORMATION:  
Instructor: Thomas Moss

Office Location: C104  
Office Phone #: (870) 673-4201 x1831  
Email Address: tmoss@pccua.edu  
Office Hours: As posted

Meeting Time & Place: TBD

Prerequisites:  
Corequisites: MS 123; MS 213

Required Laboratories: CY 1140

Credit Hours: 4  
Clock Hours: 3

Revision Date: AUG 2011

CATALOG COURSE DESCRIPTION

General Chemistry I covers the basic principles of chemistry with emphasis on stoichiometry, periodic properties of the elements, and the correlation between electronic configurations of the elements and these properties.

(Adapted from the Arkansas Course Transfer index, August 2008)

GENERAL DESCRIPTION

Algebra-based chemistry course applicable for chemistry and other science majors, and pre-professional students. This is the first course of a two-course sequence. Course content provides a foundation for work in advanced chemistry and related sciences. Course includes in-depth study of nomenclature, atomic and molecular structure, stoichiometry, bonding, and reactions. Lab required. This is an algebra-based chemistry course and it is strongly recommended that the student should have completed Intermediate Algebra with a “C” or better. Successful completion of a lower level chemistry course is recommended prior to taking Chemistry I for science majors.

EXPECTED STUDENT LEARNING OUTCOMES

The student will explain, describe, discuss, recognize, and apply knowledge of the following:
· Chemical reactions
· Gases and the kinetic-molecular theory
· Nuclear chemistry
· Quantum theory and atomic structure
· Electron configuration and chemical periodicity
· Stoichiometry
· Valence bond theory and molecular orbital theory
· Inorganic Nomenclature
· Thermochemistry

INSTRUCTIONAL OBJECTIVES & MEASURES

Points will be given based on the correct completion of homework, quizzes, lecture reports, lab reports, other assignments, and the final exam. One or more short reports with a relevant topic may be assigned. A report for each completed lab will also be assigned. The final exam will cover material from the chapters listed below.

TENTATIVE SCHEDULE

The dates listed below will change as needed.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Chapter:</th>
<th>Subject:</th>
</tr>
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<tbody>
<tr>
<td>Aug. 15</td>
<td>01</td>
<td>Matter</td>
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<tr>
<td>Aug. 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 29</td>
<td>02</td>
<td>Atoms and Atomic Theory</td>
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<tr>
<td>Sept. 05</td>
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<tr>
<td>Sept. 12</td>
<td>08</td>
<td>Electrons in Atoms</td>
</tr>
<tr>
<td>Sept. 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 26</td>
<td>03</td>
<td>Chemical Compounds</td>
</tr>
<tr>
<td>Oct. 03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oct. 10 10 Chemical Bonding
Oct. 17
Oct. 24 04 Chemical Reactions
Oct. 31
Nov. 07 05 Reactions in Aqueous Solutions
Nov. 14
Nov. 21 06 Gases
Nov. 28

Where time permits concepts from Chapter 07 (Thermochemistry), Chapter 11 (Chemical Bonding II), and Chapter 25 (Nuclear Chemistry) will be covered.

**PCCUA CORE COMPETENCIES**

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**TEXT AND READING MATERIALS**


**Publisher**

Prentice Hall
GRADING POLICY

The students will each receive a letter grade based on the percentage of points acquired to the total points available. The lowest score on the weekly quizzes will be dropped. When determining total points available, the daily quiz points will be reduced by about five percent.

91 – 100  A
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The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

LABORATORY PROCEDURES

Laboratory work will be performed to complement certain classroom topics. Typical labs include:

Volume relationships; Density calculations; Percent compositions; Naming compounds; Determining hydrate; Lewis structures; Determining unknown; Precipitation reactions; Acid-base reactions.

Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits for the instructor and if he was notified ahead of time that the lab will be missed.

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CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may make the subjects covered on certain dates change.

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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. [http://www/adhe.edu/](http://www/adhe.edu/) (Click) Arkansas Course Transfer System.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: General Chemistry
Course Number: CY 124
Semester and Year: Spring 2012

INSTRUCTOR INFORMATION:
Instructor: Thomas Moss
Office Location: C104
Office Phone #: (870) 673-4201 x1831
Email Address: tmoss@pccua.edu
Office Hours: As posted

Meeting Time & Place: C201
Prerequisites: CY 114
Corequisites:
Required Laboratories: CY 1240
Credit Hours: 4
Clock Hours: 3

(From the Arkansas Course Transfer Index, with revisions:)

General Description:
Continuation of CY 114. Designed for chemistry and other science majors, and pre-professional students. Includes more in-depth study of chemical reactions. Lab required. This is an algebra-based chemistry course and it is strongly recommended that the student should have completed College Algebra and General Chemistry I with a “C” or better.

Expected Student Learning Outcomes:
The student will explain, describe, discuss, recognize, and apply knowledge of the following:

- Intermolecular forces
- Properties of solutions
- Thermodynamics
- Chemical Kinetics
- Mechanisms of chemical reactions
- Acid/base theory
- Equilibrium of chemical reactions, including solubility
- Equilibrium of acid/base mixtures, including titration
This course treats in detail the states of matter, the energy relationships involved in physical and chemical changes, equilibrium, and kinetics.

**INSTRUCTIONAL OBJECTIVES & MEASURES**

Points will be given based on the correct completion of homework, quizzes, lecture reports, lab reports, other assignments, and the final exam. A weekly quiz will follow the lecture portion of the chapters. A report with a relevant topic may be assigned. A report for each completed lab will also be assigned. The final exam will cover material from the chapters listed below.

**TENTATIVE COURSE OUTLINE BY CHAPTER**

The dates listed below will change as needed.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Chapter:</th>
<th>Subject:</th>
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</thead>
<tbody>
<tr>
<td>Jan. 09</td>
<td>08</td>
<td>Electrons in Atoms</td>
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<tr>
<td>Jan. 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td>09</td>
<td>Atomic Properties; Periodic Chart</td>
</tr>
<tr>
<td>Jan. 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 06</td>
<td>10, 11, 12</td>
<td>Chemical Bonding</td>
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<td>Feb. 13</td>
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<tr>
<td>Feb. 20</td>
<td>13</td>
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<tr>
<td>Feb. 27</td>
<td>14</td>
<td>Chemical Kinetics</td>
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<tr>
<td>Mar. 05</td>
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</tr>
<tr>
<td>Mar. 12</td>
<td>15</td>
<td>Molecular Equilibria</td>
</tr>
</tbody>
</table>
Mar. 19       -----Spring Break-----
Mar. 26       07, 19                Thermodynamics
Apr. 02
Apr. 09       16, 17                Ionic Equilibria
Apr. 16
Apr. 23       20                    Electrochemistry
Apr. 30

Note: Some of the chapters listed above will only be partially covered from the book.

PCCUA CORE COMPETENCIES

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6) Technology Utilization

TEXT AND READING MATERIALS


Publisher

Prentice Hall
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LABORATORY PROCEDURES

Laboratory work will be performed to complement certain classroom topics. Typical labs include:

Wavelength and frequency; Hybrid orbitals; Solutions.

Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits for the instructor and if he was notified ahead of time that the lab will be missed.
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http://www/adhe.edu/ (Click) Arkansas Course Transfer System.
Course Name: Chemistry II for Health Sciences
Course Number: CY 204
Semester and Year: Spring 2012

INSTRUCTOR INFORMATION:
Instructor: Thomas Moss
Office Location: C104
Office Phone #: (870) 673-4201 x1831
Email Address: tmoss@pccua.edu
Office Hours: As posted

Meeting Time & Place: TBD
Prerequisites: MS 1123; CY104
Corequisites:

Required Laboratories: CY 2040
Credit Hours: 4
Clock Hours: 3

Revision Date: JAN 2012

(Adapted from Arkansas Credit Transfer Index, with revisions, August 2008:)

GENERAL DESCRIPTION
Continuation of CY 104 designed for majors in health-related professions. Introductory course in organic chemistry and biochemistry. Lab required. This is an algebra-based chemistry course and it is strongly recommended that the student should have completed Intermediate Algebra and Chemistry I for Health Related Professions (CY 104) with a “C” or better.

EXPECTED STUDENT LEARNING OUTCOMES
The student will explain, describe, discuss, recognize, and apply knowledge of the following:

- Major organic functional groups
- Organic Nomenclature
- Functional group reactions
- Carbohydrates
- Lipids
- Proteins and Nucleic Acids
- Enzymes
- Metabolism

(From PCCUA 2011-2012 college catalog:)
CY 204 is a one-semester survey course treating simple nomenclature, the chemical and physical properties of organic compounds and the structure and function of the major classes of physiologically important compounds. This course is designed to give students of health sciences a basic knowledge of organic and biochemistry.

**INSTRUCTIONAL OBJECTIVES & MEASURES**

Points will be given based on the correct completion of homework, quizzes, lab reports, other assignments, and the final exam. A weekly quiz will follow the lecture portion of the chapters. One or more short reports with a relevant topic may be assigned. A report for each completed lab will also be assigned. The final exam will cover material from the chapters listed below.

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<tr>
<th>Week of:</th>
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<tr>
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<td>Jan. 30</td>
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<td>12</td>
<td>Alkenes and alkynes</td>
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<td>Proteins</td>
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<td>Enzymes</td>
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</tbody>
</table>
Apr. 16
Apr. 23  28  Metabolism
Apr. 30

(Where time permits other chapters of interest may be covered.)

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TEXT AND READING MATERIALS


Publisher

Brooks/Cole

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

LABORATORY PROCEDURES

Laboratory work will be performed to complement certain classroom topics. Typical labs include:

Density calculations; Percent compositions; Identifying compounds.

Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits for the instructor and if he was notified ahead of time that the lab will be missed.

CAMPUS SUPPORT SERVICES

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ADA POLICY

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CLASSROOM BEHAVIOR

*Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class.* Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.

INSURANCE

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
INSTRUCTOR INFORMATION:
Instructor: Thomas Moss
Office Location: C104
Office Phone #: (870) 673-4201 x1831
Email Address: tmoss@pccua.edu
Office Hours: As posted

COURSE DESCRIPTION FROM 2011-2012 COLLEGE CATALOG

A unified course designed to provide the student with a knowledge of aliphatic and aromatic carbon compounds. Their nomenclature, classification, derivatives, and general reactions are emphasized.

EXPECTED STUDENT LEARNING OUTCOMES

01. Name and give proper structural formulas for compounds
02. Correctly predict outcomes of studied reactions
03. Write balanced chemical equations
04. Calculate mass, mole, and related quantities

INSTRUCTIONAL OBJECTIVES & MEASURES

Points will be given based on the correct completion of homework, quizzes, lecture reports, lab reports, other assignments, and the final exam. One or more short reports with a relevant topic may be assigned.
A report for each completed lab will also be assigned. The final exam will cover material from the chapters listed below.

TENTATIVE SCHEDULE

The dates listed below will change as needed.

Week of:       Chapter:    Subject:

Aug. 15        01          Electronic Structure and Bonding
Aug. 22
Aug. 29        02          Introduction to Organic Compounds
Sept. 05
Sept. 12       03          Structure of Alkenes
Sept. 19
Sept. 26       04          Reactions of Alkenes
Oct. 03
Oct. 10        05          Stereochemistry
Oct. 17
Oct. 24        06          Reactions of Alkynes
Oct. 31
Nov. 07        08          Substitution Reactions of Alkyl Halides
Nov. 14
Nov. 21        --          Alcohols and Thiols
Nov. 28

Where time permits concepts from chapter 14 (Aromaticity) will be covered.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

TEXT AND READING MATERIALS


Publisher

Prentice Hall

GRADING POLICY

The students will each receive a letter grade based on the percentage of points acquired to the total points available. The lowest score on the weekly quizzes will be dropped. When determining total points available, the daily quiz points will be reduced by about five percent.

91 – 100   A
81 – 90   B
71 – 80   C
61 – 70   D
0 – 60   F
ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. If a student is absent, it is his or her responsibility to find out what assignments were made for the next class. A student with more than four class absences may be dropped from the course and given a letter grade of EW.

PARTICIPATION

Students are expected to participate in class by answering questions and following instructions.

COURSE EVALUATION & ASSESSMENT

An assessment sheet will be given to the students early in the course. The same sheet will be given at the end of the course, and the students’ responses will be compared.

MISSED OR LATE ASSIGNMENTS AND EXAMS

The students will be notified whenever a weekly quiz is scheduled. They are expected to be present with the proper materials (pencil and calculator) on that day. A student who cannot be present for a quiz due to illness or emergency should contact the instructor on or before the scheduled day to make alternative arrangements.

Any makeup quiz will be given at the discretion of the instructor. The instructor reserves the right to give a makeup quiz that is different from the original.

The instructor reserves the right to decline assignments turned in late or to accept with points deducted for being late.

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LABORATORY PROCEDURES

Laboratory work will be performed to complement certain classroom topics. Typical labs include:

- Identifying compounds;
- Lewis structures;
- Determining unknown;
- Liquid-phase reactions.

Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits for the instructor and if he was notified ahead of time that the lab will be missed.

CAMPUS SUPPORT SERVICES

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

Organic Chemistry II is a continuation of the first semester course, CY 214. Reaction mechanisms will be studied as well as other types of organic compounds.

OBJECTIVES

01. Name or give the structure of various compounds
02. Explain chemical reactions by way of mechanisms
03. Write balanced chemical equations
04. Calculate mass, mole, and related quantities
INSTRUCTIONAL OBJECTIVES & MEASURES

Points will be given based on the correct completion of homework, quizzes, oral reports, lab reports, other assignments, and the final exam. A weekly quiz will follow the lecture portion of the chapters. A report with a relevant topic may be assigned. A report for each completed lab will also be assigned. The final exam will cover material from the chapters listed below.

TENTATIVE SCHEDULE

The dates listed below will change as needed.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Chapter:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>--</td>
<td>Review of CY 214 Concepts</td>
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<tr>
<td>Jan. 19</td>
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<tr>
<td>Jan. 26</td>
<td>08</td>
<td>Substitution Reactions of Alkyl Halides</td>
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<tr>
<td>Feb. 02</td>
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<td>Feb. 09</td>
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<td>Feb. 16</td>
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<tr>
<td>Feb. 23</td>
<td>09</td>
<td>Elimination Reactions of Alkyl Halides</td>
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<tr>
<td>Mar. 02</td>
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<td>Mar. 09</td>
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<td>Mar. 16</td>
<td>-----Spring Break-----</td>
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<tr>
<td>Mar. 23</td>
<td>16</td>
<td>Carbonyl Compounds: Carboxylic Acids</td>
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<tr>
<td>Mar. 30</td>
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<tr>
<td>Apr. 06</td>
<td>17</td>
<td>Reactions of Aldehydes and Ketones</td>
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<td>Apr. 13</td>
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<tr>
<td>Apr. 20</td>
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</table>
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1) Critical Thinking
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TEXT AND READING MATERIALS


Publisher

Prentice Hall

LABORATORY PROCEDURES

Laboratory work will be performed to complement certain classroom topics. Lab reports will usually be due one week after the work has been done. Missed labs may be rescheduled as time permits for the instructor and if he was notified ahead of time that the lab will be missed.

GRADING POLICY

The students will each receive a letter grade based on the percentage of points acquired to the total points available. The lowest score on the weekly quizzes will be dropped. When determining total points available, the daily quiz points will be multiplied by ninety percent and rounded to a whole number.
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Child Growth & Development (ECD 1103)

Spring 2012

Revision date: 1/9/12

Text and Reading Materials:


Course Description:

This course is a systematic study of child growth and development from conception through early childhood. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Practical application of theory is provided through a variety of hands-on experiences and observations.

Course Objective:

At the end of this course, you will be able to

- recognize the domain of human behavior investigated by personality psychologists;

- describe the nature of individual differences in personality and how these differences change over time;
• articulate the different theoretical approaches offered by personality psychologists to account for human behavior, and identify the methods used to investigate these issues; and

• evaluate the limitations of the theoretical approaches and methods used by personality psychologists to examine human behavior

Course Assessment and Performance Measures:

Students will demonstrate their ability to meet course objectives by attending and participating in class discussions and activities and by completing 3 announced written examinations which require application, analysis, synthesis and evaluation of course content. Unannounced quizzes may be given.

• Students will meet course objectives 2, by completing the assigned readings (written critiques), and by submitting word processed summaries and reactions to the readings.

• Students will meet objective 1 by completing assigned observations of children (Preschool, First, Third or Fourth grade Site visit-1 hour each).

Student Responsibilities

Methods of Learning: The student will engage in the following activities to document his or her learning.

▪ Read and study all reading assignments.
▪ Successfully complete all exams.
▪ Appropriately participate in class and small group discussions.
▪ Be a contributing member of the group projects.
▪ Attend to media presentations in class.
▪ Complete required study guides and other assignments in a timely fashion.

Course Methodology

The course format will consist of lecture, discussions, observation, structured problem-solving, multi-media presentation, modeling, demonstrations and cooperative group activities.
Inclement Weather Policy

If it is necessary for the college to be closed due to inclement weather, this will be announced on the college switchboard or on the local radio stations. Please call the switchboard for any closing messages or listen to local stations.

Course Policies

Attendance Policy:

Regular class attendance is strongly recommended! Students will be required to sign in at the beginning of each class.

Each student is expected to arrive on time, attend all scheduled classes, and stay for the entire class session.

If you are late to class more than 5 minutes, you will be considered tardy. Three tardies will equal one absence.

A student will be dropped if absent for a total of two classes.

If you are more than 30 minutes late you will be counted as absence.

To assist you when you miss, please use the Buddy System. You are required to find someone in the class who will be your “buddy”. That person is responsible for getting handouts for you if you miss a class. It’s a good idea to get your “buddy’s” phone number and E-mail address so you can let them know if you are going to miss a class.
If you must miss class, out of courtesy, please notify the instructor in advance. Prior notification of absence will not result in an unexcused absence.

You must make arrangements for the care of your children while you are in class. *They are not allowed to attend class with you.*

**Syllabus:**

Each student is responsible for keeping up with any changes that might be made in the course syllabus during the semester. When you miss a class, it is your responsibility to find out what you missed.

If the assignment is more than one week later, it will **NOT** be accepted.

**Assignments:**

It is the responsibility of the student to find out what assignments were given and have them prepared on the due date. Credit will not be given if the assignment is more than one week late. The student is responsible to get notes and information missed from another student in the class or contact the instructor.

All assignments will be taken up at the beginning of the class period when they are due. If turned in after class begins or by the beginning of the next class period, a **10%** reduction of the graded assignment is automatic.

If you are absent on the day an assignment is due, it must be submitted before the beginning of the class period for it to be considered on time.
Classroom Behavior:

A portion of your grade may be based on your behavior in the classroom. Distractions include, but are not limited to, talking to your classmates (even if you are talking about the subject), talking out of turn, texting, coming to class late, and leaving class early. Cell phones, pagers and other electronic devices must be turned OFF before class begins.

The instructor reserves the right to ask you to leave class if your distractions become a problem.

Exams

If you are absent for a scheduled exam, you must make up that exam before the next week’s class meeting or you will receive no credit for that exam. You are responsible for contacting the instructor to make arrangements to take your test.

Exam questions include, but are not limited to, fill-in the-blank, multiple choice, matching, case study scenarios, essay, and true/false.

Quizzes

Some quizzes will be on blackboard. An unannounced quiz may be given at anytime. You will be allowed to make these with a 10% decrease.

You only have one week to make up an exam or a quiz.

The mid-term grade will determined by averaging the total number of exams and/or assignment completed by midterm.
The PCCUA Student Handbook rules and regulations will be enforced in this class at all times.

**Academic Integrity:**
Cheating and plagiarism will not be tolerated. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it. See student handbook for more details (p. 3)

**PCCUA Competencies:** The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communications
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
5. Technology Utilization

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Spring 2012 (EN 113)

Introduction to Education

Prerequisites: None

Credit hours: 3

Co-requisites: 30 hours field experience

1/1/12

Revision date:

Instructor: Yvette Robertson
Office: CS 103
Phone: 338-6474/ext. 1307
E-mail: yrobertson@pccua.edu
Class Time: Monday @ 4:00 – 6:20
Office hours:
- Monday's 10:00 – 2:00
- Tuesday's 10:00 – 2:00
- Thursday's 11:30 – 1:30

Text:


Catalog Description:

A study of educational thought and practice, with emphasis on present-day problems and issues. Historical perspectives on education are also discussed. Field experience is required. This course has 30 hours of required observation.
**Student Learning Outcomes:**

Upon successful completion of reading assignments, written assignments, periodic exams, classroom observation, and opportunities for discussion and demonstration, the student will be able to:

- Describe the historical development of education.
- Identify the qualities of and expectations for effective teaching.
- Successfully complete educational field experiences.
- Decide whether a career in education is worth further exploration.

**Field Experience GOALS/OBJECTIVES:**

Goals: Students will

- Perform duties of a teacher during the time in their placements
- Represent themselves in a professional manner

**Course Methodology**

The course format will consist of lecture, discussions, field experience, structured problem-solving, intra-group activities, multi-media presentations, and modeling and demonstrations and cooperative group activities.

**Student Responsibilities**

Methods of Learning: The student will engage in the following activities to document his or her learning.

- Read and study all reading assignments.
- Successfully complete exams and assignments
- Appropriately participate in class and small group discussions.
- Be a contributing member of the group projects.
- **Attend to** media presentations in class.
General Course Information/Policies:

Attendance Policy
Regular class attendance is strongly recommended! Students will be required to sign in at the beginning of each class period. Each student is expected to arrive on time, attend all scheduled classes, and stay for the entire class session. Students may not miss more than two classes during the semester unless there are extenuating circumstances (Examples: broken leg, death of immediate family member, etc.). In cases of extenuating circumstances, the instructor must be notified prior to class. When you miss the third class, you will receive an EW (excessive absence) and will not be allowed to return to class. 3 tardies = 1 absence.

You must make arrangements for the care of your children while you are in class. They are not allowed to attend class with you. You are encouraged to have an alternate plan for child care in case there are complications arising in your first plan.

Syllabus
Each student is responsible for keeping up with any changes that might be made in the course syllabus during the semester. When you miss a class, it is your responsibility to find out what you missed.

Assignments
The student is responsible for seeing that the assignment is given to the instructor on the date due, even if they are absent. If the student knows they are going to be absent on the day an assignment is due, it must be submitted before the beginning of the class period for it to be considered on time. The assignments will be taken up at the beginning of the class period when they are due. If turned in after class begins or by the beginning of the next class period, a 10% reduction of the graded assignment is automatic. It is the responsibility of the student to find out what assignments were given and have them prepared on the due date. Credit will not be given if the assignment is more than one week late. The student is responsible to get notes and information missed from another student in the class or contact the instructor.
Grading
Grades will be earned through a variety of experiences. In-class activities, homework, exams and quizzes (both scheduled and unscheduled) will be added. All materials that are turned in are expected to be neat, legible, complete and typed if indicated by instructor.

Classroom behavior
A portion of your grade may be based on your behavior in the classroom. Distractions include, but are not limited to, talking to your classmates (even if you are talking about the subject), talking out of turn, texting, coming to class late, and leaving class early. Cell phones, pagers and other electronic devices must be turned OFF before class begins. In addition, the instructor reserves the right to ask you to leave class if your distractions become a problem.

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The PCCUA Student Handbook rules and regulations will be enforced in this class at all times.

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Cheating and plagiarism will not be tolerated. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it. See student handbook for more details (p. 3)

Exams
If you are absent for a scheduled exam, you must make up that exam before the next week’s class meeting or you will receive no credit for that exam. You are responsible for contacting the instructor to make arrangements to take your test. Make-up exams will not be given during the scheduled class time. Make-up exam will automatically have 5 points deducted from the total score.

Exam questions include, but are not limited to, fill-in the-blank, multiple choice, matching, case study scenarios, essay, and true/false.
Quizzes - Some quizzes will be on blackboard. An unannounced quiz may be given at anytime. You will be allowed to make these with a 10% decrease.

The mid-term grade will determined by averaging the total number of exams and/or assignment completed by midterm.

Supplemental readings: Readings from top educational writers

- Ayers, W. “To Teach: The journey of a teacher.”
- Kohl, H. “The Discipline of hope: Learning from a lifetime of teaching.”
- Haycock, K. “Good teaching matters.”
- Hirsch. E.D. “The Core Knowledge curriculum-what’s behind its success?
- Dewey, J. “Experience and Education”
- Loveless, T. “The Tracking and Ability Grouping debate”
- Dewey, J. “My Pedagogic Creed”
- DuBois, W.E.B. “On Education”
- Nieto, S. “What keeps teachers going?”
- Fried, R. “The Passionate teacher”
- Irvine, J. “Caring, Competent Teachers in a complex classroom”

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Supply List</th>
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</thead>
<tbody>
<tr>
<td>90 - 100 = A</td>
<td>1 inch Binder</td>
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<tr>
<td>89 - 80 = B</td>
<td>Dividers</td>
</tr>
<tr>
<td>79 - 70 = C</td>
<td></td>
</tr>
<tr>
<td>69 - 60 = D</td>
<td></td>
</tr>
<tr>
<td>59 0below = F</td>
<td></td>
</tr>
</tbody>
</table>
Explanation of Assignments

**Autobiography**

- **Written Assignment.** This is a one page assignment on **YOU**. An autobiography is a process of self-formation and self-declaration. Because teachers are the instruments of their own practice, developing an awareness of self is part of becoming a thoughtful, intentional teacher.

<table>
<thead>
<tr>
<th>Paragraph one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Facts about your life</td>
</tr>
</tbody>
</table>

The best way to start an autobiography is to state your name. Next, tell lot of facts about your life; for example, when and where you were born, where you live (city and state), where you went to school and who you live with. You have to give a lot of information so your reader can clearly understand what is going on.

<table>
<thead>
<tr>
<th>Paragraph two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who you are in life?</strong> When you are writing this paragraph, you usually explain the type of person you are; use facts about yourself such as: When did you finish school? When did you decide to become a teacher? What about teaching interested or attracted you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision to work with young children</strong> - In this paragraph you should explain what things about your life influenced your decision to work with young children. Be specific</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusion:</strong> In the conclusion you usually try to re-word the introduction and add some type of closure to bring the whole autobiography together.</td>
</tr>
</tbody>
</table>

- See grading rubric for more details

**Personal Philosophy of Education**

- **Written Assignment.** A personal philosophy assists you in increasing your awareness of beliefs and preferences about teaching and learning. As you write this paper, reflect
upon events in your life that have significantly affected your decision to become an educator. Be reflective of your - Teaching Pedagogy

- See grading rubric for more details

Field Experience

- 20 hours of documented Observation/active involvement with a School is mandatory for this course. Two hours outside of school (boys & girls club, community center, tutoring, etc.)

- See field experience packet for more details

Service Learning Project w/reflection/ Harvest Day

✓ You are to work with a partner. Prepare an activity that would be similar to something you could do at a fair or carnival.
✓ The activity shouldn’t take longer than five to six minutes per child.
✓ Plan for about 150 to 175 children
✓ This event is for children 4 to 12 years old. So plan for a variety of ages.
✓ You are only allowed to bring children with you if you have another adult that will be responsible for them. (You will be too busy).

You will need:

<table>
<thead>
<tr>
<th>Prizes</th>
<th>Sign</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be ordered from oriental trading (Orientaltrading.com)</td>
<td>(Describe your activity - one the children can read. (attractive and inviting))</td>
<td>(have all the material you will need to successfully do the activity)</td>
</tr>
<tr>
<td>Be prepared to spend about $10 dollars</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will be graded on the following criteria:

- Promptness (Were you on time)
- Preparation (Were you prepared by 10:15)
- Interactions (How well you interacted with the children – friendly, helpful, patience, kind).
- Appropriateness of Activity (Was your activity fun, appropriate for a variety of ages)
Portfolio:

This will not be graded, but it is to your benefit if you are serious about entering the teaching profession.

- This is an extremely important document that you will construct. Utilizing a three-ring notebook, you will compose a work in progress about you! This is a document that is required by most universities if you are going to be a teacher. Individual dividers can be purchased or home-made to reflect the following required areas:
  1. Autobiography
  2. Writing Assignment/Vicarious experience
  3. Service Learning project
  4. Personal Philosophy of Education
  5. Field Experience

PCCUA Policies & Procedures

- **PCCUA Competencies**: The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.
  4. Critical Thinking
  5. Communications
  6. Social and Civic Responsibility

- **Campus Support Services**: PCCUA 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.

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This syllabus and the policies, guidelines and dates included are subject to change at the instructor discretion

Children have never been very good at listening to their elders, but they have never failed to imitate them.

- James Baldwin
I. Name ______________________________________________________________________________________

II. III. Intro to Education / Evaluation & Assessment

Attendance

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

IV. Retain this form for recording your grades and attendance

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Record you Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>350</td>
<td>Ch. 1 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 2 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 5 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 6 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 7 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 9 ______________ (50 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 13 _____________ (50 pts)</td>
</tr>
</tbody>
</table>

| EXAMS | 200 | EXAM I ______________ (100 pts) |
|       |     | EXAM II ______________ (100 pts) |
### Vicarious Writing Experiences

- Never Cease to Learn – Harry Wong
- The Ron Clark Story
- Front of the Class: “The Brad Cohen story”
- Ruby Bridges
- Mr. Holland’s Opus
- To Sir with Love 1
- To Sir with Love 2
- Gifted Hands – “Ben Carson story”
- Freedom Writer’s – “The Erin Gruwell story”

<table>
<thead>
<tr>
<th>Autobiography</th>
<th>(50 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>#2</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>#3</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Personal Philosophy</td>
<td>(100 pts)</td>
</tr>
</tbody>
</table>

### Field Experience

- 20 hours in classroom (P-4)

| Field Experience | (100) |

### Community Service Project

(Nov. 12th @ 10:00 – 12:30)

| Harvest’s Day | (100 pts) |

These items need to be saved and added to your teaching portfolio.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Lecture</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>23</td>
<td>Get Acquainted/Course requirements</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>30</td>
<td><strong>Reading (p. 25): Why do people become teachers today?</strong></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>6</td>
<td><strong>Chapter 1: Teaching: Is it for me?</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Video – Gifted Hands</td>
<td>Autobiography</td>
</tr>
<tr>
<td>February</td>
<td>13</td>
<td><strong>Chapter 2: Good Teaching: What is its impact?</strong></td>
<td>Permission letters due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video – Mr. Holland’s Opus</td>
<td>Quiz</td>
</tr>
<tr>
<td>February</td>
<td>20</td>
<td><strong>Chapter 4: Including everyone: Who sometimes get overlooked in school? (Historical Roots)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video – The Ron Clark Story</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>5</td>
<td>Video- Never cease to learn – Harry Wong</td>
<td>Vicarious experience due #1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>March</td>
<td>12</td>
<td><strong>Exam # 2</strong></td>
<td>Harvest project due</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 5: Philosophical and psychological Theories:</strong></td>
<td></td>
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<tr>
<td></td>
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<td>How children learn</td>
<td></td>
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<tr>
<td>March</td>
<td>19</td>
<td><strong>Video – Front of the class: Brad Cohen story</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Title</td>
<td>Due Date</td>
</tr>
<tr>
<td>------</td>
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<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>April 2</td>
<td>Chapter 6</td>
<td>Curriculum and standards: What will I teach?</td>
<td>Video – Ruby Bridges</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 7</td>
<td>Motivating, Managing and Assessing</td>
<td>Field #1 due</td>
</tr>
<tr>
<td>16</td>
<td>Chapter 12</td>
<td>Public Education: What is its purpose in a democratic society</td>
<td>Quiz</td>
</tr>
<tr>
<td>23</td>
<td>Chapter 13</td>
<td>Developing a Plan and a Personal Philosophy: Where do I go from here?</td>
<td>Personal Philosophy due</td>
</tr>
<tr>
<td>May 7</td>
<td>Video</td>
<td>Freedom Riders</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Computers In Education

EN 213

Trever Simes

INSTRUCTOR

Spring 2012
Computers In Education

EN 213

Administration Building, Room A107

**Instructor:** Trever Simes

**Phone:** Please use email

**Office:** A-110

**Email:** treversimes@gmail.com

**Credit:** 3 semester hours

**Prerequisite:** None

**Semester:** Spring 2012

**Revision Date:** January 2012

**Required Text:**

*GO! With Microsoft Office 2010 Getting Started,* Pearson, Gaskin Bundled with Myitlab Access Code *ISBN 0132607735*

To maximize the learning experience during this course, every student is expected to have his or her own textbook each class period.

**Catalog Course Description:**

This course is designed for those students expressing an interest in teaching. Emphasis will be placed on actual development of computer operating skills, computer literacy and computer user competency in software, e-portfolios, and the web. Students will also explore the teaching and learning potential of current and emerging educational technology.

**Attendance Policy**

Students are expected to attend all class meetings regularly and punctually. If you expect to miss a class, notify the instructor prior to the weekly meeting time. Unexcused absences will result in the inability to make up missed assignments thus resulting in receiving the grade “0.”
Class participation:
Class participation is required. Students are expected to interact with the course instructor and peers. Group discussion makes for deeper understanding of the material presented.

CLASSROOM POLICIES:
1. Punctuality – Be on time and Be prepared for class
2. Respect the instructor and peers: No Talking or Disruptive Behavior
3. No Food or Drinks in the Classroom
4. Turn off Cell Phones, Beepers, or Pagers. Do not leave on desk or use during class. (See Cell Phone Policy)
5. No Text Messaging, online chats, or listening to CDs during class
6. Remove Bluetooth devices during class

Note: A student discipline form will be submitted as necessary.

CELL PHONE POLICY
No use of cell phones, pagers, MP3 players, or similar electronic devices during scheduled class.
Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in the classroom.
Both ear buds and/or ear phones must be removed from ears during class.
If you decide to ignore the policy, you will be asked to leave class and may be counted absent.

During testing, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty.

STUDENT SUCCESS CENTER: Faculty and staff are available in Lab A110 if you need help or have questions about your computer class work; or if you need assistance with email, the Internet, Web Advisor, etc.

Daily/Weekly Assignments: Daily/weekly assignments will include reading and studying the textbooks and turning in assignments. These MUST be turned in on time. Homework will be assigned and must be completed before the next class meeting.
Students may need extra time to complete some assignments. The labs in A107 and A110 are available for you to work from **8 a.m. - 3 p.m.** when there is no class going on. If a class is not full, you may ask an instructor before that class begins if you may work in their classroom. Be considerate of the instructor and their students; do not print while the instructor is lecturing.

**RESPONSIBILITY:** You are responsible for making up assignments and learning material missed during your absences. This DOES NOT release you from submitting your assignments on the due date. **Any work missed should be made up before the next class meeting.**

**ACADEMIC HONESTY POLICY:**

**Cheating Policy**

Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the student’s own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

**Administrative Procedure Number: 404.05**

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. An instructor who has 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 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.

**CHEATING: Will not be tolerated.** If you have used a storage device or papers that belong to another student, both students will receive an “F” for the whole chapter’s work (not limited to that one assignment). See the Cheating policy in the Student Handbook. **A Discipline form will be filled out and submitted to the Registrar.**

A276
If found cheating on a **second** occasion, you will receive an "F" for the class and may not return to the class.

All work must be on your flash drive unless the instructor directs you to erase it. **Flash drives will be turned in to the instructor at random intervals for grading.**

**CLASS SUPPLIES:**

- One 1-GB Flash/Jump Drive
- Small Notebook to record assignments & dates
Grading Policy:

Course grades will be comprised of a combination of:

Exams – 50%

Course projects - 40%

Weekly Assignments – 10%

Grading scale –  

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80</td>
<td>B</td>
</tr>
<tr>
<td>79 – 70</td>
<td>C</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – and below</td>
<td>F</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of uses of computers and technology in the teaching</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>environment and society.</td>
<td>Projects, Exams</td>
</tr>
<tr>
<td>Practice responsible, ethical, and legal use of technology, information,</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>and software.</td>
<td>Projects, Exams</td>
</tr>
<tr>
<td>Explore, evaluate, and use computer/technology resources including</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>applications, hardware, and educational web sites and software.</td>
<td>Projects, Exams</td>
</tr>
<tr>
<td>Prepare evaluation tools to assess the effectiveness of teaching with</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>technology.</td>
<td>Projects, Exams</td>
</tr>
</tbody>
</table>
Course Requirements:

1. **Multimedia Presentations**
   
   Students will learn the basics of creating a presentation. They will research and create multimedia presentations on a variety of topics as directed by the instructor.

2. **Graphics**
   
   Students will work with graphics using digital cameras, editing programs, scanners, and application software to prepare graphics for use in various areas of teaching.

3. **Projects – Selected projects from the textbook.**

   Note: The instructor reserves the right to assign additional assignments.

**Early Alert** – In effect until Mid-Term. See Class Attendance Policy below.

1st Absence - Student will receive a card/email to set up an appointment with instructor.

2nd Absence – The instructor will complete a Student Referral Form. An email will be sent to student and student advisor.

3rd Absence – The instructor will complete a Student Referral Form which will be sent to the advisor and the student. Immediately, the advisor will refer the student to the Student Success Coordinator.

**CLASS ATTENDANCE POLICY**

This class attendance policy is in effect for all courses taught by Carolyn Alexander. Please read the following information carefully. The instructor places high value on class attendance and punctuality. If you must be absent and you know ahead of time, please inform the instructor so that your work can be handed in early. Excessive absences may result in loss of credit for the course concerned. See the PCCUA 2010-2011 Catalog (page 23).

**CLASSES MEETING 2 TIMES A WEEK**

Students are permitted two (2) absences. When you have missed 5 classes you will receive an EW or F and you may not return to class.
CLASSES MEETING 1 TIME A WEEK
Students are permitted one (1) absence. When you have missed 3 classes you will receive an EW or F and you may not return to class.

Exceptions to this attendance rule may be made based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements.

If you are absent for quizzes, daily assignments or assignment deadlines, a grade reduction or Zero will be recorded.

If you are unable to adhere to this attendance policy, you should withdraw from this class.

PUNCTUALITY

There are no Tardies—students are expected to arrive at their classrooms prior to the beginning of classroom activities. Any student entering the classroom after the class roll has been taken will be considered absent. There is one exception to this rule: Students who have been held over by their instructor. (Student must discuss this with instructor immediately after class to be counted present for that day.)

As per the student Handbook, a student may not have unauthorized persons (children or adults) on campus. Children are permitted on campus for youth activities. However, children are not permitted to attend college classes unless specifically invited by an instructor for instructional purposes. Please see the instructor for any specific questions concerning this matter.

PCCUA STUDENT DISCIPLINE POLICY - This instructor will adhere to this discipline policy. A copy of this policy is available both online at the PCCUA website and in the student handbook. It is the student’s responsibility to read and abide by this policy.

Included in this policy is the Acceptable Use Policy for computer use on campus.
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<table>
<thead>
<tr>
<th>Week Of</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>11</td>
<td>1 Introduction, Syllabus, Email, Word</td>
</tr>
</tbody>
</table>
| January | 18   | 2 **Common Features**  
Chapter 1  
Using the Common Features of Microsoft Office 2010  
**WORD**  
Chapter 1 Creating Documents with Microsoft Word 2010  
Chapter 2  
Using Tables and Templates to Create Resumes and Cover Letters |
| January | 25   | 3 Chapter 2  
Using Tables and Templates to Create Resumes and Cover Letters  
Chapter 3 Creating Research Papers, Newsletters, and Merged Mailing Labels |
<p>| February | 1    | 4 <strong>Word Test</strong> |
| February | 8    | 5 <strong>EXCEL</strong> |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Chapter 1</th>
<th>Chapter 2 Using Functions, Creating Tables, and Managing Large Workbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 15</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 22</td>
<td>7</td>
<td></td>
<td>Chapter 3 Analyzing Data with Pie Charts, Line Charts, and What-If Analysis Tools</td>
<td></td>
</tr>
<tr>
<td>February 29</td>
<td>8</td>
<td></td>
<td>Excel Test</td>
<td></td>
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<tr>
<td>March 7</td>
<td>9</td>
<td></td>
<td>Mid-Term Grades Due</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td>9</td>
<td></td>
<td><strong>POWERPOINT</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td></td>
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<td>Getting Started with Microsoft PowerPoint</td>
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<td><strong>Spring Break!</strong></td>
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<td>Last Day to withdraw from the class and receive a “W”.</td>
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<td>Enhancing a Presentation with Animation, Video, Tables, and Charts</td>
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<td>Final Exam 4 – 6 p.m.</td>
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<td>May</td>
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<td>17</td>
<td>Final Grades Due (12:00 noon)</td>
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*The syllabus, policies, guidelines, and dates included are subject to change at the Instructor’s discretion.*
INSTRUCTOR INFORMATION:
Instructor: Brian Dudak
Office Location: Arts and Sciences “C” Building, Room 104
Office Phone #: 870-338-6474, ext.1361
Email Address: bdudak@pccua.edu
Office hours: posted on door

Course: Basic Writing I Lab
Course Number: EH-1011 (H1)
Academic Year: Spring 2012
Class Time: H1 (TH: 2:00 – 2:50 p.m.)
Class Location: H1 (C304)

Co-requisite Laboratories: EH-1011
Prerequisites: None (Placement determined by Compass test scores)
Credit Hours: 3

Course Description: Computer lab setting designed to assist students with grammar/mechanics skills through exercises, writing and tutorial instruction.

Course Design: In Basic Writing lab, students will work on grammar exercises using the PLATO learning network. In lab, students reinforce grammatical concepts learned in class using the computer.

ABSENCES
Students are allowed two unexcused absences for lab. Any student who misses more than two labs could be dropped from the course. In addition, there are no tardies for this class. Any student who is not in his or her seat when his or her name is called will be considered absent.

V. 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.
VI. ADA POLICY:
Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

VII. 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.

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 United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.

ACTS
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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course: Basic Writing I  
Course Number: EH-1013 (H1)  
Academic Year: Spring 2012  
Class Time: H1 (T,TH: 9:30)  
Class Location: H1 (C301)  

INSTRUCTOR INFORMATION:  
Instructor: Brian Dudak  
Office Location: Arts and Sciences “C” Building, Room 104  
Office Phone #: 870-338-6474, ext.1361  
Email Address: bdudak@pccua.edu  
Office hours: posted on door  

Co-requisite Laboratories: EH-1011  
Prerequisites: None (Placement determined by Compass test scores)  
Credit Hours: 3  

Required Text: *Sentence Skills with Readings, Fourth Edition* by John Langan  

COURSE DESCRIPTION: This course is a non-transferrable basic writing course designed to provide writing competence and fluency. It focuses on writing, reading, and grammar skills. Students will receive individual help in reading, vocabulary, sentence construction, and paragraph writing. Students who complete all course work with a “C” grade or better are eligible for the next level of Basic Writing II, EH 1023.  

Course Objectives: Upon completion of this course, the student should have improved his or her English skills in all areas listed in the course description to prepare him or her for EH -1023, Basic Writing II. It is the goal of the instructor to engage students in activities which make the writing process more efficient and comfortable for them, thereby promoting further academic growth and success.  

PCCUA CORE COMPETENCIES  
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.  

1. Critical Thinking  
2. Communication  
3. Social and Civic Responsibility  
4. Cultural Awareness  
5. Mathematical Reasoning  
6. Technology Utilization
Grading Scale
90-100= A
80-89= B
70-79= C
60-69= D
Below 60= F

Grading Distribution
This course is designed to give students numerous opportunities to improve their writing skills. Thus, several factors will be involved in determining your final grade for this course. As your instructor, I will use a point system to grade your assignments. Accordingly, minor assignments will be worth fewer points than major assignments.

Explanation of Instructor's Expectations for Students and Point System

Class Participation
All students are expected to come to class prepared to discuss the assigned readings or activities. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class. Writing is a skill which can be learned through dedication and practice. A positive attitude and a good work ethic are necessary, not optional, for this course. Therefore, each student will be assessed a participation grade at midterm and upon completion of the course. Students should expect to work independently on certain assignments, while other assignments will require students to work with partners or collaboratively in groups. As your instructor, I will assess your performance and cooperation during all activities and assignments.

100 points maximum at midterm
100 points maximum at final

Exams
Midterm Writing Assignment (100 points)
Final Exam (Grammar Test, Writing Assignment) will be worth 200 points.

Quizzes
Students should expect to take quizzes throughout the semester. The quizzes may or may not be announced and will be given without the benefit of a textbook. The point value of each quiz will be determined by the instructor. Expect quizzes to range in value between 25-50 points.

Textbook Exercises and Homework Assignments
The textbook contains a wide variety of assignments that you will complete during this course. Since a large portion of this course involves an intensive review of grammar, these exercises are extremely important, as they reinforce important skills you must apply in your own writing. It is the student's responsibility to keep up with all homework assignments, and I will also conduct random homework checks of the textbook exercises.
Homework assignments will vary between 10-50 points.
**Minute Papers**
These are brief assignments which will typically be given at the start or end of the class period. Students will be expected to respond to the topic by free writing for approximately five to ten minutes. Since we have computer access in our classroom, these responses must be typed. These papers will not be graded for grammatical errors. The questions asked and topics posed will provide valuable feedback about student experiences on this campus and in this course. These assignments will be given randomly throughout the semester and will not be eligible for makeup credit.

**25 points** per assignment

**Attendance Policy**
Students are allowed no more than 3 unexcused absences. Any absence following the **fourth** absence will result in an automatic drop from the course. Students who become excessively absent will be dropped from the class and awarded a grade of **“EW.”** In addition, your advisor will be notified of all absences past the second absence in accordance with the college’s Early Alert system policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.

**Tardiness**
Please note that your instructor does not distinguish between tardies and absences. If you are not present when I take attendance, you will be counted as absent, even if you arrive later. The attendance policy will be strictly enforced.

### If you leave class early, without my permission, you will be counted absent.

**MISSED OR LATE ASSIGNMENTS AND EXAMS**
If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup time lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated. **Also, if you miss a class, it is your responsibility to contact me about your assignments prior to the next class meeting because any missed assignments will be due at this time.** I will not accept any late assignments past the week in which they were due. For example, if a student misses a class on Monday, it is his or her responsibility to contact me prior to the next class meeting on Wednesday. I will not accept the homework assignment which was due on Wednesday the following Monday. **Additionally, I will not use valuable class time to discuss personal matters, such as grades or makeup work. You must call me, email me, or come to my office during office hours to receive assistance.**
STUDENT RESPONSIBILITIES
Students are expected to be punctual and prepared at all times. Active participation is also expected during each and every class session. All assignments should be completed on time and demonstrate each student’s best effort possible.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

CAMPUS SUPPORT SERVICES
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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
Course: **Basic Writing II Lab**  
Course Number: EH-1021 (H1,H2)  
Instructor: **Natacia Davis**  
Semester: **Spring 2012**  
**Meeting Time and Place:** H3 (Monday 2-2:50, C301); H2 (Tuesday 2-2:50, C304); H1(Wednesday 1-1:50, C301)

**Office Phone:** (870) 338-6474, ext.1153  
**Office Location:** Arts & Sciences “C” Bldg. Room 107  
**Email:** ndavis@pccua.edu  
**Office Hours:** See course syllabus  
**Credit Hours:** 1

**Text:** *English Skills with Readings, Eighth Edition*  
**Author:** John Langan

**COURSE DESCRIPTION**

Basic Writing II Lab, EH1021, is a co-requisite to Basic Writing II course EH1023. Students receive one credit hour for successful completion of the lab. The lab meets 50 minutes once per week. It is designed to help students reinforce Standard American English conventions which are necessary in any form of well-written communication. The subject matter is not new, but often due to lack of writing opportunities, a review or reintroduction of basic writing principles is needed. Therefore, writing will be a major component of EH 1021 and will be in line with the PCCUA core competencies necessary for student success: critical thinking, communication, social and civic responsibility, cultural awareness, and technology utilization.
The computer lab setting is designed to assist students with grammar and usage skills through online exercises, tutorial instruction, and writing assignments.

**COURSE OBJECTIVES**

1. Improvement of communication and critical thinking skills through various writing assignments.

2. Reinforcement of grammar skills learned in EH 1023.

3. Student demonstration of appropriate progress towards college level writing abilities as measured through preliminary diagnostic tests and end of course post tests.

4. Development of student computer skills through experience with Microsoft Word, the Internet, campus email, PLATO, the Langan Online Learning Center, the Owl at Purdue Writing Lab, etc.

5. Introduction to appropriate paper formatting.
Course Work

Most of the class period will be spent writing, discussing, and working with Standard American English writing conventions (subject/verb agreement, noun/pronoun forms, verb forms, fragments, and other usage areas). Various writing activities will be used to reinforce the different conventions.

LAB PROCEDURES

Lab time will be spent reinforcing and strengthening areas of weakness. Computer courseware and on-line resources, along with hard copies of supplemental grammar exercises, will be used to strengthen students’ grammar and writing skills. Students will be introduced to the Online Learning Center, which supplements the textbook. Students will also complete PLATO assignments during lab sessions. Moreover, students will complete an initial diagnostic test during the first two lab sessions to assess areas of weakness. Since the lab only meets once per week for one hour, it is extremely important for students to be punctual. Attendance is expected and is critical to student success. Students who perform poorly in lab rarely succeed in class. Every week students will be given a lab assignment. The assignments will more than likely correlate with the material covered in class that week. However, some exceptions will be made when necessary. Students will be expected to complete most assignments during class.

Computer Procedures

As students of PCCUA, you are fortunate to have computer and Internet access. This is a privilege which should not be abused. Students are expected to use discretion both in writing class and writing lab when it comes to the use of technology. Therefore, it is inappropriate for students to use the computers for personal use during class or lab time. If you insist upon abusing this privilege by accessing your email and Facebook accounts during class, expect to receive a zero for that week’s activity. Furthermore, continual abuse of the technology will result in removal from the class or lab, as this will fall under the campus discipline policy. Please note that cell phone use is prohibited as well, and headphones or ear buds are only to be used at designated times for instructional purposes.
Supplies for class and lab:

Pocket dictionary and thesaurus

Notebook/paper

Pens/pencils

Three-ring binder with dividers

Flash/jump drive

Ear buds or hearing devices to be used at the appropriate times for computer assignments

Textbook

Note: Students are expected to bring all of these items to every class and lab session. The instructor reserves the right to conduct random supply checks, so always come to class and lab prepared!

GRADING

Lab assignments will be worth 50 points per week.

Students can earn 50 points a week for attendance for a maximum point value of 100 points per week.

Students will also be expected to keep all homework, assignments, and handouts for both class and lab in the three-ring binder. Organization is critical to success in writing courses, so expect random checks of your binders. During the final lab meeting, students will be assessed a final grade for the binders.

Spot-checks= 25 points

Final Binder Check= 100 points
Grading Scale:

90-100 A
80-89 B
70-79C
60-69 D
Below 60 F

Note: Students must receive a grade of “C” or higher to advance to EH-113, Freshman English I.

ATTENDANCE POLICY

Success in this course depends on attendance and completion of all assignments. **IF YOU MISS OR KNOW AHEAD OF TIME THAT YOU ARE GOING TO MISS A CLASS, PLEASE CONTACT YOUR INSTRUCTOR AS SOON AS POSSIBLE** by phone at 338-6474 ext.1153, or email at ndavis@pccua.edu.

Students will be warned of the danger of becoming “excessively absent” if **two lab sessions** are missed. Students will be dropped from lab upon the **third absence** because the class only meets one time per week. Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

Note: Tardiness is unacceptable. Tardies will be counted as absences; therefore, students should expect to be dropped from the course after accumulating three tardies. This policy also applies to students who leave class early.
ACADEMIC HONESTY POLICY

PLAGIARISM, CHEATING, AND OTHER FORMS OF ACADEMIC DISHONESTY ARE PROHIBITED.

Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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INSURANCE

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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are NOT TO BE USED in the classroom and must be turned off during class. A violation of this policy, or any harmful or offensive behavior (cursing, harassment, stealing, cheating, or any behavior deemed undesirable or harmful), may result in disciplinary action, including dismissal or suspension, temporary or permanent, from the class or campus. Also, students are not allowed to bring children to class. In addition, students are not allowed to bring food or drinks into the classroom.

The syllabus, policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course: Basic Writing II
Course Number: EH-1023-H1, H2
Academic Year: Spring 2012

Meeting Time & Place:
(H1) M/W 9:30-10:50, C301
(H2) T/TH 11:00-12:20, C304
(H3) M/W 11:00-12:20, A117

Co-requisite Laboratories: EH 1021

Prerequisites: “C” or higher in EH-1013

COMPASS or ASSET Test Scores

Required Text: English Skills with Readings, Eighth Edition by John Langan

Credit Hours: 3

Course Description

This course is a non-transferable writing course designed to promote competence and fluency. It prepares the student for the language and writing skills necessary for advancing to Freshman English I. Students who complete this course work with a “C” grade or better are eligible for Freshman English I, EH 113. Additionally, students enrolled in EH-1023 are also concurrently enrolled in SS 101.
Course Objectives

Upon completion of this course, the student should have improved his or her English skills in all areas listed below in preparation for Freshman English I. It is the goal of the instructor to engage students in activities which make the writing process more efficient and comfortable for them, thereby promoting further academic growth and success.

EXPECTED LEARNING OUTCOMES

Upon completion of this course, students should understand how to do the following:

1. Demonstrate knowledge of Standard American English usage.
2. Use Standard American English to demonstrate different types of written composition.
3. Develop an essay.
4. Establish coherence in their writing.
5. Proofread and edit their writing and the work of their peers.

Instructional Goals, Objectives, and Measures

1. Students will advance from writing basic paragraphs to essays, demonstrating their knowledge of structure, grammatical skills, and usage skills.

2. Based on the specific errors made in their essays, students will do selected activities in the textbook to improve their knowledge of Standard American English usage and grammar skills.

3. Based on the errors made in their essays, students will do selected activities in the textbook to improve their organizational skills.

4. To reinforce concepts discussed in class and address areas of weakness, students will utilize PLATO and other online resources.

5. Students will learn to recognize the different parts of an effective essay and will receive guidance in writing introductions, thesis statements, topic sentences, body paragraphs, transitions, and conclusions.

6. Students will learn to approach writing as both a skill and a process which can be improved through practice and the implementation of strategies learned in class.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization

GRADING SCALE
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

Grading Distribution
This course is designed to give students many opportunities to improve their writing skills. Thus, several factors will be involved in determining your final grade for the course. As your instructor, I will use a point system to grade your assignments. Accordingly, minor assignments will be worth fewer points than major assignments.

Explanation of Instructor’s Expectations for Students and Point System:

Class Participation
All students are expected to come to class prepared to discuss the assigned readings or activities. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class. Writing is a skill which can be learned through dedication and practice. A positive attitude and good work ethic are necessary, not optional, for this course. Therefore, each student will be assessed a participation grade at midterm and upon completion of the course. Students should expect to work independently on certain assignments, while other assignments will require students to work with partners or
collaboratively in groups. Students will be expected to participate in **Base Groups** as assigned by the instructor. As your instructor, I will assess your performance and cooperation during all activities and assignments. Additionally, poor attendance will negatively affect your participation grade.

100 points maximum at midterm

100 points maximum at final

**Writing Assignments**

Paragraphs (50 points each)

Essays (100 points each)

**Quizzes**

Students should expect to take quizzes throughout the semester. The quizzes may or may not be announced and will be given without the benefit of the textbook. The point value of each quiz will be determined by the instructor. Expect quizzes to range in value between 25-50 points.

**Textbook Exercises and Homework Assignments**

The textbook contains a wide variety of assignments that you will complete during this course. Since this course includes an intensive review of grammar, these exercises are extremely important, as they reinforce important skills you must apply in your own writing. It is the student’s responsibility to keep up with all homework assignments, and I will also conduct random homework checks of the textbook exercises.

Homework assignments will vary between 10-50 points.
Impromptu Papers

These are brief writing assignments which will typically be given at the start or the end of the class period. Students will be expected to respond to the topic by writing for approximately five to ten minutes. These papers will not be graded for grammatical errors. The questions asked and topics posed will provide valuable feedback about student experiences on this campus and in this course. These assignments will be given randomly throughout the semester and are not eligible for makeup credit.

(25 points) per assignment

PLATO Assignments

Throughout the semester, students will be expected to complete various PLATO assignments which complement course activities and discussions. The instructor will determine the number of assignments given and the amount of time in which students have to complete them. PLATO is designed to provide self-paced, individualized instruction through tutorials, practice exercises, drills, and mastery tests. PLATO also provides excellent practice for COMPASS testing. Students receive immediate feedback regarding performance and test scores. Therefore, as your instructor, I do not actually record PLATO test grades. However, I will assess each student’s effort by monitoring performance and completion of PLATO exercises. It is your responsibility to complete all PLATO assignments in a timely fashion, so if you do not complete the PLATO assignments in class or lab, you will be expected to complete them as homework. In addition to your classroom, PLATO assignments can be accessed in C304, L301, and the PCCUA Library. Please make sure that you do not interrupt other classes to access PLATO outside your designated class or lab time.

100 points midterm

100 points final

Midterm Writing Assignment

The instructor will provide details and potential topics.

100 points

Final Exam

Students will write a coherent, grammatically correct essay during the final exam period.

200 points
Note: In order to successfully complete EH-1023, all students will be required to take the writing portion of the Compass Test at the end of the semester. No student will advance to EH-113 without completing the exit test requirement!

ATTENDANCE POLICY

Students are allowed no more than four absences. Therefore, students will be automatically dropped from the course upon the fifth absence. This is for classes which meet twice a week. Students are allowed two absences for classes which meet one time per week. Students will be dropped from a class meeting one time per week upon the third absence. Students who become excessively absent will be dropped from the class and awarded a grade of “EW.” In addition, your advisor will be notified of all absences in accordance with the college’s Early Alert system policies. Please note that the class participation component of your grade will be adversely affected by any absence. Furthermore, no makeup work will be allowed for missed homework checks or impromptu paper assignments.

MISSED OR LATE ASSIGNMENTS AND EXAMS

If you miss a quiz or an exam, it is your responsibility to contact the instructor to arrange a time to make it up during office hours. Also, if you miss a class, it is your responsibility to contact me about your assignments prior to the next class meeting because any missed assignments will be due immediately when you return to class. I will not accept any late assignments past the week in which they were due. For example, if a student misses class on Monday, it is his or her responsibility to contact me prior to the next class meeting on Wednesday because assignments made on Monday will be due then. If a student misses class on Wednesday and an assignment is due, it is the student’s responsibility to contact me and submit the work by Friday at noon. I will not accept the homework assignment for Wednesday on the following Monday. If you fail to meet the deadline, expect to receive a zero for the late assignment. Additionally, I will not use valuable class time to discuss matters such as grades or makeup work. You must call me, email me, or come to my office during office hours to receive assistance.

STUDENT RESPONSIBILITIES

Students are expected to be punctual and prepared at all times. Active participation is also expected during each and every class session. All assignments should be completed on time and demonstrate each student’s best possible effort. Food and beverages of any kind are not allowed in the classroom, and students who disobey this rule will be asked to leave the
classroom. Cell phone use is also prohibited. This means that cellular devices should not be visible while in the classroom! Furthermore, headphones and other hearing devices should only be used when students are completing computer assignments which require the use of these items. Also, students are also not allowed to visit Facebook and other social networking sites or surf the Web while in class.

(See the EH-1021 Lab Syllabus for detailed information regarding lab procedures, computer procedures, classroom behavior, and required supplies.)

REMINDER: Tardiness is unacceptable. If you are tardy, you will be counted as if you are absent, and the attendance policy will be strictly enforced. Furthermore, students who leave class early will also be counted absent.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course: Freshman English I  
Course Number: EH-113-H2  
INSTRUCTOR INFORMATION:  
Instructor: Natacia Davis  
Office Location: Arts and Sciences “C” Building, Room 107  
Office Phone #: 870-338-6474, ext.1153  
Email Address: ndavis@pccua.edu  
Office Hours: Monday 8-9:30; 1:30-2; 5-6:30  
Tuesday 8-9:30; 1:30-2; 3-4  
Wednesday 8-9:30; 2-3  
Thursday 8-9:30; 1:30-3  
Friday 8:30-12  
Academic Year: Spring 2012  
Meeting Time and Place:  
T/TH 9:30-10:50  
“C”  
Prerequisites: Test scores; EH 1023 (“C” or higher)  
Credit Hours: 3  
Authors: VanderMey, Meyer, Van Rys, and Sebranek  
COURSE DESCRIPTION: Freshman English I, EH 113, is designed to aid students in improving their writing skills by developing expository and persuasive composition, to do research and develop a research paper, with proper APA or MLA documentation, and to give them experience with the computer. Passages from the text, written by both students and professional writers, will serve as guides to the students in composing their own papers on the computer.
Instructional Objectives/ Measures

By the 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 his or her own 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.

Needed Learning Outcomes

In order to successfully complete this course, students must be able to do the following:

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.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization
Grading Scale

90-100= A
80-89=   B
70-79=   C
60-69=   D
Below 60= F

Grading Distribution

This course is designed to give students numerous opportunities to improve their writing skills. Thus, several factors will be involved in determining your final grade for this course. As your instructor, I will use a point system to grade your assignments. Accordingly, minor assignments will be worth fewer points than major assignments.

Class Participation

All students are expected to come to class prepared to discuss the assigned readings or activities. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class. Writing is a skill which can be learned through dedication and practice. A positive attitude and a good work ethic are necessary, not optional, for this course. Therefore, each student will be assessed a participation grade at midterm and upon completion of the course.

50 points maximum at midterm
50 points maximum at final

Quizzes

Students should expect to take quizzes throughout the semester. The quizzes may or may not be announced and will be given without the benefit of a textbook. The point value of each quiz will be determined by the instructor. Expect quizzes to range in value between 25-50 points.
Aplia Assignments

To complete certain assignments for this course, you will be required to access a Cengage website known as Aplia. To access this website, you will need to register for an account with Aplia. During our first class meeting, I will provide you with an instruction sheet as well as a course key so that you can immediately access your assignments. As you log in to Aplia throughout the semester, you will see assignments with specific due dates. Please remember that these assignments and due dates are subject to change at the instructor’s discretion, so it is your responsibility to check the site frequently. It is your responsibility to meet all deadlines given because no exceptions will be made. Also, do not rush through your assignments by completing them earlier than the week in which they are due. Furthermore, Aplia assignments should primarily be viewed as homework to be completed outside of class. If you are caught completing your Aplia assignments during class at an inappropriate time, such as during class discussions or lectures, expect to receive a zero for that week’s activities. I will average your Aplia scores at midterm and during finals. Aplia scores will be worth 100 points maximum at midterm and 100 points maximum at finals.

Preparatory Work, Outlines, and Rough Drafts

Since polished final drafts of professional essays are not completed overnight in one step, student essays will not be completed in this manner, either. Therefore, students should expect to show their work and be prepared to do so at the instructor’s discretion. It is the student’s responsibility to keep up with every phase of every assignment. I will not accept final drafts of papers submitted by students who have failed to complete the preliminary requirements, such as prewriting, outlines, etc. I will check for these items and award points accordingly. Additionally, students will be required to submit a rough draft to the instructor prior to completion of the final draft. The rough draft is mandatory, and it is the student’s responsibility to meet the deadline. If you fail to turn in the rough draft at the designated time, expect to forfeit a significant amount of points and to miss the valuable opportunity of gaining feedback from your instructor.

Preparatory Work/Outlines (25 points)

Rough Drafts (50 points)

Students will be expected to staple these items to the final draft upon completion of the assignment.
I will not accept preparatory work, outlines, or rough drafts that are submitted late, and I will also not accept final drafts of papers which are not accompanied by the required preparatory work for each assignment.

**Essays**

Papers will be graded on the basis of content, organization, coherence and unity, point of view, tone and mechanics. Most papers will be worth **100 points**. However, some assignments, such as the research paper, require greater effort and will be worth more points. Late papers will be accepted only under extreme circumstances. If you miss a deadline, it is your responsibility to contact me immediately. I will not accept any papers after the week in which they were due. This means that if an assignment is due on Tuesday and you miss class, you are expected to turn in the assignment the next Thursday when you return to class. If a paper is due on Thursday and you miss class, you have until Friday at noon to turn it in. I have a red folder outside my office door where students can leave their work if I am unavailable. Therefore, there is absolutely no excuse for not submitting your work in a timely fashion.

There will be no exceptions to this policy! Please see the Grading Standards document and English Department Rubric for additional information regarding the PCCUA grading policy. Also, I will provide additional grading guidelines and specific checklists for each assignment.

**Portfolios**

Students will be required to keep an organized writing portfolio in a three-ring binder. The portfolio will be graded at the end of the semester and is worth **50 points**. Students are expected to keep all assignments, handouts, quizzes, etc. in the binder.

**Supplies**

- Pocket dictionary and thesaurus
- Notebook/Paper
- Pens/Pencils
- Three-ring binder with dividers
- Flash/jump drive
- Textbook
Students are expected to come to class prepared with all of these items each and every class session.

**ATTENDANCE POLICY**

Students are allowed no more than **four** absences. Each absence following the **fourth** absence will result in an automatic drop from the course. This is for classes which meet twice a week. Students are allowed **two** absences for classes which meet one time per week. **Do not abuse this policy! Absences should be reserved for legitimate emergencies and illnesses and not viewed as “free days.”** Also, please note that your instructor does not differentiate absences as being excused or unexcused. Therefore, doctors’ notes or court documents are unnecessary. Students are given a set amount of absences to use wisely at their discretion.

Students who become excessively absent will be dropped from the class and awarded a grade of “EW.” In addition, your advisor will be notified of all absences in accordance with the college’s Early Alert system policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.

**Tardies**

Due to the growing problem of tardiness on our campus, no tardies will be allowed for this course. Students are expected to come to class on time. Please note that your instructor does not distinguish between tardies and absences. If you are not present when I take attendance, you will be counted as absent, even if you arrive later. The attendance policy will be strictly enforced.

**Note: Leaving class early will also fall under this policy!**

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup time lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated. Also, if you miss a class, it is your
responsibility to contact me about your assignments prior to the next class meeting because any missed assignments will be due at this time. I will not accept any late assignments past the week in which they were due. For example, if a student misses a class on Tuesday, it is his or her responsibility to contact me prior to the next class meeting on Thursday. I will not accept the homework assignment which was due on Thursday the following Tuesday. Additionally, I will not use valuable class time to discuss matters such as grades or makeup work. You must call me, email me, or come to my office during office hours to receive assistance.

STUDENT RESPONSIBILITIES
Students are expected to be punctual and prepared at all times. Active participation is also expected during each and every class session. All assignments should be completed on time and demonstrate each student’s best effort possible.

Laboratory Procedures:
This course does not require an additional lab co-requisite. However, our classroom setting is a computer lab, which is ideal for the workshop nature of a college writing course. This technology brings with it advantages and responsibilities. Students are not allowed to use the computers for personal use during class time. Students caught using Facebook inappropriately, and/or checking personal email, or surfing the Web can expect to receive a “0” for that day’s activities. Further abuse of the computers will result in disciplinary action per the campus discipline policy and possible expulsion from the class. Cell phone use is prohibited as well, and cell phones should not be visible in the classroom for any reason. Also, the use of headphones and ear buds is restricted unless otherwise noted by the instructor.

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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Freshman English II
Course Number: EH 123
Semester & Year: Spring 2012
Meeting Time & Place: C304
Prerequisites: EH 113-C

Required Laboratories:

Credit Hours: 3
Clock Hours:

Revision Date: 12/07/2011

INSTRUCTOR INFORMATION:
Instructor: Robin Bryant
Office Location: Helena – L302
Office Phone #: (870) 338-6474 ext 1370
Email Address: bryant@pccua.edu
Office Hours: 8-9:30 M-W or by appointment

Course Description

Further study of principles and techniques of expository and persuasive composition, analysis of texts, research methods, and critical thinking.

EH 123 surveys fiction and drama. The intent of the course to provide students inexperienced in the critical reading of literature with the basic skills needed to understand, evaluate and write about a work of literature.

Instructional Objectives/Learning Outcomes:

- Respond appropriately to various rhetorical situations, purposes and audiences.
- Develop flexible strategies for generating, revising, editing and proofreading.

These outcomes shall be achieved in the following manner:
By the completion of the course, the student should be able to develop an essay based upon a thesis statement and then write a grammatically and mechanically correct essay. By reading essays, short stories, poetry and drama, the student should be able to respond to various rhetorical situations, purposes and audiences; he should use various types of essays (comparison/contrast, cause/effect, definition, example) to develop his writing; he should also be able to critically respond to classmates’ works in progress. This is one strategy for revising, editing and proofreading; however, we will practice other strategies for revision in class. We will also use both instructor generated and student generated strategies for brainstorming as we begin an assignment. During this class, the student should be able to incorporate both the Internet and library research into his writing. The student should acquire the ability to derive both insight and pleasure from a literary work. He should employ the skills of critical thinking, reading, writing, speaking and listening to interpret a work of literature. He should recognize and respect that a diversity of peoples and cultural traditions have contributed to the American experience. He should learn to reach some understanding of the purpose of the literary work, and he should learn to analyze the techniques (symbol, character, irony, sound, rhythm, etc.) by which authors seek to achieve their purpose in a literary work. Finally, he should learn to evaluate the merit of the work.

**PCCUA Core Competencies**

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1. Critical thinking
2. Communication
3. Social and civic responsibility
4. Cultural awareness
5. Mathematical reasoning
6. Technology utilization

**TEXT AND READING MATERIALS:**

Course Prerequisite:

Students should have satisfactorily completed EH 113 with a C or better and be able to write a clearly organized, well-supported, reasonably correct essay.

Attendance:

It is very important for you to be present every class period. You are allowed three excused absences, and then you will receive a warning letter. If you miss the fifth class, your name will be removed from the course roll. Two tardies will count as one absence. **Even if you are absent, you are still responsible for all papers, and you will not be allowed to make up any quizzes or in-class work that you may miss.** The lab will be open in the afternoons for your convenience. I do not mind if you use the computers while my classes are in progress, but you should check with any other faculty member before disturbing that class.

Course Requirements/Grading:

There will be six major papers, each worth 100 points. The student will complete an Annotated Bibliography worth 100 points. There will be one comprehensive test worth 100 points. There will also be various exercises and pop quizzes which will be worth 200 points. Papers will be graded on the basis of content, organization, coherence and unity, tone and mechanics. The English Department Grading Standards Sheet (see attached) and the English department rubric will be used to calculate the points deducted for errors in grammar and mechanics. There will be 1000 points possible this semester. The grading scale is 90-100=A; 80-89=B; 70-79=C; 60-69=D.

**Due Dates:** Papers are due on the date stated by the instructor. If a paper is one class meeting late, 10 points will be deducted. If a paper is two class meetings late, 20 points will be deducted. If a paper is three class meetings late, 30 points will be deducted. No papers will be accepted if they are four or more class meetings late.
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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Grading Standards for English Classes

Edited American English is that form of English which is used in newspapers and magazines, textbooks and fiction books, memos and letters. It is also the form of English used by educated people throughout the English speaking world. Edited American English includes many conventions, such as subject/verb agreement, proper tense form, complete sentences, correct spelling punctuation, and capitalization. Some problems are more stigmatized than other, so the English instructors at PCC/UA have agreed to use the criteria listed below when grading papers in the various English classes.

Type I: - Gross Errors (-10 points each)

- Fragment
- Lack of Subject/Verb Agreement
- Fused Sentence or Run-on
- Incorrect Tense or Verb Form

Type II: Major Errors (-5 points each)

- Comma between subject and verb
- Failure to show possession (or showing possession incorrectly)
- No indentation at beginning of paragraph or paragraph with fewer than three sentences

Type III: Minor Errors (-2 points each)

- Misspelled words
- Incorrect capitalization
Misused homonyms
Words used incorrectly
Commas added unnecessarily
Commas lacking
Punctuation missing or incorrect
Incorrect pronoun agreement
Misleading pronoun reference
Unnecessary shift of tense or person
Words left out
Dangling or misplace modifiers

Your textbook has an excellent Handbook in the back. Please make use of that, and if you have additional questions, please contact me.
COURSE INFORMATION
Course Name: World Literature 1
Course Number: EH 233
Semester and Year: Fall 2011
Meeting Time & Place: 4-6:20 pm CV

Prerequisites: Eh 123 or the equivalent
Credit Hours: 3

INSTRUCTOR INFORMATION
Instructor: Rosary Fazende-Jones
Office Location: S B117
Office Phone #: (870) 673-4201 x 1826
Email Address: rfazende@pccua.edu
Alt email: fazendejones@gmail.com

OFFICE HOURS
By appointment or

<table>
<thead>
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<th>Monday</th>
<th>Tuesday</th>
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COURSE DESCRIPTION
This course studies selected significant works of literature from ancient, Medieval, and Renaissance periods and includes literary movements, schools, and periods.
**COURSE GOALS**
In this course students will learn to:

1. Understand significant literary and cultural developments in world civilizations
2. Understand the interaction of various literary and cultural traditions.
3. Achieve familiarity with enduring expressions of human thought by studying major
texts of world literature including the study of literary techniques, forms, and ideas
4. Complete a significant analytical writing component.

**INSTRUCTIONAL OBJECTIVES & MEASURES**
Students will be required to read and discuss works of literature according to the course
schedule. Students will be expected to keep a reading journal of their responses to reading
assignments, to take reading quizzes, to write papers, and to participate in discussion, both
on and offline, and to take exams. Class discussion and papers will be used to achieve the
course goals of analysis and applying critical thinking.

**PCCUA CORE COMPETENCIES**
The six PCCUA core competencies are incorporated within the context of the subject being
taught. The competencies address skills the College has committed to developing in all
students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

**TEXT AND READING MATERIALS**


A notebook for use as a reading journal

A flash/jump drive
**Grading Policy**

Class Participation 20%
Quizzes 20%
Exams 20%
Journal 20%
Papers 20%
Total 100%

**Grading Scale**

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90 – 100</td>
<td>A</td>
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<td>80 – 89</td>
<td>B</td>
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<tr>
<td>70 – 79</td>
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<td>60 – 69</td>
<td>D</td>
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<tr>
<td>0 – 59</td>
<td>F</td>
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**Assignment Requirements**

All out of class assignments turned into the instructor MUST BE TYPED (OR COMPUTER PROCESSED), and the final essay must include a rough draft, a peer edit, and a final copy. Any assignment that is handwritten or incomplete will not be graded. There are many places on campus where students may access a computer: library, Student Learning Center, Career Pathways. Also any assignment that is turned in without a name on the actual document will be disregarded—whether received by hand or by email. In simpler terms, papers without names or untyped or incomplete will receive a failing grade.
PARTICIPATION
Students must participate in this course. Participation includes contributing to class discussion. It also includes reading aloud of plays, and any group activities that may be assigned. It also includes responding to various discussion boards online. Negative participation will result in a loss of points; negative participation is defined as discussion that attempts to go off the class topic. A student who merely attends will not receive an A for this grade, but a C.

STUDENT RESPONSIBILITIES
Students are responsible for reading the assignments as listed on the Tentative Schedule. Students will also take a quiz on each individual work studied; the lowest two grades will be dropped. Students will also be expected to keep a reading journal in which they record their responses to the reading assignments. Students will write essays that will analyze some aspect of the work—character, plot, imagery, and so forth. The student will take three exams one over each time period covered. Exams will be online.

ATTENDANCE POLICY
Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” when two classes have been missed. Excessively Absent is defined as 4 absences. Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”. NOTE: EWs will be given only for excessive absences.

Students should discuss absences with the instructor when in danger of receiving an EW—that means before the fourth absence; asking after the fourth absence will not change the EW. There will be no overturning of EWs once issued.

ACADEMIC HONESTY POLICY
Plagiarism is defined as the use of someone else’s work for your own. It is a form of cheating. Whether you pay for a paper, copy it freely from the internet, or simply turn in someone else’s work, you are technically stealing. Since plagiarism is a major academic infraction, anyone caught plagiarizing—either a paper or an exam—in this course will fail the course.
VIII. **CAMPUS SUPPORT SERVICES**
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**ACTS**

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**DISCLAIMER**
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Tentative Schedule

Week One
Introduction to class

Week Two
Gilgamesh

Week Three
Selections from *Genesis—Old Testament*

Ancient Egyptian Poems (handout)

Week Four
Sophocles, *Oedipus the King*

Week Five
Euripides, *Medea*

Week Six
Aristophanes, *Lysistrata*

Week Seven
Ovid, *The Metamorphoses*

Week Eight
Selections from the New Testament
Week Nine
Plautus, *Pseudolus*

Week Ten
Selections from *Koran*

Poems of Rumi (handout)

Week Eleven

*Beowulf*

Week Twelve
Marie de France, *Lais*

*Sir Gawain and the Green Knight*

Week Thirteen

*The Thousand and One Nights*

Anonymous, *The Worthy Master, Pierre Patelin*

Week Fourteen

Lope de Vega, *Fuenta Ovejuna*

Week Fifteen

Thanksgiving—no class meeting

Week Sixteen

William Shakespeare, *Hamlet*

Week Seventeen

Final Exam
“The man with the right attitude can accomplish anything, but nothing on this earth can help the man with the wrong attitude.” – Thomas Jefferson

Instructor: Dr. Brian Dudak
Office: C104
Office phone: 870-338-1361
Email: bdudak@pccua.edu
Office Hours: Posted on Door

SUPPLEMENTAL MATERIALS
3 ½ inch disks or jump drive
Pens and a notebook for keeping journals
Folders
access to a computer with a printer
access to a standard dictionary
Paper

PREREQUISITES
Students must have taken EH 113 and EH 123. However, students who have not taken those courses can be admitted to the course with the consent of the instructor.
DESCRIPTION

World Literature II, EH 243, is designed to enhance the students’ cultural backgrounds via selected literary works that span eras from the Neoclassical period through the period of Contemporary literature emphasizing movements, schools, and periods. Literary themes and devices will be explored, along with the major historical development of the eras.

Students are required to read all assigned material before class sessions. Reading assignments will be made prior to class meetings at previous class sessions.

TEXT BOOKS

The Norton Anthology of Western Literature

READINGS

The Enlightenment

Judith Drake
Alexander Pope
Samuel Johnson

The Nineteenth Century: Romanticism

Jean-Jacques Rousseau
John Adams and Abigail Adams
Thomas Paine
English Romantic Lyrics: A Selection

William Blake
John Keats
Victor Hugo
Walt Whitman
Emily Dickenson

Nineteenth Centruy: Realism and Symbolism

Fyodor Dostoevsky
Leo Tolstoy

Revolutionary Principles

Charles Darwin
Karl Marx
Henrik Ibsen

Civilization on Trial

Sigmund Freud
Thomas Mann
James Joyce
Virginia Woolf
T.S. Elliot
**Dada-Surrealist Poetry: A Selection**

William Faulkner
Salman Rushdie

**ATTENDANCE**

It is my belief that attendance is extremely important for student success. I will take attendance at the beginning of every class period. In addition, students enrolled in the course on the first day of class and do not show up will be given an absence.

Phillips Community College participates in The Early Alert System. According to the Early Alert System, students must come to every class to have success. Therefore, a structured attendance policy will be mandatory for this class. The following is a list of acceptable absences for various courses.

*** Class that meets two times a week. ******

Students enrolled in a course that meets two times a week will be allowed to miss four class periods without penalty. Should a student miss five class periods, the student may be dropped from the course.

***** Classes that meet once a week ***************

Students enrolled in a course that meets once a week will be allowed to miss two classes without penalty. Should a student miss more than two classes, he or she may be dropped from the course.
TARDIES

Due to the growing problem of tardiness on our campus, there will be NO tardies allowed for this course. Students are expected to come to class on time. Should a student not be in his or her seat when his or her name is called for role, he or she will be counted absent.

LEAVING CLASS EARLY

Once class begins, students are expected to remain in the class until I dismiss it. Students, who leave class early, will be considered absent. In addition, leaving class early is considered a disruptive act and could result in a discipline form.

EXCUSED ABSENCES

An absence may be excused for only two of the following reasons. (1) A school sponsored event excused by Phillips Community College. Every now and then, students will go on official school business sponsored by Phillips Community College. An e-mail is usually sent to the instructor to inform him or her about the absence. Should I receive an email from the college, you will be excused from the class period. (2) A death in the family. I will excuse a student from class if he or she has a death in the family. However, I will require documentation of the death to excuse the absence.

The two absences listed above are the only two reasons I will excuse a student from class. All other excuses will not earn you an excused absence.

FORMAL ESSAYS

All formal essays MUST BE TYPED AND DOUBLE-SPACED on regular 8½” x 11” white paper with 12 point Times New Roman font. Assignments must be ready to hand in at the beginning of class on the day they are due.
LATE PAPER POLICY

No assignments should be handed in late. Any assignment that is not handed in at the time that I collect it will be considered a day late. If you do not hand in an assignment on the day that it is due, you can hand it in by the next class period with a deduction of one letter grade. Any assignment that is not handed in within a week of the due date will receive a grade of a F.

Please note that being absent from class does not disqualify you from turning in your work. 

WHEN A STUDENT MISSES MY CLASS THEY ARE STILL RESPONSIBLE FOR WHAT HAPPENS IN CLASS! If you know that you are going to miss a class, then you should turn in your assignment to my mail box in the Arts and Humanities office on the day that it is due.

Excuses- Absolutely no computer disk or printer problems will be accepted for the receiving of late work. Other excuses that will never be accepted are: Missing a ride, leaving your assignment at home, physician/ dentist appointment (except for extreme emergency situations), hunting, having a hang over, being put in jail, birthday parties, and any other irrational excursion.

QUIZZES

It is my right as your instructor to give quizzes whenever I deem it necessary. If I feel that too many students are skipping class, I may give an attendance based quiz. Attendance based quizzes cannot be retaken. Once again, it is very important that you show up to every class period for success in this class.

MISSED OR LATE ASSIGNMENTS AND EXAMS

- Missed tests: Students must notify me at least 2 hours before the test is given with a valid excuse in order to make up the test. It is the student’s responsibility to arrange for the make up version of the test. If the student does not notify me as instructed and arrange for the make-up test within 1 day of returning to class, a grade of 0 will be recorded for the test.
PARTICIPATION
Part of your grade will be based on class participation. That means that you must make appropriate, relevant contribution to class discussions and activities. Additionally, excessive tardies and absences will detract from the participation grade. Sharing your ideas and asking questions is an important part of any class and will be expected as a part of your normal contributions. I’ll do my best to make sure that everyone gets a chance to contribute and feels comfortable doing so.

ACADEMIC HONESTY

Plagiarism- Plagiarism of any kind will not be allowed in my class. I understand that in today’s modern world papers may be bought and sold on the internet for a fee. This is highly illegal and morally wrong. Any words and ideas written and published by various peoples are “owned” by them, and any student who uses them, without the proper documentation, is guilty of theft. In my course anyone caught plagiarizing will receive a F on the assignment, and that action could result in the immediate failure of the course. I want everyone in the course to use their own thoughts and ideas on our assignments. I think that you will find that using your own ideas will enhance your enjoyment of the course.

**Please consult the university policy on academic code violations as listed in the catalog on page 65.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>92-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>82-88</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>78-80</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>68-70</td>
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<tr>
<td>D</td>
<td>62-68</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
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</tbody>
</table>

F= 60 and below

- An A paper is a paper that has superior form with very few grammar mistakes.
- A B paper is a paper that has good structure with an acceptable amount of grammar mistakes.
- A C paper is a paper that has decent structure with a passable amount of grammatical mistakes.
- A D paper is a paper that has minimal structure with a lot of grammatical mistakes.
- A F paper is a paper that has no structure and a dizzying array of grammatical mistakes.

I will discuss the grading style more in depth as I assign each assignment.
INSTRUCTOR EXPECTATIONS

- I expect everyone to be courteous to their fellow classmates and myself.
- Please raise your hand when you want to speak.
- I encourage you all to actively participate in our classroom discussions. After all, the students who participate in class are usually the ones who learn the most.
- I expect everyone to try their best.

GRADE DISTRIBUTION

60 % Tests

40% Weekly Reading Quizzes

CELL PHONE POLICY

Please turn off all cell phones before you come to class. Also, please talk to me if you are in an emergency situation that calls for you to possibly take a call during class. If a student’s cell phone rings during class, I might fill out a discipline form for the student. Please talk to me. I think that you will find that I can be accommodating.

TEXTING

During the class period, students are expected to engage in the learning process. As the instructor, I am required to teach students Western Literature. Students are expected to engage in the learning process by participating in class discussion. Therefore, texting, without permission from me, will result in disciplinary action.
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

Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County, you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Anne Gentry (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act 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. Directory information can be provided unless the student request that it be withheld.

CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Technical Writing  
Course Number: EH 273  
Semester and Year: Spring 2009

Instructor: Rosary Fazende-Jones  
Office Location: Stuttgart B117  
Office Phone #: S (870) 673-4201 x1826  
Email Address: rfazende@pccua.edu  
Alt email: fazendejones@gmail.com

Meeting Time & Place: 4 – 6:20 pm Th  
Stuttgart B109

Prerequisites: EH 133  
Credit Hours: 3

Office Hours: By appointment or

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 4 pm</td>
<td>1:30 – 4 pm</td>
<td>2:30 – 4pm</td>
<td>1:30 – 4 pm</td>
<td>9:30 am – 12:20 pm</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

This course illustrates the principles of researching, organizing, and writing technical documents. It is strongly recommended that the student should have completed English 113 (Composition 1) with a “C” or better.

**EXPECTED STUDENT LEARNING OUTCOMES**

In this course, the student will

1. Generate technical documents in a variety of formats including letters, memos, proposals, and reports.
2. Use collaborative writing processes.
3. Learn to integrate visuals.
4. Use technology in the creation of technical documents

INSTRUCTIONAL OBJECTIVES & MEASURES

In this course students will produce documents that are informative and persuasive in nature. These documents will include letters and memos, brochures, resumes, a report, and a power point presentation.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization

TEXT AND READING MATERIALS:


A grammar handbook (may be an internet work)

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>10%</td>
</tr>
<tr>
<td>Memo</td>
<td>10%</td>
</tr>
<tr>
<td>Brochure</td>
<td>10%</td>
</tr>
<tr>
<td>Group project</td>
<td>10%</td>
</tr>
<tr>
<td>Power Point</td>
<td>10%</td>
</tr>
<tr>
<td>Instruction Manual</td>
<td>10%</td>
</tr>
</tbody>
</table>
Report 10%
Job Application Letter 10%
Resume 10%
Class Participation 10%
Total 100%

GRADING SCALE

90 – 100 points A
80 – 89 points B
70 – 79 points C
60 – 69 points D
0 – 50 points F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET ONE TIME PER WEEK 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK 3 Absences

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

341
PARTICIPATION

Participating in class is an important part of this course. Students are expected to contribute something to the class conversation, not to distract from the topic at hand. With this in mind, positive participation will be rewarded, while negative participation will be punished by a loss of points.

MISSED OR LATE ASSIGNMENTS AND EXAMS

No late work allowed.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet. Students will be required to sign a plagiarism contract confirming they understand plagiarism and its consequences.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Vice Chancellor of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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DISCLAIMER

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Tentative Schedule

Week One 1/14
Introduction to the Course

Week Two 1/19
Chapter One: Introduction

Week Three 1/26
Chapter Two: Organizing Information

Week Four 2/2
Chapter 8: Selling Yourself

Week Five 2/9
Chapter Three: Letters, Memos, E-mail, and Related Forms

Week Six 2/16
Chapter Four: Our House to Yours; Using Summaries to Inform

Week Seven 2/23
Chapter Four: Our House to Yours; Using Summaries to Inform
Week Eight 3/2
Chapter Five: Directions and Instructions: Writing About Process

Week Nine 3/9
Chapter Five: Directions and Instructions: Writing About Process

Week Ten 3/16
Spring Break—No classes

Week Eleven 3/23
Chapter Six: Using Analysis: Writing a Report

Week Twelve 3/30
Chapter Six: Using Analysis: Writing a Report

Week Thirteen 4/6
Chapter Seven; Writing the Formal Report

Week Fourteen 4/13
Chapter Seven; Writing the Formal Report

Week Fifteen 4/20
Chapter Seven; Writing the Formal Report
Week Sixteen 4/27
Designing Visuals
May 1 Study Day

Week Seventeen 5/4
FINE ARTS – FA 213

Tim Pryor
Office: FA 100 (338-6474 ext. 1101)
E-Mail: tpryor@pccua.edu
Office Hours: MWF 11:00 am - 12:00 noon

FA-213-H1
Credit Hours: 3
Prerequisite: None
MW 9:30 – 10:50 am
Spring 2012

Textbook:
Kissick, John, ART: CONTEXT AND CRITICISM 2nd Edition

*Textbooks available at the PCC/UA campus bookstore

Course Description:
This course will include instruction and observation of creative human expression concentrating on the fine arts. In order to develop a more informed understanding of fine arts of our past and present civilizations, the course will trace the history of visual art and its influences on civilization and contemporary society. A survey of architecture, sculpture, and painting in Western Culture, from the beginnings of time through ancient Greece, the Renaissance, the Baroque period, and the Modern period to the present will be included.
Areas to be Covered:

1- Beginnings of Art
2- Art of the Classical World
3- Renaissance Art
4- The Art of the Baroque Era
5- 18th and Early 19th Century Art in Europe
6- The Modern World and its Art
7- Art in the Americas
8- Art in the Twentieth Century

Course Objectives:

The successful student will be able to:

1- Analyze the nature and function of creative human expression.
2- Discover how art influences civilization and contemporary society.
3- Identify artwork and artists that have made significant contributions to civilization.
4- Become familiar with various artistic techniques and learn to identify them.
5- Demonstrate the ability to analyze the various styles of art and interpret what it communicates through written analysis.
6- Gain visual skills through the study of the history of art.
7- Develop an appreciation of art.
Grading:

TESTS  
40%

HOMEWORK/ASSIGNMENTS  
20%

PROJECT  
20%

QUIZZES  
15%

PARTICIPATION / BEHAVIOR / ATTITUDE  
5%

Total Grade

Grade Scale:

90 – 100  A

80 – 89  B

70 – 79  C

60 – 69  D

59 – 0  F

Tests:

Tests will be given covering homework, class discussions, assignments, and lectures. Tests are scheduled and reminders will be given.

Quizzes:

Expect quizzes covering the reading material. Prior notice for quizzes will be given and all questions on quizzes are answered true or false.

Homework/Assignments:

Homework and assignments will be given covering the reading material and related area of study.

Project:

Details about the Project will be given via handout.

Missed or Late Assignments and Tests:

Quizzes, assignments, homework and project are due on the dates and times assigned.

No late quizzes, assignments, homework or project accepted. Quizzes can not be made up. If a quiz is missed, it is reported as a non grade. If an assignment or homework is missed due to an absence from class, revised homework or a revised assignment can be made up in
consultation with the Instructor. If the missed assignment or homework is not made up due to an absence, it is reported as a non grade. Assignments or homework must be made up within one week that they were due. It is the student’s responsibility to meet with the Instructor regarding making up class work and tests.

If a test is missed as a result of an absence, the test must be taken within one week that the test was scheduled in order to receive credit for the test.

Attendance Policy:

Each student is allowed 4 absences during the semester. Additional absences will result in the lowering of your final total grade by one letter. For example, 5 absences will result in one letter grade lower, 6 absences will result in a second letter grade lower, etc. Emergencies, medical conditions, or unforeseen circumstances resulting in absences beyond 4 days may be excused at the discretion of the Instructor. Please notify the Instructor as soon as possible if you plan to miss a class.

Naturally, out of respect for your classmates and Instructor, you will not want your attendance to be marred by late coming. If 4 tardies occur during the semester, the 4th tardy will be considered one absence. 5 tardies will be considered two absences, etc. Students are expected to stay for the entire class period. Consult the Instructor before class if you absolutely need to leave class before the class is dismissed. It is the student’s responsibility to meet with the Instructor regarding making up class work and tests due to absences. It is the Instructor’s responsibility to determine the extent of your achievement in this class and to assign a related grade to reflect that achievement. If you do not attend class, you will be foregoing the opportunity to attain maximum achievement.

Academic Honesty Procedure:

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are ones own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing
information from a source without documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

Classroom Behavior:

The use of cell phones and/or texting during class is not permitted. Turn off and put away cell phones and electronic devices during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food into classrooms or to bring children to class.

PCCUA Student Discipline:

A more detailed guideline of policies for classroom and campus discipline is provided in the PCCUA Student Handbook or a copy can be obtained in this class upon request.

ADA Policy:

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**Course Name:** Student Success I  

**Instructor:** Debbie Hardy

**Course Number:** SS 101-H20  
**Academic Year:** Fall 2010

**Email:** dhardy@pccua.edu  
**Office Hours:** 8:00–4:30

**Credit Hours:** 1  
**Phone:** (870)338-6474, Ext. 1242  
**Office:** Administration 204 (Upstairs)

**Email:** dhardy@pccua.edu  
**Web:** www.pccua.edu  
**Class Time:** Tuesday 5:30-6:20 p.m.

**Office Hours:** 8:00–4:30  
**Class Location:** A110, Admin. Bldg.

**Student Handbook:** [http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf](http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf)

**Textbook:** The Community College Experience PLUS –2e  
**Author:** Amy Baldwin

**Publisher:** Prentice Hall  
**ISBN-13:** 978-0-13-502275-7

**Supplies:** 3 Ring Notebook

**STUDENTS FOR WHOM THIS COURSE IS INTENDED:**

This course is intended as a co-requisite for Basic Writing II, EH 113. This course is a transfer course, which means students must earn a grade of “C” or better in order for it to transfer to a four-year university of college.

**PCCUA CATALOG DESCRIPTION:**

SS 101 Student Success I: This course is designed to help students develop skills, knowledge and habits which will maximize their academic performance, improve personal interactions, explore and target career goals, and improve personal skills which impact scholastic achievement.
**CLASSROOM POLICIES:**

1. Punctuality – Be on time.
2. Be prepared for class.
3. Please respect the instructor and peers: No Disruptive Behavior.
4. No food or drinks in the classroom.
5. Please turn off cell phones, beepers, or pagers.
6. No text messaging during class or playing on computers during class unless working on assigned activity.

**EARLY ALERT & ATTENDANCE POLICY**

Regular attendance is necessary for satisfactory completion of the class. Since this is a class where we’ll learn about the expectations of successful college completion and career success, this class will provide a setting in which to practice punctuality and dependability. The following are consequences for dependable and punctual attendance in this class:

**First Absence:** Upon return to class, student will be given a blue card identifying the class missed, with any missed assignments attached. Discussion with student may follow.

**Second Absence:** Instructor will use the college’s referral system to generate a notice of the student’s absence to the advisor and the student through student e-mail.

**Third Absence:** A notice is sent to the advisor through the college’s referral system and the student via email. The advisor will refer the student to the student success coordinator who intervenes at this point. The student is considered “at risk” of losing college credit for this course.

**Fourth Absence:** Student may be considered “excessively” absent and could be dropped from the class by the instructor. An exception may be made by the instructor, after due consideration, upon the initiation of the STUDENT with the instructor.

**Exception:** Classes meeting once a week, such as extended day or evening classes, will follow the same guidelines as above, except that upon the first absence, the student will be referred to the student success coordinator and is considered “at risk”. Upon the second absence, the student may be considered excessively absent and dropped from the course with possible exceptions using the guidelines above.

A student may withdraw from the course through the thirteenth week of class provided the instructor has not already dropped the student for excessive absences (EW). A grade of “W” will be recorded when the student drops a course. The student’s advisor must have it signed by the instructor and submit it to the admissions office before the deadline date for withdrawals.
(Refer to the current semester schedule or the college catalog for the deadlines.) This is the only way your deadline is official. Failure to attend without official withdrawal will result in being dropped from (EW) or failing (F) the course.

**STUDENT RESPONSIBILITIES**

**Daily Work and Homework**
Students are expected to complete each assignment by the due date. Completing homework assignments and participating in class will help to prepare the students for college success. Students who do not complete assignments and participate in class will have a difficult time understanding the concepts of this course and therefore will have a difficult time completing this course successfully.

When you know you will miss class, please let the instructor know and make arrangements to make up any work missed. It is the student’s responsibility to initiate these arrangements.

Individuals who have a disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor of the class and the Student Support Services Academic Coordinator (338-6474, ext.1135) at the beginning of the semester.

**PCCUA COLLEGE CORE COMPETENCIES**

As a result of the study of SS 101- Student Success I course, students will be able to demonstrate the following core competencies:

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communicate effectively in a written or oral manner in the business environment.</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Demonstrate a legal/ethical behavior that is appropriate for the business professional in today’s society.</td>
</tr>
</tbody>
</table>
Critical Thinking | Analyze, interpret, and evaluate data necessary to solve problems and support business decisions.
--- | ---
Mathematical Reasoning | Perform computational skills and financial analysis appropriate to the business environment.
Technology Utilization | Demonstrate the ability to use computer technology

**Student Portfolio - Grading Points:** There are **1100** points available for this course:

- Chapter Activities-(10 points per chapter-Chapter 1-7) **70 points**
- Email Responses (10 points per email) **50 points**
- Scavenger Hunt **50 points**
- GPA Exercise **50 points**
- Goal Setting Plan **150 points**
- VARK Learning Style Inventory **30 points**
- Time Management Calendar **100 points**
- Stress Exercise **30 points**
- Memory/Critical Thinking Exercise **30 points**
- Reading Exercise **50 points**
- Financial Literacy **200 points**
- Journal/quizzes **60 points**
- Perfect Attendance **20 points**
- Final Portfolio Project **200 points**
- Other activity (to be announced-possible extra pts.) **10 points**

The instructor reserves the right to adjust or change assignments or exercises to meet the needs of the students.
ACADEMIC INTEGRITY

Cheating Policy
Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student’s own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

Administrative Procedure Number: 404.05
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. An instructor who has 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 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.

Cheating will not be tolerated. If you are cheating on one occasion, you will receive an “F” for the whole project’s work (not limited to that one assignment). If found cheating on a second occasion, you will be asked to drop the class. If the cheating occurs after the drop date, or if

<table>
<thead>
<tr>
<th>Point Values</th>
<th>PCCUA Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>90 – 100 A</td>
</tr>
<tr>
<td>800-899</td>
<td>80 – 89 B</td>
</tr>
<tr>
<td>700-799</td>
<td>70 – 79 C</td>
</tr>
<tr>
<td>600-699</td>
<td>60 – 69 D</td>
</tr>
<tr>
<td>0-599</td>
<td>Below 60 F</td>
</tr>
</tbody>
</table>

PCCUA Grading Scale
you choose not to drop, you will receive an “F” for this class. All work must be on your disk or in your notebook unless the instructor directs you to destroy them.

CLASSROOM POLICIES

Standards of Behavior
It is this instructor’s desire that every student succeed in this class. Students are hindered in this success if there are classroom distractions. Students are to adhere to the standards of behavior described in the Student Handbook. Students who do not adhere to this policy will be dropped from the class.

1. No food or drinks are allowed in the computer lab.
2. Computer settings are not to be changed. Personal wallpaper, screen savers, shortcuts, etc. are not to be added to the desktop.
3. Access to objectionable websites is prohibited.
4. According to the student handbook: A student may not have unauthorized persons (children or adults) on campus.
5. Cell phones and pagers must be turned off when entering the classroom.

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:
Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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. Directory information can be provided unless the student request that it be withheld.

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 United Healthcare Student Resources. Forms for this insurance are available in the Registrar's office.

**ARKANSAS COURSE TRANSFER SYSTEM: (ACTS)**
The Arkansas Course Transfer System (ACTS) contains information about the transferability of course 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 [www.adhe.edu](http://www.adhe.edu).

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
## COURSE OBJECTIVES/OVERVIEW BY CHAPTER

| Chapter 1                      | • Utilize e-mail for communication  
|                               | • Become knowledgeable about campus resources  
|                               | • Locate and understand information using the college catalog, website, student handbook/planner and course syllabi |
| Chapter 2                      | • Set goals and develop action plans  
|                               | • Complete the VARK Learning Styles Inventory |
| Chapter 3                      | • Know and communicate with advisors  
|                               | • Identify roles of the instructor, learning support staff and peers  
|                               | • Understanding the importance of engagement with instructors, advisors, support staff and classmates |
| Chapter 4                      | • Develop a Time Management Plan |
| Chapter 5                      | • Define Stress and determine how to minimize its negative effects  
|                               | • Identify methods to make better choices about their health |
| Chapter 6                      | • Learn how to apply memory techniques  
|                               | • Follow critical thinking steps to problem solving |
| Chapter 7                      | • Learn how to use SQ3R Reading Strategy  
|                               | • Learn effective test taking and study techniques  
|                               | • Learn how to use the Cornell Note-taking system |

**Financial Literacy**
<table>
<thead>
<tr>
<th><strong>Unit 1</strong></th>
<th>Students will learn to recognize and plan for their financial future by knowing the difference between wants and needs and how to start living within their means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Management – Financial Planning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th>Student will develop short, medium, and long term goals that will help them plan and achieve a strong financial future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting – Building a path to your Dreams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
<th>Student will track their expenses to help them answer – “Where is all my money going?” and create a budget to develop a spending plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting 101 – Managing Your Cash</td>
<td></td>
</tr>
</tbody>
</table>
# Student Success II

**SS111**  
**Spring 2010**

<table>
<thead>
<tr>
<th><strong>Class Time:</strong></th>
<th>Wednesday 1:00-1:50</th>
<th><strong>Instructor:</strong></th>
<th>Cathy McKinney</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong></td>
<td>L 304</td>
<td><strong>Office:</strong></td>
<td>C 110</td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>1 credit hours</td>
<td><strong>Phone:</strong></td>
<td>870-338-6474 ext. 1395</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:cmckinney@pccua.edu">cmckinney@pccua.edu</a></td>
<td><strong>PCCUA Homepage:</strong></td>
<td><a href="http://www.pccua.edu">www.pccua.edu</a></td>
</tr>
<tr>
<td><strong>Student Handbook:</strong></td>
<td><a href="http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf">http://www.pccua.edu/pdf%20files/Student_Handbook_08-09.pdf</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEXT:**

- **Textbook:** The Community College Experience PLUS – 2e  
- **Author:** Amy Baldwin  
- **Publisher:** Prentice Hall  
- **ISBN 10:** 0-13-502275-4  
- **ISBN-13:** 978-0-13-502275-7

**CLASS SUPPLIES:**

- 3 Ring – Notebook with Paper for lecture notes , and Pens

**STUDENTS FOR WHOM THIS COURSE IS INTENDED:**

This course SS 111 (Part II) is intended as a co-requisite for Freshman English I, EH 123 as a follow up to SS 101 (Part I) was taken as a co-requisite to Basic Writing II, EH 1023. Both courses are designed to help students develop study skills and techniques that will increase student engagement in learning which will help them be successful as they continue to pursue a certificate or degree.
PCCUA CATALOG DESCRIPTION:

SS 111 Student Success II: This course is designed to help students develop a learning system for attaining maximum success in college, in work and in life. This course focuses on critical thinking, interpersonal and intrapersonal skills, employability skills, leadership development, conflict resolution, financial management, and service learning.

CLASSROOM POLICIES:

7. Punctuality – Be on time and Be prepared for class
8. Please respect the instructor and peers: No Disruptive Behavior
9. No Food or Drinks in the Classroom
10. Please turn off Cell Phones, Beepers, or Pagers
11. No Text Messaging during class

INSTRUCTOR AVAILABILITY

Please let me know if you are having problems with any class assignments. I will be available before and after class to discuss your concerns or you can make an appointment to see me in my office. I can only help if I am aware of the problem, please contact me – I will be glad to help in any way possible.

Grading: Classroom Activities and Assignments: All graded assignments will be averaged together for a final grade in this course. The following activities, exercises, and assignments will be completed during the semester:

- Course Introduction – Getting to Know You
- Email Activities
- Chapter 6: Learning, Memory, and Thinking exercise
- Chapter 7: Reading exercise
- Chapter 8: Listening and Taking Notes Effectively exercise
- Chapter 9: Writing and Presenting College Assignments exercise
- Chapter 10: Studying and Taking Tests exercise
- Chapter 11: Planning for Next Semester exercise
- Financial Literacy – Unit 4: Banking Basics assignment
- Financial Literacy – Unit 5: Debt Management assignment
- Financial Literacy – Unit 6: Credit Management assignment
Attendance and Class Participation

Journal Assignments

Service Learning Projects

Portfolio: Final Project

Instructor reserves the right to add or change graded assignments as needed

The Grading Scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Service Learning Projects – These projects will allow the students an opportunity to participate in community activities and events to promote community involvement and awareness. Service Learning projects will consist of recognized college/community organizations, activities, and/or events. The student’s involvement in any of these projects will range from helping to organize the event to implementing or assisting with the planned event.

Students are required to participate in a minimum of 3 different projects including 1 college activity for a maximum of 8 volunteer hours for all three projects. To receive credit for the service learning project, it must be pre-approved by the instructor before the event actually occurs and cannot be submitted after the fact.

Forms will be provided that the student must submit to the Instructor for approval describing the activity and what duties the student is volunteering to perform. In order to receive full credit, the student must also have an official from the organization/activity/event sign the form verifying student’s participation and stating number of hours worked.
Community Service Grade Scale – a daily grade will be given based on number of hours worked

<table>
<thead>
<tr>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>1</td>
<td>60</td>
</tr>
</tbody>
</table>

Assignments

All assignments will be given by the Instructor in class and/or emailed as a reminder after class to the PCCUA student email account. It is the student’s responsibility to check their student email account for assignments and be prepared for each class which may include but not limited to submitting assignments via email.

Daily Work and Homework

Students are expected to complete each assignment by the DUE date. Assignments will be checked and graded. Completing homework assignments and participating in class will help to prepare the students for College Success. Student’s who do not complete assignments and participate in class will have a difficult time understanding the concepts of this course and therefore will have a difficult time completing this course successfully.

Class Participation

Class Participation and Attendance is very important. Students should be on time for class and come prepared with book, paper, writing instrument and any assignments for that class period. Make up assignments will be given at the Instructors discretion based on individual student circumstances. If you know ahead of time that you will be absent, it is the student’s responsibility to inform the instructor and make arrangements to for assignments. The instructor reserves the right to allow make up work and will give permission based on each student’s situation.

When you know you will miss class, please let the instructor know and make arrangements to make up any work missed. It is the student’s responsibility to initiate these arrangements. Assignments missed must be made up on your own time and any assignments not turned in will be recorded as a ZERO.

Late Assignments

Assignments must be made up on the student’s time and not during the class time and during a time that is convenient for the instructor or proctor. Before a student is allowed to make up any work missed, they must discuss their individual situation with the instructor first. The instructor reserves the right to allow make up work and will give permission based on each student’s situation. It is the student’s responsibility to contact the
Instructor about assignments they missed and arranging a time to make up the work.

ACTS – Arkansas Course Transfer System

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. www.adhe.edu

STUDENT LEARNING OUTCOMES:

As a result of the study of course SS 111 Student Success II, the students will be able to demonstrate the following core competencies:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Communicate effectively in a written or oral manner in the business environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness</td>
<td>Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.</td>
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<td>Social and Civic Responsibility</td>
<td>Demonstrate a legal/ethical behavior that is appropriate for the business professional in today’s society.</td>
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<td>Mathematical Reasoning</td>
<td>Perform computational skills and financial analysis appropriate to the business environment.</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Demonstrate the ability to use computer technology.</td>
</tr>
</tbody>
</table>

COURSE OBJECTIVES/OVERVIEWS BY CHAPTER

The chapters and units covered during this course are designed to enhance student success and to promote student engagement in learning with interactive assignments based on the following objectives and overviews. By completing the assignments within each unit, students will develop stronger study skills, techniques, and strategies and have a greater understanding of financial literacy that will help them to be more successful in college, in work, and in life.
<table>
<thead>
<tr>
<th>Chapter 6</th>
<th>Learning, Memory, and Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn how to apply memory techniques</td>
</tr>
<tr>
<td></td>
<td>• Follow critical thinking steps to problem solving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn how to use SQ3R Reading Strategy</td>
</tr>
<tr>
<td></td>
<td>• Learn effective test taking and study techniques</td>
</tr>
<tr>
<td></td>
<td>• Learn how to use the Cornell Note-taking system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 8</th>
<th>Listening and Taking Notes Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop active and critical listening skills</td>
</tr>
<tr>
<td></td>
<td>• Identify listening barriers in the classroom</td>
</tr>
<tr>
<td></td>
<td>• Learn effective note-taking strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 9</th>
<th>Writing and Presenting College Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn the basics of effective writing techniques</td>
</tr>
<tr>
<td></td>
<td>• Define Plagiarism and how to avoid it</td>
</tr>
<tr>
<td></td>
<td>• Understand Assignments: expectations and evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 10</th>
<th>Studying and Taking Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify different types of tests and test questions</td>
</tr>
<tr>
<td></td>
<td>• Learn how to effectively study and apply test taking strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 11</th>
<th>Planning for Next Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Discuss importance of course and instructor evaluations</td>
</tr>
<tr>
<td></td>
<td>• Understand different degrees and planning future class schedules</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Students will learn different banking services which includes how to manage and use a checking/savings account and the need to prepare for a “rainy day”.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Banking Basics</td>
<td></td>
</tr>
<tr>
<td>Checking, Savings, and</td>
<td></td>
</tr>
<tr>
<td>Emergency Fund</td>
<td></td>
</tr>
<tr>
<td>Accounts</td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td>Students will learn debt recovery by understanding how far is too far, how much debt they should have, and how can they get out of debt.</td>
</tr>
<tr>
<td>Debt – It Doesn’t Have</td>
<td></td>
</tr>
<tr>
<td>to be a Way of Life</td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Students will learn the advantages and disadvantages of Credit; as well as the importance of a credit score and how to protect their credit history from Identity Theft.</td>
</tr>
<tr>
<td>Credit Management</td>
<td></td>
</tr>
</tbody>
</table>
CLASS ATTENDANCE POLICY:

This class attendance policy is in effect for all courses taught by Cathy McKinney. Please read the following information carefully. The instructor places high value on punctuality, class attendance, and the importance of the student attending and being prepared for each class meeting. If you must be absent and you know ahead of time, please inform the instructor so that your work can be handed in early. Excessive absences will result in loss of credit for the course concerned. See the PCCUA 2009–2010 Catalog page 23.

Class meeting 1 time a week:

Students are permitted two (2) absences. On the third (3) absence you will receive a 5-point reduction on your final grade and on the fourth (4) absence you will receive an additional 5-point reduction on your final grade. When you have missed five (5) classes you will receive an EW or F and you may not return to class.

Roll will be checked each class period. Attending class, arriving on time, and being prepared for class with all homework assignments is an important part of successfully completing this course.

Three late arrivals to class will equal one absence. Some work is taken up for the purpose of grading attendance and cannot be made up if the student is not in class that day. If a student must miss a class, it is that student’s responsibility to find out what they missed and make up the work before their next class time.

Class attendance and punctuality are necessary and expected of all students. See Class Attendance Policy for specific guidelines. Exceptions to this attendance rule may be made based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will affect their grade in this course.

If you are unable to adhere to this attendance policy, you should withdraw from this class or you will receive a grade of “F” at the end of the semester. It is the student’s responsibility to withdraw from the course.
**Student’s Responsibility**

It is the student’s responsibility to attend class regularly and be prepared for each class meeting. If the student misses a class or classes, it is the student’s responsibility to contact the Instructor and check their PCCUA student email account for assignments and materials covered in class. If no contact is made with the Instructor - the student may receive an “EW” for excessive absences and no class participation.

**ACADEMIC HONESTY POLICY:**

**Cheating Policy**

Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the student’s own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

**Administrative Procedure Number: 404.05**

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. An instructor who has 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 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.

**Cheating in this class:**

Cheating will not be tolerated. If you are cheating on one occasion, you will receive an “F” for the whole project’s
work (not limited to that one assignment). If found cheating on a second occasion, you will be asked to drop the class. If the cheating occurs after the drop date, or if you choose not to drop, you will receive an “F” for this class. All work must be in your notebook unless the instructor directs you to destroy them or turn it in for a grade.

**DISCIPLINE POLICY**

A new discipline policy has been adopted by PCCUA. A copy of this policy can be found in the student handbook as well as on the College website. Be sure to read this policy carefully. If you have any questions, please be sure to let the Instructor know, because this policy will be followed for this class.

**CHILDREN IN THE CLASSROOM**

As per the student Handbook, a student may not have unauthorized persons (children or adults) on campus. Children are permitted on campus for youth activities. However, children are not permitted to attend college classes unless specifically invited by an instructor for instructional purposes. Please see the instructor for any specific questions concerning this matter.

**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.

**LIBRARY SERVICES**

PCCUA campus libraries are available to assist with your learning. Services include books, and periodicals, newspapers, searchable electronic databases, interlibrary loan, and automated library catalog and courier service between the 3 campuses. Campus contacts: Helena – Ruthie Pride, x1145; Stuttgart – Ellen McWhirter, x1805; DeWitt – Scarlet Laster, x1620.

**ADA POLICY**

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**FERPA POLICY**

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**INSURANCE**

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*The syllabus, policies, guidelines, and dates included are subject to change at the Instructor’s discretion.*
Course Description: GEOG 213, is a survey of the physical and cultural characteristics of the world environment. The course examines the inter-relationships between humankind and the physical world through the student’s understanding of maps, terms, devices and methods employed by geographers in their study of people and places.

Prerequisites: There are no prerequisites for this course.

Learning Objectives – The student will:

1. Be introduced and become familiar with the discipline of Geography
2. Examine the physical and cultural make-up of the world
3. Become aware of the interplay between the cultural and physical aspects of the world environment
4. Learn to appreciate both the cultural diversity and commonalities of the world community
5. Be encouraged to become active learners
6. Be guided in becoming informed critical observers of the community
7. Be able to relate geographical concepts through writing and discussing

Textbook: An Introduction to Human Geography, 9th edition, by James M. Rubenstein

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.
1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

**Grading Scale**

90-100= A  
80-89=  B  
70-79=  C  
60-69=  D  
Below 60= F

**Grading Distribution**

Class Participation- 10%  
Exams- 20%  
Quizzes- 20%  
Case Study Summaries- 20%  
Film Summaries- 10%  
Final Exam- 20%

**ATTENDANCE POLICY**

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- CLASSES WHICH MEET TWO TIMES PER WEEK – 3 Absences
- CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences

Excessively Absent is defined in the following manner:

- CLASSES WHICH MEET TWO TIMES PER WEEK – 5 Absences
- CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

In addition, you advisor will be notified of all absences in accordance with the college’s Early Alert System policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.
**Tardy Policy**

Due to the growing problem with students being late for class, the following policy will be observed. A student will be considered tardy if he/she is not present when his/her name is called during roll call. Any student who is late for class three times will be assessed one full absence that will count toward the total number of absences considered for an early withdrawal from the course. Each subsequent tardy will count as an absence. Students are expected to be on time. Tardies will also adversely affect the grade for the class participation component of the course. Students who have emergencies or other extenuating circumstances must discuss these with the instructor in advance. The instructor will evaluate these on a case-by-case basis.

**Course Outline**

Chapter 1: Basic Concepts

Chapter 2: Population

Chapter 3: Migration

Chapter 4: Folk and Popular Culture

Chapter 5: Language

Chapter 6: Religion

Chapter 7: Ethnicity

Chapter 8: Political Geography

Chapter 9: Development

Chapter 10: Agriculture

Chapter 11: Industry

Chapter 12: Services

Chapter 13: Urban Patterns

Chapter 14: Resource Issues

**Class Participation**

All students are expected to come to class prepared to discuss the readings and any current events that are related to the topic on the course schedule. It is important for students to be able to articulate thoughts about what they
have read and apply the knowledge gained in class to real-world situations. Ten percent of the grade will come from this component.

**Case Studies**

Each chapter includes a case study related to the topic being discussed. On the last day the chapter will be covered in class, the student will turn in a 1-2 page typewritten summary of the case, which will include an introduction of the case, a summary of the issues involved, a listing of the possible solutions to the issue, and a conclusion that will include the student’s thoughts on the issues and possible solutions. Failure to exhibit sound grammatical practices in these summaries will affect the grade on them.

**Presentations**

Students will be assigned presentations of the various chapters in the course. The presentations will be assigned during the first week of class. These presentations, whether done individually or by a group, should cover the information in the assigned chapter as if the student were teaching that particular section for the course. Students can use power points, class activities, lectures, etc. Since many taking this course are majoring in education and plan to teach, this assignment is given in lieu of a midterm exam.

**Quizzes**

A quiz will be given over each chapter. Each quiz will consist of ten objective questions. The quizzes will be administered outside of class via the college’s Blackboard system. Students will be given a window in which to take the quizzes that spans multiple days. Failure to complete the quiz within that window will result in a grade of zero unless an exception is approved by the Instructor for an emergency circumstance.

**Missed or Late Assignments and Exams**

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated.

**Student Responsibilities**

It is the responsibility of the student to come to class on time, be prepared by having read all assignments prior to class, participating in a meaningful way during class discussion, completing all assignments on time, and by giving an excellent effort.

I. **ACADEMIC HONESTY POLICY**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it,
paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

II. CAMPUS SUPPORT SERVICES

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Insurance

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CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
<table>
<thead>
<tr>
<th>Course: Western Civilization I</th>
<th>Instructor: Mr. Andrew Bagley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: HY 113</td>
<td>Office: C-101 (Helena) ext 1058</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Cell Phone: 870-995-6067</td>
</tr>
<tr>
<td>Email: <a href="mailto:nbagley@pccua.edu">nbagley@pccua.edu</a></td>
<td><a href="mailto:abagley75@gmail.com">abagley75@gmail.com</a></td>
</tr>
<tr>
<td>Office Hours: As posted</td>
<td>Web Page: <a href="http://www.pccua.edu/nbagley">www.pccua.edu/nbagley</a></td>
</tr>
</tbody>
</table>

Course Description: History of Western Civilization I, HY 113, is an introduction to western civilization from its beginnings in Egypt, Greece and Rome through the rise of Christian Europe, to 1600. The course emphasizes interaction with the wider world, including North Africa and the Western Hemisphere (Byzantium, Islam, and Worlds of the Atlantic Oceans).

**COURSE OBJECTIVES:**

1. To know and understand the cause of events covered during the course and how those events are related to the past and indicate the future.
2. To know the sequence of events and the persons responsible for those events during the time period being covered during the course.
3. To relate cause and sequence in an accurate account of the events during the time period covered in the course and to explain the causes and consequences of those events.


No prerequisites required.

**Learning Objectives**

Upon completion of the course, the student will:

1. Become familiar with the history of Western Civilization from the beginnings of human history through the Protestant Reformation.
2. Examine the period covered in the course in an effort to determine the causes, consequences, and meanings of events and how they relate to the present and the future.
3. Identify the major social, economic and political factors that have shaped the history of Western Civilization.
4. Be able to identify threads of continuity in the history of European Society.
5. Be able to recognize the important historical developments that occurred during the period covered in the course.
6. Be able to relate historical facts, trends, and concepts through writing and discussing the topics being studied.
7. Become more aware of his/her historical heritage.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

Grading Scale

90-100= A
80-89= B
70-79= C
60-69= D
Below 60= F

Grading Distribution

Class Participation- 20%
Chapter Quizzes- 20%
Exams- 20%
Book Review- 20%
Final Exam- 20%

ATTENDANCE POLICY
Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

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<tr>
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<tr>
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</table>

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

In addition, you advisor will be notified of all absences in accordance with the college’s Early Alert System policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.

**Course Outline**

Chapter 1: The Origins of Ancient Civilization in the Ancient Near East, 3000-1200 BC

Chapter 2: The Rise of Greek Civilization, 1200-500 BC

Chapter 3: The Rise of Greek Civilization, 1100-387 BC

Chapter 4: From Polis to Cosmopolis, 387-30 BC

Chapter 5: The Rise of Rome, 753-27 BC

Chapter 6: The Roman Empire, 27 BC- 284 AD

Chapter 7: Late Antiquity, 284-527

Chapter 8: The Eastern Mediterranean, 500-1000

Chapter 9: The Kingdoms of Western Europe, 500-1000

Chapter 10: The High Middle Ages, 1000-1300
Chapter 11: Reversals and Disasters, 1300-1450

Chapter 12: The Renaissance in Italy and Northern Europe, 1350-1550

Chapter 13: Europe’s Age of Expansion, 1450-1550

Chapter 14: Reform in the Western Church, 1490-1570

Class Participation

All students are expected to come to class prepared to discuss the readings and any current events that are related to the topic on the course schedule. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class to real-world situations. Ten percent of the grade will come from this component.

Book Review

Each student in the course will complete a book review of any book related to this time period in the history of Western Civilization up to the year 1600. The review will be 4-6 pages in length. It will include, at a minimum, the following elements: biographical information on the author, analysis of the book’s structure and setting, a plot summary, and your reaction to the book.

Exams

There will be three exams during the course. Two will be given during the term. The other will be the final exam. All exams will have an objective and a subjective component. The exams will come from material in the classroom lectures and the assigned readings. Students are strongly encouraged to take copious notes and to have all assigned readings done on schedule.

Quizzes

A quiz will be given over the readings each meeting. They will consist of 5-10 objective questions. The quizzes will be administered at the beginning of each class. They will be graded immediately after all students have completed them and will serve as the starting point for the class discussion.

Missed or Late Assignments and Exams

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated.
Student Responsibilities

It is the responsibility of the student to come to class on time, be prepared by having read all assignments prior to class, participating in a meaningful way during class discussion, completing all assignments on time, and by giving an excellent effort.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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Insurance

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CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Description: Western Civilization II, HY 123, is a study of Western Civilization from 1600 to the present, emphasizing the sources and nature of European power down to the twentieth century. The course emphasizes interaction with the wider world, including European imperialism in Africa and Asia.

Course Goals: At the conclusion of the course, all students will be able to identify the major events in the history of Western Civilization. Students will also be able to identify and explain the causes of those major events and discuss their effect on our society today.


Prerequisites: No Prerequisites Required

Learning Objectives

Upon completion of the course, the student will:

1. Become familiar with the history of Western Civilization from the conclusion of the Protestant Reformation through the present.
2. Examine the period covered in the course in an effort to determine the causes, consequences, and meanings of events and how they relate to the present and the future.
3. Identify the major social, economic and political factors that have shaped the history of Western Civilization.
4. Be able to identify threads of continuity in the history of European Society.
5. Be able to recognize the important historical developments that occurred during the period covered in the course.
6. Be able to relate historical facts, trends, and concepts through writing and discussing the topics being studied.
7. Become more aware of his/her historical heritage.

PCCUA Core Competencies

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
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3) Social and Civic Responsibility
4) Cultural Awareness  
5) Mathematical Reasoning  
6) Technology Utilization  

**Grading Scale**

90-100= A  
80-89= B  
70-79= C  
60-69= D  
Below 60= F  

**Grading Distribution**

Class Participation- 20%  
Chapter Quizzes- 20%  
Exams- 20%  
Book Review- 20%  
Final Exam- 20%  

**ATTENDANCE POLICY**

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

- **CLASSES WHICH MEET TWO TIMES PER WEEK** — 3 Absences  
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- **SUMMER CLASSES** — 2 Absences  

Excessively Absent is defined in the following manner:

- **CLASSES WHICH MEET TWO TIMES PER WEEK** — 5 Absences
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SUMMER CLASSES – 3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

In addition, your advisor will be notified of all absences in accordance with the college’s Early Alert System policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.

Course Outline

Chapter 15: A Century of War and Wonder, 1550-1650

Chapter 16: State Building and the European State System

Chapter 17: The Scientific Revolution and the Enlightenment

Chapter 19: Revolutionary France and Napoleonic Europe

Chapter 21: Industrialization and Society, 1800-1850

Chapter 22: The Triumph of the Nation- State, 1848-1900

Chapter 24: The Age of Imperialism, 1870-1914

Chapter 25: War and Revolution, 1900-1918

Chapter 27: Democracy Under Siege, 1929-1945

Chapter 28: Europe Divided, 1945-68


Chapter 30: Europe in a Globalizing World. 1991-Present

Tardy Policy

Due to the growing problem with students being late for class, the following policy will be observed. A student will be considered tardy if he/she is not present when his/her name is called during roll call. Any student who is late for class three times will be assessed one full absence that will count toward the total number of absences considered for an early withdrawal from the course. Each subsequent tardy will count as an absence. Students are
expected to be on time. Tardies will also adversely affect the grade for the class participation component of the course. Students who have emergencies or other extenuating circumstances must discuss these with the instructor in advance. The instructor will evaluate these on a case-by-case basis.

Class Participation

All students are expected to come to class prepared to discuss the readings and any current events that are related to the topic on the course schedule. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class to real-world situations. Ten percent of the grade will come from this component.

Book Review

Each student in the course will complete a book review of any book related to this time period in in the history of Western Civilization up to the year 1600. The review will be 4-6 pages in length. It will include, at a minimum, the following elements: biographical information on the author, analysis of the book’s structure and setting, a plot summary, and your reaction to the book.

Exams

There will be multiple exams during the course and a final exam. All exams will have an objective and a subjective component. The exams will come from material in the classroom lectures and the assigned readings. Students are strongly encouraged to take copious notes and to have all assigned readings done on schedule. The exams will be administered via Blackboard.

Quizzes

A quiz will be given over each chapter. Each quiz will consist of ten objective questions. The quizzes will be administered outside of class via the college’s Blackboard system. Students will be given a window in which to take the quizzes that spans multiple days. Failure to complete the quiz within that window will result in a grade of zero unless an exception is approved by the Instructor for an emergency circumstance.

Missed or Late Assignments and Exams

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated.
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Arkansas History

Course Syllabus

HY 153

3 Credits

Aaron Michael, M. Ed. - History, Geography, Political Science

Email: amichael@pccua.edu

Arkansas History

I. **Catalog Description:**

This course is a history of Arkansas’ social, political, and economic development from pre-history to the present.

II. **Course Objectives:**

- Recognize the names of significant Arkansans and their contributions to the development of the state.
- Understand the development of Arkansas from the earliest Americans to the present.
- Early explorations of Arkansas.
- Indians and Immigrants in the colonial era.
- The path to statehood.
- Arkansas in the Civil War.
- Reconstruction in Arkansas.
- Progressive reform in Arkansas.
- The Great Depression in Arkansas.
- Turmoil and change in Arkansas, the Civil Rights Movement.
- Political, Demographic, and Economic Realignment.
- Evaluate the more significant events as to their impact on the direction of Arkansas history.
- Understand the common thread that binds us all together to become more informed citizens.
- Further develop the skills of critical thinking (analysis, synthesis, evaluation), communication (listening, reading, writing, speaking), and lifelong learning (curiosity, initiative, openness, research).
III. Methods of Evaluation:

Students will be expected to: (1) attend weekly lecture sessions; (2) complete written assignments as directed; and (3) complete a minimum of four regular exams. This course is primarily a lecture course with 4 scheduled unit exams including the final exam.

The student is expected to read the assigned pages from the textbook prior to each lecture. The student’s grades will be determined as follows:

**Unit Exams (4) =25%**

**Exceptional Participation will be considered!**

Exams will consist of multiple choice, fill in the blank, matching questions and one essay question. The essay question will be worth 10 points on every test. The final exam will have “some” comprehensive questions as well as one discussion question. The class participation grade will be determined by how well the student participates in group discussion, map exercises, visual aid exercises and attendance. Any missed test will be a zero unless the absence is excused. . The grading scale for the Social Science department is as follows:

A = 90-100 %  
D = 60-69 %

B = 80-89 %  
F = 59 % and Below

C = 70-79 %

IV. Resources:

The required textbook for this class is *Arkansas: A Narrative History*. Whayne, Jeanie; Deblacek, Thomas; Sabo III, George; Arnold, Morris. The University of Arkansas Press, Fayetteville. 2002.

V. Study Guide:

Study guides will be provided for each unit exam and may be your most important tool for success in this class. The study guide is vague and somewhat challenging. The purpose is for you to research each item on the study guide very extensively. If you know everything there is to know about the specific items on the study guide then you will be adequately prepared for you examination. I will provide you with an opportunity to ask any questions concerning the study guide prior to the examination. At that point, it is your obligation to have attempted to answer most or all of your study guide. Test questions will consist of the most significant feature of each item on the study guide.
VI. **Class Policies**

The course is fully on-line. Students will be expected to: (1) read power points posted on blackboard; (2) complete written assignments and quizzes as directed; and (3) take four exams. The fourth and final exam “may” be proctored. There will also be at least one assignment per week that does require your participation.

Attendance: Online instruction differs from traditional classroom instruction. You should access the online resources required to participate successfully in this course at times that are convenient to your personal schedule within a range of times defined by the course schedule. Failure on your part to take online tests or submit completed projects within those respective time ranges will be recorded as absences and result in a “zero.”

Students are expected to login into Blackboard at least twice a week. If you fail to complete TWO consecutive assignments and/or exam or miss a total of THREE assignments and/or exams you will be withdrawn from the course.

VII. **ADA Policy**

Phillips Community College abides by the regulations outlined in the Americans with Disabilities Act of 1990 (ADA). The college does not discriminate against any qualified individual with a disability in regard to employment, transportation, accommodations or telecommunications. This policy incorporates the provisions of the Title VU of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991; Section 505 of the Rehabilitation Act of 1973; Title 11 of the Civil Rights Act of 1964; as amended; and the Communications Act of 1934.
Course: U. S. History to 1877  
Instructor: Mr. Andrew Bagley

Course Number: HY 213  
Office: C-101

Home Phone: (870) 995-6067  
Phone: 338-6474 ext: 1058 (H)

Web Page: www.pccua.edu/nbagley  
Email: nbagley@pccua.edu

Credit Hours: 3  
Home Email: abagley75@gmail.com

Course Description: United States History to 1877, HY 213, surveys the social, political economic history of the U.S. beginning with the European background and concluding with the Civil War.

Prerequisites: There are no prerequisites or for this course.

Learning Objectives: Upon completion of the course, the student will:

8. Become familiar with the history of the United States from its European beginnings through the end of Reconstruction.
9. Examine the period covered in the course in an effort to determine the causes, consequences, and meanings of events and how they relate to the present and the future.
10. Identify the major social, economic and political factors that have shaped the history of the United States.
11. Be able to identify threads of continuity in the history of the United States.
12. Be able to recognize the important historical developments that occurred during the period covered in the course.
13. Be able to relate historical facts, trends, and concepts through writing and discussing the topics being studied.
14. Become more aware of his/her historical heritage.

Textbook: An American Nation, 13th ed. by Mark Carnes and John Garrity

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization
Grading Scale

90-100 = A
80-89  = B
70-79 = C
60-69 = D
Below 60 = F

Grading Distribution

Class Participation - 20%
Chapter Quizzes - 20%
Exams - 20%
Book Review - 20%
Final Exam - 20%

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET TWO TIMES PER WEEK – 3 Absences

CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences

SUMMER CLASSES - 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET TWO TIMES PER WEEK – 5 Absences

CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences

SUMMER CLASSES - 2 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

In addition, your advisor will be notified of all absences in accordance with the college’s Early Alert System policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.
**Tardy Policy**

Due to the growing problem with students being late for class, the following policy will be observed. A student will be considered tardy if he/she is not present when his/her name is called during roll call. Any student who is late for class three times will be assessed one full absence that will count toward the total number of absences considered for an early withdrawal from the course. Each subsequent tardy will count as an absence. Students are expected to be on time. Tardies will also adversely affect the grade for the class participation component of the course. Students who have emergencies or other extenuating circumstances must discuss these with the instructor in advance. The instructor will evaluate these on a case-by-case basis.

**Course Outline**

Chapter 1: Alien Encounters: Europe in the Americas  
Chapter 2: American Society in the Making  
Chapter 3: America in the British Empire  
Chapter 4: The American Revolution  
Chapter 5: The Federalist Era: Nationalism Triumphant  
Chapter 6: Jeffersonian Democracy  
Chapter 7: National Growing Pains  
Chapter 8: Toward a National Economy  
Chapter 9: Jacksonian Democracy  
Chapter 10: The Making of Middle Class America  
Chapter 11: Westward Expansion  
Chapter 12: The Sections Go Their Ways  
Chapter 13: The Coming of the Civil War  
Chapter 14: The War to Save the Union

**Class Participation**

All students are expected to come to class prepared to discuss the readings and any current events that are related to the topic on the course schedule. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class to real-world situations. Ten percent of the grade will come from this component.

**Book Review**

Each student in the course will complete a book review of any book related to this time period in American history. However, the book cannot be a work of fiction. The paper will be 4-6 pages in length. It will include, at a minimum, the following elements: biographical information on the author, analysis of the book’s structure and setting, a plot summary, and your reaction to the book.

**Exams**

There will be multiple exams during the course. Two will be given during the term. The other will be the final exam. All exams will have an objective and a subjective component. The exams will come from material in the
classroom lectures and the assigned readings. Students are strongly encouraged to take copious notes and to have all assigned readings done on schedule.

**Quizzes**

A quiz will be given over each chapter. Each quiz will consist of 10 objective questions. The quizzes will be administered outside of class via the college’s Blackboard system. Multiple days will be given to complete the quiz. Failure to complete the quiz within the window provided will result in a grade of zero on that quiz. Exceptions will be made in case of emergency at the discretion of the Instructor.

**Missed or Late Assignments and Exams**

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated.

**Student Responsibilities**

It is the responsibility of the student to come to class on time, be prepared by having read all assignments prior to class, participating in a meaningful way during class discussion, completing all assignments on time, and by giving an excellent effort.

**IV. ACADEMIC HONESTY POLICY**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

**VII. V. 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

Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellors Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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. Directory information can be provided unless the student request that it be withheld.

CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
Course: U. S. History Since 1877  
Instructor: Mr. Andrew Bagley  
Course Number: HY 223  
Office: C-101; 338-6474 ext: 1058;  
Phone: 870-995-6067  
Credit Hours: 3  
Electronic Mail: nbagley@pccua.edu  
Office Hours: As Posted  
Office Hours: As posted  

Course Description: United States History Since 1877, HY 223, is a general survey of the history of the United States from the end of the Civil War to the present. Previous experience in the course U.S. History to 1877 would be helpful, but not required.

Learning Objectives: Upon completion of the course, the student will:

1. Become familiar with the history of the United States from the end of the Civil War to the present.
2. Examine the period covered in the course in an effort to determine the causes, consequences, and meanings of events and how they relate to the present and the future.
3. Identify the major social, economic and political factors that have shaped the history of the United States.
4. Be able to identify threads of continuity in the history of the United States.
5. Be able to recognize the important historical developments that occurred during the period covered in the course.
6. Be able to relate historical facts, trends, and concepts through writing and discussing the topics being studied.
7. Become more aware of his/her historical heritage.

Textbook: An American Nation 14th edition by Mark Carnes and John Garrity

Prerequisites: There are no prerequisites for this course.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization
Grading Scale

90-100= A  
80-89= B  
70-79= C  
60-69= D  
Below 60= F

Grading Distribution

Class Participation- 10%  
Chapter Quizzes-10%  
Film Summaries- 20%  
Exams- 20%  
Book Review- 20%  
Final Exam- 20%

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET TWO TIMES PER WEEK – 3 Absences  
CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences  
SUMMER CLASSES- 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET TWO TIMES PER WEEK – 5 Absences  
CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences  
SUMMER CLASSES- -3 Absences

Students who become “excessively absent” may be dropped from the class and awarded a grade of “EW”.

In addition, you advisor will be notified of all absences in accordance with the college’s Early Alert System policies. Note that the class participation component of your grade will be adversely affected by any absence. If you have a legitimate emergency, I need to be notified in advance of the class either by phone or email detailing the circumstances.
**Tardy Policy**

Due to the growing problem with students being late for class, the following policy will be observed. A student will be considered tardy if he/she is not present when his/her name is called during roll call. Any student who is late for class three times will be assessed one full absence that will count toward the total number of absences considered for an early withdrawal from the course. Each subsequent tardy will count as an absence. Students are expected to be on time. Tardies will also adversely affect the grade for the class participation component of the course. Students who have emergencies or other extenuating circumstances must discuss these with the instructor in advance. The instructor will evaluate these on a case-by-case basis.

**Course Calendar**

Chapter 15: Reconstruction and the South

Chapter 16: The Conquest of the West

Chapter 17: An Industrial Giant

Chapter 18: American Society in an Industrial Age

Chapter 19: Intellectual and Cultural Trends

Chapter 20: Politics: Local, State and National

Chapter 21: The Age of Reform

Chapter 22: From Isolation to Empire

Chapter 23: Woodrow Wilson and the Great War

Chapter 24: Postwar Society and Culture: Change and Adjustment

Chapter 25: The New Era: 1921-33

Chapter 26: The New Deal: 1933-41

Chapter 27: War and Peace

Chapter 28: The American Century

Chapter 29: From Camelot to Watergate

Chapter 30: Society in Flux

Chapter 31: Running on Empty: The Nation Transformed
Chapter 32: Misdemeanors and High Crimes

Class Participation

All students are expected to come to class prepared to discuss the readings and any current events that are related to the topic on the course schedule. It is important for students to be able to articulate thoughts about what they have read and apply the knowledge gained in class to real-world situations. Ten percent of the grade will come from this component.

Book Review

Each student in the course will complete a book review of any book related to this time period in American history. The paper will be 4-6 pages in length. It will include, at a minimum, the following elements: biographical information on the author, analysis of the book’s structure and setting, a plot summary, and your reaction to the book. Detailed guidelines for the Book Review will be distributed separately.

Exams

There will be multiple exams during the course and a final exam. All exams will have an objective and a subjective component. The exams will come from material in the classroom lectures and the assigned readings. Students are strongly encouraged to take copious notes and to have all assigned readings done on schedule. The exams will be administered via Blackboard.

Quizzes

A quiz will be given over each chapter. Each quiz will consist of ten objective questions. The quizzes will be administered outside of class via the college’s Blackboard system. Students will be given a window in which to take the quizzes that spans multiple days. Failure to complete the quiz within that window will result in a grade of zero unless an exception is approved by the Instructor for an emergency circumstance.

Film Summaries

Occasionally, films will be shown that correspond with the material being taught or being read in the textbook. Students will be required to type 1-2 page written summaries of those films and submit those to the instructor via the Blackboard email system.

Missed or Late Assignments and Exams

If you miss an exam or quiz, you must make arrangements with me to make it up outside of class during my office hours. Exceptions will be made only in emergency circumstances. The responsibility for arranging the makeup lies with the student. If you fail to arrange a time, a grade of zero will be assessed at the end of the semester when your grade is calculated.
**Student Responsibilities**

It is the responsibility of the student to come to class on time, be prepared by having read all assignments prior to class, participating in a meaningful way during class discussion, completing all assignments on time, and by giving an excellent effort.

**XI. ACADEMIC HONESTY POLICY**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

**XII. CAMPUS SUPPORT SERVICES**

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**XIII. ADA POLICY**

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**CLASSROOM BEHAVIOR**

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Instructor: Anderson, Maloney, Reed, Gookin

Office Hours: Posted

Office Telephone Number: 870-338-6474

Revision Date: Dec. 2011

Course Description: The course is designed for students having inadequate preparation for MS 1023 and MS-143. The emphasis in this course includes the practice of skills that students need in the everyday world. Topics to be developed are basic arithmetic, ratios, proportions, percents, basic geometry, and pre-algebra.

Course Prerequisites: Appropriate test scores: ASSET Numerical Skills score of 0-33, COMPASS pre-algebra score of 22-48.


Course Credits: This course is worth three credit hours; however, these credits do not apply toward the AA degree. A grade of C or better is needed in order to take MS 1023 (Elementary Algebra). This course is part of the I CAN Learn (ICL) Education System.
Each student will be required to complete 42 lesson objectives in the ICL system in order to receive credit for the course. Students will progress at their own rate and will need to pace themselves accordingly in order to finish the course by the end of the semester.

Students who have begun, but not completed a second course, within a semester, cannot receive an “I” grade and must register for the course, pay tuition, and the lab fee for the subsequent semester. These students will not have to re-take the entire course, but may complete the remaining lesson objectives from the previous semester.

**Student Learning Goals for General Education:** This course supports the following Arts and Sciences Division Goals:

1. Students will be able to demonstrate mathematical knowledge and skills (Goal 3).
2. Students will be able to demonstrate skills in problem solving and scientific reasoning (GOAL 4)
3. Students will be able to demonstrate critical thinking skills (Goal 5).

**Workplace Success Skills:** At the end of this course, a student will be able to:

1. Perform arithmetic and mathematical operations
2. Solicit the views and opinions of others for solving problems and improving procedures
3. Think critically, make decisions, and solve problems
4. Extract and interpret information presented in a graph or chart format
5. Work effectively with others (participate as a team member, and teach others)
6. Recognize information most relevant and important to a situation
7. Absorb and apply new information

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to:

1. Add, subtract, multiply, and divide real numbers and algebraic expressions.
2. Solve linear equations using the addition, subtraction, multiplication, and division principles.
3. Convert percent to whole numbers, decimals, and fractions, etc.
4. Set up and solve word problems.
5. Demonstrate how to effectively communicate their knowledge of math topics in written form, this may include doing research on the Internet.
Method of Evaluation and Grading:

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<table>
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<tbody>
<tr>
<td>ICL Quizzes</td>
<td>40%</td>
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<tr>
<td>6 Exams</td>
<td>40%</td>
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<tr>
<td>Notebook</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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<tr>
<td>Total</td>
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**ICL Quizzes:** Each student will be required to complete 40 lesson objectives in ICL Pre-algebra system. Each lesson objective will have a quiz that may be repeated. A minimum score of 80% is required on the quiz in order to proceed to the next lesson objective.

**ICL Cumulative Exams/Chapter Tests:** There will be 6 ICL cumulative exams given throughout the semester on the ICL system and a final exam. Each cumulative exam will be given after the student completes the appropriate ICL chapter objectives. A minimum score of 70% is required and should only be taken during the regular class time. The cumulative exams will be a closed notebook/book exams.

Before taking the cumulative, give your notebook to your instructor. After taking the exam, show your grade to your instructor.

**Final exam:** You must score at least 65% on your final exam.

**Homework:** Homework assignments will be given every class period by the computer after the student logs off the computer. Assignments should be written down in the student log sheet. Different homework assignments will be given depending on where the student ends in the lesson objective. Instructors can help if students have questions on the homework assignment. Homework should be kept in the student NOTEBOOK and will be graded when notebooks are collected or at the instructor’s discretion for completeness. Remember homework is vital to the success in any math class!
Student Notebook: Each student will be required to have a 3 ring binder for all class materials and class work. This notebook should include everything that is said or done in the ICL class. Students will have a hard time succeeding in this class without a complete notebook. Student notebooks will be graded during every exam; collection times are noted on the lesson objective handout, late notebooks will be penalized 10%. Notebooks will be graded for completeness, neatness and accuracy.

The set up of the notebook is very important!

NOTEBOOK SETUP:

- Begin each day on a new page of your notebook and date it in the top right corner.
- You are to have a heading for the days you are absent from class with the reason why you were not in class.
- Write the OBJECTIVE you will be working on at the top of each page.
- Each lesson objective will be divided into four sections: PRE-TEST, LESSON PRESENTATION, GUIDED PRACTICE, and QUIZ.
- Label each of the sections as you do them in your notebook and then show scratch work.
- At the beginning of each lesson objective you will be given a ten question PRE-TEST. If you score 100% on this test, you will be able to skip the lesson and go on to the next PRE-TEST. If you miss a question on the test, you will be placed into a lesson that presents the information, definitions, examples, and practice that are necessary to master the objective.
- If you pass the PRE-TEST label it “Passed”.
- A LESSON PRESENTATION section will follow. Label this section and copy all of the important definitions, rules, and examples that are given.
- You will then move to a section called GUIDED PRACTICE that you will label and do in your notebook. This section will allow you to practice the material learned in the LESSON PRESENTATION.
- Before beginning a QUIZ the computer will give you a STUDY BREAK. You are to use this study break to read through your work before you take the QUIZ on the objective.
- Before you take a QUIZ, give your notebook to your instructor. Remember that any question left unanswered will be graded as a 0.
- If you are successful on the QUIZ (scoring at least 80%), you will progress to the next PRE-TEST. Write the new objective and continue with the same procedure.
- If you are not successful on the QUIZ, You will return to the lesson for review and more practice. Watch the presentations clearly and compare with your previous notes. Copy any new examples.
- After two unsuccessful quiz attempts, you will be notified by a prompt that the teacher must put in a password. Raise your hand to get the teacher’s attention.
Have your student notebook open so that the teacher may look over your work and make the appropriate suggestions for success.

- Record all QUIZ grades on your Student Progress Log sheet.

Open Classroom/Extra Classroom Time: There will be open ICL classroom hours when any ICL student from any class may use the ICL system; the schedule will be posted outside the classroom door. Students will need to have a student ID to be admitted to the classroom and MUST sign the login sheet.

Students may also be allowed to use the ICL system when other classes are in session if there is room available. Students MUST ask permission from the instructor to use classroom assigned stations. The instructor has the discretion to allow or not to allow students to use the ICL system during their class. Students MUST sign the login sheet.

Instructional Methods and Minimum Requirement: This will be a computer-based learning classroom using the I CAN Learn Education Systems. Students are expected to complete at least 4 lessons per week. Completing a lesson means passing the pretest or showing mastery on a quiz. Peer teaching or group work may also be used.

Grading Scale: The grading scale is as follows:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: Below 60

Attendance Policy: Students will be expected to attend class at their scheduled class time, arrive on time, and to remain through the scheduled class time. If you must be absent, notify your instructor in advance if possible or within 24 hours of the absence. Place a page in your notebook stating why you were absent for that date. Students who miss class for unavoidable reasons may make up the class time missed during the open lab time. Students are responsible for staying on schedule and completing all of the objectives required for the course. Students will be warned when they become excessively absent.
Excessively absent is defined as follows:

- CLASSES WHICH MEET TWO TIMES PER WEEK: 3 Absences
- CLASSES WHICH MEET ONE TIME PER WEEK: 2 Absences

Students who are absent more than the allowed times may be dropped from the class and awarded an “EW”. Any student who withdraws from the course or receive an EW will have to start the course from the beginning. The allowed times are:

- CLASSES WHICH MEET TWO TIMES PER WEEK: 5 Absences
- CLASSES WHICH MEET ONE TIME PER WEEK: 3 Absences

Completion of Two or More Classes: Students completing two or more courses within one semester will not be charged and extra math code fee, but may have to pay additional tuition if they are not enrolled in 15 or more hours.

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

Classroom Behavior: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.
Campus Support Services: Phillips Community College/UA 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: Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County, you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA Policy: Phillips Community College/UA 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. Directory information can be provided unless the student request that it be withheld.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the school and class calendar. However, there may be circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may require minor changes in this syllabus.

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 United Healthcare Student Resources. 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.

http://www.adhe.edu/ (Click) Arkansas Course Transfer System
PCCUA STUDENT DISCIPLINE

DISCIPLINE POLICY SCOPE

PCCUA has a standard of conduct that will be enforced at all times. Unacceptable behaviors are identified in the PCCUA Student Handbook and posted on the PCCUA Student Menu on-line. 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.

DISCIPLINE

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**Stealing**
- Consumed alcohol including being drunk and/or disorderly
- 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)**

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If the student’s behavior is outside the boundary of the classroom, it is the responsibility of PCCUA employees to correct inappropriate behavior or refer the situation to the Vice Chancellor for Student Services or the campus Vice Chancellor in Stuttgart or DeWitt (or appointed designee).
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It is understood that there may be situations where a student signature will not be on the Student Discipline Form. The form may be sent directly to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart.

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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 is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart. Notification will be made to the division dean.

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

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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).

DISCIPLINE FOR VERY SERIOUS OFFENSES
No Warning Is Required 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. All paper work must be filed with the Vice Chancellor or the Campus
Vice Chancellor in DeWitt or Stuttgart within four (4) hours of the incident.

If the Vice Chancellor for Student Services or the Campus Vice
Chancellor in DeWitt or Stuttgart are off campus at the time of an
incident and will not return within 36 hours, the official designee
will conduct the discipline.

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 conduct, the student is considered on probation. The
seriousness of an offense may result in suspension or expulsion. See Student Handbook

Disciplinary 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 wellbeing 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.

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.

<table>
<thead>
<tr>
<th>Clemency Clause</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

STUDENT DUE PROCESS STEPS FOR DISCIPLINARY ACTION
When a student is involved in an incident which may necessitate disciplinary action, the student has an opportunity to appeal the charges through an appeal process.

There are four steps to an appeal process.

**Step 1**
Student notifies the Vice Chancellor for Student Services that he/she would like to file an appeal for a discipline decision. In DeWitt and Stuttgart the campus Vice Chancellor’s will be notified and she/he will notify the Vice Chancellor for Student Services. The appeal must be filed within twenty-four (24) hours after the disciplinary action to be appealed.

**Step 2**
Within two (2) days the student is notified in writing (e-mail) of the exact time and date of the appeal meeting and the witnesses who will be present. The student may bring an advisor or a witness.

**Step 3**
The appeal is heard by the Student Relations Committee. The student may question or confront the witness(es). The College employee making the charge may also question the student.

**Step 4**
The Student Relations Committee makes a decision. The student is immediately notified in writing of that decision. A record of the proceedings will be filed in the Vice Chancellor for Student Services’ Office. A permanent copy of the appeal will be placed in the student’s file.

Rules and Regulations for Math Lab

No Food or Drinks will be allowed in the lab.

Be on Time and Do Not Leave Early

- Students who come to class five or more minutes late will be counted as tardy “T”.
- Students who leave ten or more minutes before the class officially ends will receive an “E” for the day.
- A combination of two T’s or E’s will be counted as an absence.

Attendance is Vital

- Three absences for classes that meet on M W are considered excessive. Students who are absent five times within a term will be dropped from the course and given an EW.
- Three absences for classes that meet on T Th are considered excessive. Students who are absent five times within a term will be dropped from the course and given an EW.
- Two absences for a class that meet once per week are considered excessive. Students who are absent three times within a term will be dropped from the course and given an EW.
- Seek help from your Instructor when having difficulty.

- STUDENTS WHO ARE DROPPED FOR EXCESSIVE ABSENCES MUST BEGIN AT THE FIRST LESSON WHEN RE-ENROLLING.

Students must attend class at the time which they are enrolled unless prior approval is made with their instructors. In addition to attending your regular class time, students may come at other times if computers are available in the lab.

Students must complete at least four lessons per week to successfully complete one or more courses within a semester.

Use Your Textbook-Review lessons in the textbook prior to taking the pre-test on a section.

Spiral Notebooks are NOT ALLOWED on students’ stations

Place Backpacks on the Table

ID Cards are required when working Outside of Class
Notebooks should be turned in prior to taking Cumulative Tests

Phillips Community College/UA
ELEMENTARY ALGEBRA - MS 1023
I CAN Learn
Three Credit Hours
Spring 2012

Instructor: Anderson, Maloney, Gookin, Reed

Office Hours: Posted

Office Telephone Number: 338-6474

Revision Date: Dec. 2011

Course Description: Course content includes integers, linear equations and inequalities, laws of exponents, factoring of polynomials, and solving polynomials. Students will also learn how to solve word problems.

Course Prerequisites: A grade of “C” or better in MS 1013 (Fundamental Mathematics) or appropriate test scores: ASSET score of 42 or above, or COMPASS - Pre-algebra test score of 49-100, COMPASS algebra score or 0 to 40.

Required Text and Materials: 1) 3-ring binder, 2) Headphones (optional) 3) I CAN Learn Authentication code (given in class) 4) Algebra Workbook, I CAN Learn Education Systems (given in class)
Each student will be required to complete 44 lesson objectives in the ICL system in order to receive credit for the course. Students will progress at their own rate and will need to pace themselves accordingly in order to finish the course by the end of the semester.

Students who have begun, but not completed a second course, within a semester, cannot receive an “I” grade and must register for the course, pay tuition, and the lab fee for the subsequent semester. These students will not have to re-take the entire course, but may complete the remaining lesson objectives from the previous semester.

**Student Learning Goals for General Education:** This course will support the following Arts and Sciences Division Goals.

4. Students will be able to demonstrate the ability to communicate effectively in a written and oral manner (GOAL 1).
5. Students will be able to demonstrate mathematical knowledge and skills (Goal 3).
6. Students will be able to demonstrate skills in problem solving and scientific reasoning (GOAL 4)
7. Students will be able to demonstrate critical thinking skills (Goal 5).

**Workplace Success Skills:** At the end of this course, a student will be able to

1. Perform arithmetic and mathematical operations;
2. Solicit the views and opinions of others for solving problems and improving procedures;
3. Think critically, make decisions, and solve problems
4. Extract and interpret information presented in a graph or chart format;
5. Work effectively with others (participate as a team member, and teaches others);
6. Recognize information most relevant and important to a situation;
7. Absorb and apply new information.

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to:

1. Add, subtract, multiply, and divide real numbers and algebraic expressions
2. Solve equations and inequalities
3. Manipulate algebraic expressions
4. Factor polynomials
5. Solve quadratic equations using the factoring method
6. Set up and solve application problems
Effectively communicate their knowledge of math topics in written form. This may include doing research on the internet.

Method of Evaluation and Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICL Quizzes</td>
<td>40%</td>
</tr>
<tr>
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<td>40%</td>
</tr>
<tr>
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</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
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**ICL Quizzes:** Each student will be required to complete 43 lesson objectives in ICL Algebra system. Each lesson objective will have a quiz that is open book/notes and may be repeated. A minimum score of 80% is required on the quiz in order to proceed to the next lesson objective.

**ICL Cumulative Exams/Chapter Tests:** There will be 5 ICL cumulative exams given throughout the semester on the ICL system and a final exam. Each ICL exam will have 5 questions from each lesson objective preceding the exam. Each cumulative exam will be given after the student completes the appropriate ICL chapter objectives. A minimum of 70% is required and the cumulative test should only be taken during the regular class time. The cumulative exams will be a closed notebook/book exams. Before taking the exam, give your notebook to your instructor. After taking the exam, show your grade to your instructor.

**Final exam:** You must score at least 65% on your final,

**Homework:** The ICL computer system will assign homework every time a student logs off the computer. Assignments should be written down in the student log sheet. Different homework assignments will be given depending on where the student ends in the lesson objective. Homework should be kept in the student NOTEBOOK and will be graded when notebooks are collected or at the instructor’s discretion for completeness. Remember homework is vital to the success in any math class!

**Student Notebook:**

Each student will be required to have a 3 ring binder for all class materials and class work. This notebook should include everything that is said or done in the ICL class. Students will have a hard time
succeeding in this class without a complete notebook. Student notebooks will be graded during every exam. Notebooks will be graded for completeness, neatness and accuracy.

The set up of the notebook is very important!

NOTEBOOK SETUP:

- Begin each day on a new page of your notebook and date it in the top right corner.
- You are to have a heading for the days you are absent from class with the reason why you were not in class.
- Write the OBJECTIVE you will be working on at the top of each page.
- Each lesson objective will be divided into four sections: PRE-TEST, LESSON PRESENTATION, GUIDED PRACTICE, and QUIZ.
- Label each of the sections as you do them in your notebook and then show scratch work.
- At the beginning of each lesson objective you will be given a ten question PRE-TEST. If you score 100% on this test, you will be able to skip the lesson and go on to the next PRE-TEST. If you miss a question on the test, you will be placed into a lesson that presents the information, definitions, examples, and practice that are necessary to master the objective.
- If you pass the PRE-TEST label it “Passed”.
- A LESSON PRESENTATION section will follow. Label this section and copy all of the important definitions, rules, and examples that are given.
- You will then move to a section called GUIDED PRACTICE that you will label and do in your notebook. This section will allow you to practice the material learned in the LESSON PRESENTATION.

- Before beginning a QUIZ the computer will give you a STUDY BREAK. You are to use this study break to read through your work before you take the QUIZ on the objective.
- Before you take a QUIZ, give your notebook to your instructor. Remember that any question left unanswered will be graded as a 0.
- If you are successful on the QUIZ (scoring at least 80%), you will progress to the next PRE-TEST. Write the new objective and continue with the same procedure.
- If you are not successful on the QUIZ, You will return to the lesson for review and more practice. Watch the presentations clearly and compare with your previous notes. Copy any new examples.
- After two unsuccessful quiz attempts, you will be notified by a prompt that the teacher must put in a password. Raise your hand to get the teacher’s attention. Have your student notebook open so that the teacher may look over your work and make the appropriate suggestions for success.
- Record all QUIZ grades on your Student Progress Log sheet.
**Open Classroom/Extra Classroom Time:** There will be open ICL classroom hours when any ICL student from any class may use the ICL system; the schedule will be posted outside the classroom door. Students will need to have a **student ID** to be admitted to the classroom and **MUST** sign the login sheet.

Students may also be allowed to use the ICL system when other classes are in session if there are open stations. Students **MUST** ask permission from the instructor to use classroom available stations. The instructor has the discretion to allow or not to allow students to use the ICL system during their class. Students **MUST** sign the login sheet.

**Grading Scale:** The grading scale is as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

**Instructional Methods and Minimum Requirement:**

This will be a computer-based learning classroom using the I CAN Learn Education Systems. Students are expected to complete at least 4 lessons per week. Completing a lesson means passing the pretest or showing mastery on a quiz. Peer teaching or group work may also be used.

**Attendance Policy:** Students will be expected to attend class at their scheduled class time, arrive on time, and to remain through the scheduled class time. If you must be absent, notify your instructor in advance if possible or within 24 hours of the absence. Place a page in your notebook stating why you were absent for that date. Students who miss class for unavoidable reasons may make up the class time missed during the open lab time. Students are responsible for staying on schedule and completing all of the objectives required for the course. Students will be warned when they become excessively absent. Excessively absent is defined as follows:
CLASSES WHICH MEET TWO TIMES PER WEEK - 3 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 2 Absences

Students who are absent more than the allowed times may be dropped from the class and awarded an “EW”. Any student who withdraws from the course or receive an EW will have to start the course from the beginning. The allowed times are:

CLASSES WHICH MEET TWO TIMES PER WEEK - 5 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 3 Absences

Completion of Two or More Classes: Students completing two or more courses within one semester will not be charged and extra math code fee, but may have to pay additional tuition if they are not enrolled in 15 or more hours.

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

Classroom Behavior: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.
**Campus Support Services:** Phillips Community College/UA 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:** Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County, you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

**FERPA Policy:** Phillips Community College/UA 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. Directory information can be provided unless the student request that it be withheld.

**Disclaimer:** This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, under certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) changes may be required.

**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 United Healthcare Student Resources. 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.

[http://www.adhe.edu/](http://www.adhe.edu/) (Click) Arkansas Course Transfer System
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Abusive behavior toward an instructor, student, or PCCUA employee including physical abuse, verbal abuse, threats or assault
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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 is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart. Notification will be made to the division dean.

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

Stage 3: Third offense (no warning, action taken)
A student at this stage has failed to correct the behavior. This third and final offense results in the faculty member’s asking the student to leave the class. The faculty member completes a Student Discipline Form which is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt and Stuttgart. Notification will be made to the division dean.

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).
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No Warning Is Required 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. All paper work must be filed with the Vice Chancellor or the Campus Vice Chancellor in DeWitt or Stuttgart within four (4) hours of the incident.

If the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart are off campus at the time of an incident and will not return within 36 hours, the official designee will conduct the discipline.

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 conduct, the student is considered on probation. The seriousness of an offense may result in suspension or expulsion. See Student Handbook

Disciplinary 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 wellbeing 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.

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.
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

STUDENT DUE PROCESS STEPS FOR DISCIPLINARY ACTION
When a student is involved in an incident which may necessitate disciplinary action, the student has an opportunity to appeal the charges through an appeal process.

There are four steps to an appeal process.

Step 1
Student notifies the Vice Chancellor for Student Services that he/she would like to file an appeal for a discipline decision. In DeWitt and Stuttgart the campus Vice Chancellor’s will be notified and she/he will notify the Vice Chancellor for Student Services. The appeal must be filed within twenty-four (24) hours after the disciplinary action to be appealed.

Step 2
Within two (2) days the student is notified in writing (e-mail) of the exact time and date of the appeal meeting and the witnesses who will be present. The student may bring an advisor or a witness.

Step 3
The appeal is heard by the Student Relations Committee. The student may question or confront the witness(es). The College employee making the charge may also question the student.

Step 4
The Student Relations Committee makes a decision. The student is immediately notified in writing of that decision. A record of the proceedings will be filed in the Vice Chancellor for Student Services’ Office. A permanent copy of the appeal will be placed in the student’s file.

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.
Rules and Regulations for Math Lab

No Food or Drinks will be allowed in the lab.

Be on Time and Do Not Leave Early

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- **STUDENTS WHO ARE DROPPED FOR EXCESSIVE ABSENCES MUST BEGIN AT THE FIRST LESSON WHEN RE-ENROLLING.**

Students must attend class at the time which they are enrolled unless prior approval is made with their instructors. In addition to attending your regular class time, students may come at other times if computers are available in the lab.

Students must complete at least four lessons per week to successfully complete one or more courses within a semester.

Use Your Textbook - Review lessons in the textbook prior to taking the pre-test on a section.

Spiral Notebooks are NOT ALLOWED on students’ stations

Place Backpacks on the Table

ID Cards are required when working Outside of Class

Notebooks should be turned in prior to taking Cumulative Tests

Seek help from your Instructor when having difficulties
PHILLIPS COMMUNITY COLLEGE/UA
INTERMEDIATE ALGEBRA – MS 1123

I CAN Learn

Three Credit Hours

Spring 2012

Instructor: Anderson, Maloney, Gookin, Reed

Office Hours: posted

Telephone Number: 338-6474

Revision Date: Dec. 2011

Course Description: Course content includes performing operations with rational expressions, graphing linear equations, solving systems of equations, performing operations with roots and radicals, and finding solutions to quadratic equations. Word problems are integrated within the various topics.

Course Prerequisites: A grade of C or better in MS 1023 (Elementary Algebra) or appropriate test scores: ASSET score of 42 or above on the Numerical skills and 35-38 on Intermediate algebra and 2 year of HS Algebra; COMPASS 49-100 on Pre-algebra and 2 years of HS algebra and 14-18 on Math component of the ACT.

Course Credits:

Each student will be required to complete 43 lesson objectives in the ICL system in order to receive credit for the course. Students will progress at their own rate and will need to pace themselves accordingly in order to finish the course by the end of the semester.

Student Learning Goals for General Education: This course supports the following Arts and Sciences Division Goals:

8. Students will be able to demonstrate the ability to communicate effectively in a written and oral manner (GOAL 1).
9. Students will be able to demonstrate mathematical knowledge and skills (Goal 3).
10. Students will be able to demonstrate skills in problem solving and scientific reasoning (GOAL 4)
11. Students will be able to demonstrate critical thinking skills (Goal 5).

Workplace Success Skills acquired: At the end of this course, students will be able to:

(1) Perform arithmetic and mathematical operations
(2) Solicit the views and opinions of others for solving problems and improving procedures
(3) Think critically, make decisions, and solve problems
(4) Extract and interpret information presented in a graph or chart format
(5) Work effectively with others (participates as a team member, and teaches others)
(6) Recognize information most relevant and important to a situation
(7) Absorb and apply new information.

Student Learning Outcomes: Upon successful completion of this course of study, students will be able to:

(1) Add, subtract, multiply, and divide rational expressions
(2) Add, subtract, multiply, and divide radicals
(3) Add, subtract, multiply, and divide complex numbers
(4) Understand properties of linear equations and graphing
(5) Solve quadratic equations using several methods
(6) Setup and solve application problems
Effectively communicate their knowledge of math topics in written form, this may include doing research on the Internet.

**Method of Evaluation and Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>ICL Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>ICL Chapter Tests</td>
<td>40%</td>
</tr>
<tr>
<td>Notebook</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

**ICL Quizzes:** Each student will be required to complete 46 lesson objectives in ICL Algebra system. Each lesson objective will have a quiz that is open book/notes and may be repeated. A minimum score of 80% is required on the quiz in order to proceed to the next lesson objective.

**ICL Cumulative Exams/Chapter Tests:** There will be 8 ICL cumulative exams given throughout the semester on the ICL system and a final exam. Each cumulative exam will be given after the student completes 6-8 ICL lesson objectives. A minimum score of 70% is required and the cumulative test should only be taken during the regular class time. The cumulative exams will be a closed notebook/book exams. Before taking the cumulative test, give your notebook to your instructor. After taking the exam, show your instructor you grade.

**Final exam:** You must score at least 65% on your final exam.

**MS-1123 EXIT STANDARD**

- 39 or higher on the ASSET
- 41 or higher on the COMPASS
- 19 or higher on the ACT
- 65% or higher on the Intermediate Algebra Final
**Student Notebook:** Each student will be required to have a 3 ring binder for all class materials and class work. This notebook should include everything that is said or done in the ICL class. Students will have a hard time succeeding in this class without a complete notebook. Student notebooks will be collected during every cumulative exam; notebooks will be graded at this time.

**Homework:** The ICL computer system will assign homework every time a student logs off the computer. Assignments should be written down in the student log sheet. Different homework assignments will be given depending on where the student ends in the lesson objective. Instructors or the LSC can help if students have questions on the homework assignment. Homework should be kept in the student NOTEBOOK and will be graded when notebooks are collected or at the instructor’s discretion for completeness. Remember homework is vital to the success in any math class!

The set up of the notebook is very important!

**NOTEBOOK SETUP:**

- Begin each day on a new page of your notebook and date it in the top right corner.
- You are to have a heading for the days you are absent from class with the reason why you were not in class.
- Write the OBJECTIVE you will be working on at the top of each page.
- Each lesson objective will be divided into four sections: PRE-TEST, LESSON PRESENTATION, GUIDED PRACTICE, and QUIZ.
- Label each of the sections as you do them in your notebook and then show scratch work.
- At the beginning of each lesson objective you will be given a ten question PRE-TEST. If you score 100% on this test, you will be able to skip the lesson and go on to the next PRE-TEST. If you miss a question on the test, you will be placed into a lesson that presents the information, definitions, examples, and practice that are necessary to master the objective.
- If you pass the PRE-TEST label it “Passed”.
- A LESSON PRESENTATION section will follow. Label this section and copy all of the important definitions, rules, and examples that are given.
- You will then move to a section called GUIDED PRACTICE that you will label and do in your notebook. This section will allow you to practice the material learned in the LESSON PRESENTATION.
- Before beginning a QUIZ the computer will give you a STUDY BREAK. You are to use this study break to read through your work before you take the QUIZ on the objective.
- Before you take a QUIZ, give your notebook to your instructor. Remember that any question left unanswered will be graded as a 0.
- If you are successful on the QUIZ (scoring at least 80%), you will progress to the next PRE-TEST. Write the new objective and continue with the same procedure.
- If you are not successful on the QUIZ, you will return to the lesson for review and
more practice. Watch the presentations clearly and compare with your previous notes. Copy any new examples.

- After two unsuccessful quiz attempts, you will be notified by a prompt that the teacher must put in a password. Raise your hand to get the teacher’s attention. Have your student notebook open so that the teacher may look over your work and make the appropriate suggestions for success.
- Record all QUIZ grades on your Student Progress Log sheet.

Open Classroom/Extra Classroom Time: There will be open ICL classroom hours when any ICL student may use the ICL system; the schedule will be posted outside the classroom door. Students will need to have a student ID to be admitted to the classroom and MUST sign the login sheet.

Students may also use the ICL system when other classes are in session if there are available classroom stations. Students MUST ask permission from the instructor to use an available classroom stations. The instructor has the discretion to allow or not to allow students to use the ICL system during their class. Students MUST sign the login sheet.

Grading Scale: The grading scale is as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

Instructional Methods and Minimum Requirement:

This will be a computer-based learning classroom using the I CAN Learn Education Systems. Students are expected to complete at least 4 lessons per week. Completing a lesson means passing the pretest or showing mastery on a quiz. Peer teaching or group work may also be used.

Attendance Policy: Students will be expected to attend class at their scheduled class time, arrive on time, and to remain through the scheduled class time. If you must be absent, notify your instructor in advance if possible or within 24 hours of the absence. Place a page in your notebook stating why you were absent for that date. Students who miss class for unavoidable reasons may make up the class time missed during the open lab time. Students are responsible for staying on schedule and completing all of the objectives required for the course. Students will be warned when they become excessively absent. Excessively absent is defined as follows:
CLASSES WHICH MEET TWO TIMES PER WEEK - 3 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 2 Absences

Students who are absent more than the allowed times may be dropped from the class and awarded an “EW”. Any student who withdraws from the course or receive an EW will have to start the course from the beginning. The allowed times are:

CLASSES WHICH MEET TWO TIMES PER WEEK - 5 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 3 Absences

Completion of Two or More Classes: Students completing two or more courses within one semester will not be charged and extra math code fee, but may have to pay additional tuition if they are not enrolled in 15 or more hours.

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

Classroom Behavior: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.
Campus Support Services: Phillips Community College/UA 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: Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County, you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA Policy: Phillips Community College/UA 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. Directory information can be provided unless the student request that it be withheld.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.

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 United Healthcare Student Resources. 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.

http://www.adhe.edu/ (Click) Arkansas Course Transfer System
All students must read the Student Discipline Policy (PCCUA Administrative Procedure 405.01). It is online at PCCUA’s homepage. Go to the student menu and then to the student handbook.

PCCUA STUDENT DISCIPLINE
DISCIPLINE POLICY SCOPE
PCCUA has a standard of conduct that will be enforced at all times. Unacceptable behaviors are identified in the PCCUA Student Handbook and posted on the PCCUA Student Menu on-line. 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.

DISCIPLINE
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 (or official designee). This contact 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.

CLASSROOM OFFENSES
These offenses disrupt instruction. Usually, Informal Resolution eliminates the problem. Persistence of this 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
Touching inappropriately (self or others)
Any intentional behavior that disrupts the ongoing instruction in the classroom
Dishonesty and Cheating- due process for dishonesty and cheating which affects a final grade follows the academic appeal due process guidelines set forth in PCCUA BP 404 and AP 404.06)
Procedure for Discipline of Cheating and 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 OFFENSES (can be in a classroom or any place on campus)
These are actions which demand immediate attention and result in a Formal Resolution. (no warning is necessary for this kind of violation).

Very Serious Offenses
Stealing
Consumed alcohol including being drunk and/or disorderly
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 due process for dishonesty and cheating which affects a final grade follows the academic appeal due process guidelines set forth in PCCUA BP 404 and AP 404.06)
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 or refer the situation to the Vice Chancellor for Student Services or the campus Vice Chancellor in Stuttgart or DeWitt (or appointed designee).

PROCESS FOR HANDLING DISCIPLINE OFFENSES
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. CLASSROOM DISCIPLINE Three stages of handling disruptive but less serious classroom behaviors.

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 is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart. Notification will be made to the division dean.

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 is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart. Notification will be made to the division dean.

It is understood that there may be situations where a student signature will not be on the Student Discipline Form. The form may be sent directly to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart.

Stage 2: Second warning for an 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 is sent to the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart. Notification will be made to the division dean.

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

Stage 3: Third offense (no warning, action taken)
A student at this stage has failed to correct the behavior. This third and final offense results in the faculty member’s asking the student to leave the class. The faculty member completes a Student Discipline Form which is sent to the Vice Chancellor for Student
Services or the Campus Vice Chancellor in DeWitt and Stuttgart. Notification will be made to the division dean.
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).

**DISCIPLINE FOR VERY SERIOUS OFFENSES**

**No Warning is Required 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. All paper work must be filed with the Vice Chancellor or the Campus Vice Chancellor in DeWitt or Stuttgart within four (4) hours of the incident.

If the Vice Chancellor for Student Services or the Campus Vice Chancellor in DeWitt or Stuttgart are off campus at the time of an incident and will not return within 36 hours, the official designee will conduct the discipline.

**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 conduct, the student is considered on probation. The seriousness of an offense may result in suspension or expulsion. See Student Handbook.

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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.

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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 wellbeing 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.

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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.

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**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

**STUDENT DUE PROCESS STEPS FOR DISCIPLINARY ACTION**

When a student is involved in an incident which may necessitate disciplinary action, the student has an opportunity to appeal the charges through an appeal process.

**There are four steps to an appeal process.**

**Step 1**

Student notifies the Vice Chancellor for Student Services that he/she would like to file an appeal for a discipline decision. In DeWitt and Stuttgart the campus Vice Chancellor’s will be notified and she/he will notify the Vice Chancellor for Student Services. The appeal must be filed within twenty-four (24) hours after the disciplinary action to be appealed.

**Step 2**

Within two (2) days the student is notified in writing (e-mail) of the exact time and date of the appeal meeting and the witnesses who will be present. The student may bring an advisor or a witness.
Step 3
The appeal is heard by the Student Relations Committee. The student may question or confront the witness(es). The College employee making the charge may also question the student.

Step 4
The Student Relations Committee makes a decision. The student is immediately notified in writing of that decision. A record of the proceedings will be filed in the Vice Chancellor for Student Services’ Office. A permanent copy of the appeal will be placed in the student’s file.

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No Food or Drinks will be allowed in the lab.

Be on Time and Do Not Leave Early

- Students who come to class five or more minutes late will be counted as tardy “T”.
- Students who leave ten or more minutes before the class officially ends will receive an “E” for the day.
- A combination of two T’s or E’s will be counted as an absence.

Attendance is Vital

- Four absences for classes that meet on M W F are considered excessive. Students who are absent six times within a term will be dropped from the course and given an EW.
- Three absences for classes that meet on T Th are considered excessive. Students who are absent five times within a term will be dropped from the course and given an EW.
- Two absences for a class that meet once per week are considered excessive. Students who are absent three times within a term will be dropped from the course and given an EW.
- STUDENTS WHO ARE DROPPED FOR EXCESSIVE ABSENCES MUST BEGIN AT THE FIRST LESSON WHEN RE-ENROLLING.
Students must attend class at the time which they are enrolled unless prior approval is made with their instructors. In addition to attending your regular class time, students may come at other times if computers are available in the lab.

Students must complete at least four lessons per week to successfully complete one or more courses within a semester.

Use Your Textbook - Review lessons in the textbook prior to taking the pre-test on a section.

Spiral Notebooks are NOT ALLOWED on students' stations

Place Backpacks on the Table

ID Cards are required when working Outside of Class

Notebooks should be turned in prior to taking Cumulative Tests

Seek help from your Instructor when having difficulties
COURSE DESCRIPTION
This is a modern college algebra course based upon a function approach with emphasis on the following:

- Critical thinking to formulate decisions and problem solving based on reasoning and analysis
- Mathematical modeling: Synthesizing information from a variety of sources to solve real world problems and interpret the results.
- Technology: Using technology appropriately to enhance conceptual understanding, visualization, and inquiry. A graphing calculator is required for every student.

This course includes the study of functions which include polynomials, rational, absolute values, exponents, radicals, linear and quadratic; graphing of polynomials, rational, exponential and logarithmic equations and inequalities; solution of system of equations using a variety of methods including determinants and matrices; other topics covered include progression, binomial theorem, partial fractions, and set theory.
TEXT AND REQUIRED MATERIALS:
Textbook: College Algebra Larson/Hostetler 8th edition
Publisher: Houghton Mifflin

Required material: Graphing calculator (Texas Instrument 83-plus or 84-plus silver recommended), graph paper, notebook, pencils, and textbook. Please bring these to class every time.

STUDENTS FOR WHOM THE COURSE IS INTENDED:
1. Undergraduate students wishing to fulfill the mathematics requirements for graduation.
2. Students planning to transfer to a four-year institution.
3. Students majoring in the natural sciences, mathematics, education or medical related areas.

INSTRUCTIONAL OBJECTIVES & MEASURES
1. Students will demonstrate knowledge of the composition and properties of the Real Number System.
2. Students will demonstrate knowledge and a basic understanding of polynomial functions (linear, quadratic, and others) by being able to perform various operations which include addition, subtraction, multiplication, division, composition, solution of equations, and graphing of these functions.
3. Students will use critical thinking to formulate decisions and problem solving based on reasoning and analysis.
4. Students will be able to synthesize information from a variety of sources to solve problems and interpret results.
5. Students will demonstrate knowledge and a basic understanding, as well as techniques to solve equations of non-polynomial functions, which include:
   - Exponential
   - Radicals
   - Absolute Values
   - Rational
   - Logarithmic
6. Students will be to formulate and solve basic real world problems whose models are non-polynomial.
7. Students will be able to solve linear, quadratic, other polynomial form, rational, radical, absolute value inequalities.
8. Students will demonstrate knowledge and a basic understanding of the Cartesian coordinate system, and will be able to identify families of graph which includes:
linear, quadratic, cubic, even and odd degree polynomials, rational, exponential and logarithmic.

9. Student will be able to solve systems of equations by several methods; those methods include determinants and matrices.

10. Students will be familiar with the set of Complex numbers, their properties and operations.

11. Students will be able to recognize arithmetic and geometric series; to be able to find means between two given terms; to find sums and the terms of a sequence.

TOPIC OUTLINE

Prerequisites are in Chapter P which we may refer to, but not be assigned.

- Chapter 1  Equations and Inequalities
- Chapter 2  Functions and Graph
- Chapter 3  Polynomial and Rational Functions
- Chapter 5  Exponential and Logarithmic Equation
- Chapter 6  Systems of Equations and Inequalities
- Chapter 7  Matrices and Determinants
- Chapter 8  Topics from Analytic Geometry

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization
ATTENDANCE POLICY

The instructor places high value on class attendance and punctuality. If you must be absent and you know ahead of time, please inform the instructor. Students will be warned of the danger of becoming “excessively absent” if more than four class periods are missed. Any combination of two tardies or two early-outs will count as one absence.

Students who miss class or are tardy or early out after being warned of excessive absences will be dropped from the class and given a grade of “EW”.

COURSE PARTICIPATION, EVALUATION & ASSESSMENT

Class participation is important. This is one reason a high value is placed on attendance. You will be expected to answer questions over the material covered in class.

Homework assignment will be given each class meeting. Assigned problems are to be worked by the student to assure his or her proficiency in algebra. All homework should be maintained in a notebook.

Quizzes- Daily announced and unannounced quizzes may be given over homework. Missed quizzes CANNOT be made up; however two of your lower quizzes grades will be dropped. Quiz grades will be averaged together and will count as one test grade (100 points) toward your final grade.

Tests – Test will be given approximately each three weeks. Tests will be announced prior to the date given. Each test will count 100 points. The lowest test will be dropped, but if a test is missed it cannot be made up. The lowest test score will be assumed to be the one you missed, so no other test will be dropped if one is absent on test day.

Mid Term Exam – No formal mid term exam will be given, but a unit test may fall during the midterm testing period.

Final Exam – A comprehensive final will be given. The final exam will count 200 points.
Notebook Portfolio – A Notebook must be maintained. It should contain notes from class, completed homework assignments, classwork exercises and other relevant materials or handouts. Notebooks must be turned in at the end of the semester, but they may be checked unannounced at any time. Notebooks count ½ test grade (50 points).

Extra Credit – No opportunities for a project or paper will be given, but extra credit will be given, but this cannot be in lieu of keeping a notebook and doing regular assignments. All extra credit work will be 100% but the weight of it will depend on the accuracy and merit of the work done. Throughout the term opportunities for such credit will be offered. It would be unwise to try to do this at the last minute, since very little is left to be done at the end of the semester.

Grading Scale –

90-100--------------------------A
80-89--------------------------B
70-79--------------------------C
60-69--------------------------D
Below 60--------------------------F

ACADEMIC HONESTY POLICY
Cheating on quizzes or tests, or any other forms of academic dishonesty is prohibited.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

Plagiarism on papers or projects submitted for credit is prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Another person includes other students. Tutors should also see that you are actually doing your own work when you hand it in or put it in your notebook.
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:
Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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Classroom Behavior: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.
Course Name: Trigonometry  
Course Number: MS 133  
Semester and Year: Spring 2012  

Meeting Time & Place: T 4-6:20 p.m.  
Prerequisites: College Algebra MS 123


COURSE DESCRIPTION
Trigonometry is a compound word. *Trigon-* stands for the main subject of the course – triangles; ‘*ometry*’ comes from a Greek word meaning ‘to measure’. So trigonometry studies the relationships that exist between the sides and angles of all triangles. Why bother? Well, since any triangle has three sides, there are six possible ratios that can be made between any two sides. These six ratios pop up in such fields as physics, chemistry, earth science, engineering and other mathematics courses. Trigonometry can also be found everywhere: architecture, rainbows, crystals, space flight, the solar system, the shapes of plants and animals, medicine, aerodynamics, sound waves, light waves, radio waves, electronics, navigation, astronomy, the number of hours of daylight …whew! I’m out of breath. In short, trigonometry applies anywhere we find triangles or triangle-like things in our world. You can appreciate the world around you and be better prepared for many professions after studying trigonometry.

COURSE GOALS

I. GENERAL GOALS
   a. To prepare students for entrance into and success in higher level mathematics courses
   b. To provide practice and develop critical thinking habits in students
II. INSTRUCTIONAL/SPECIFIC OBJECTIVES

All successful students in trigonometry will:

a. Know the various types of angles
b. Know both degree and radian measures and be able to use them interchangeably
c. Know the definition of the six trigonometric ratios and/or functions
d. Know the Reciprocal and Pythagorean identities
e. Know the exact function values for the quadrantal and special angles, i.e. 0°, 30°, 45°, 60°, 90°, 180°, 270°, 360°.
f. Use the definition of the trigonometric functions, inverse trigonometric functions, and trigonometric identities to solve triangles, applied problems whose models are triangles, and equations.
g. Know how to convert complex numbers into polar form and use that form to perform difficult multiplication, division, power and root operations.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

13) Critical Thinking
14) Communication
15) Social and Civic Responsibility
16) Cultural Awareness
17) Mathematical Reasoning
18) Technology Utilization

GRADING POLICY

Quizzes: Announced and unannounced quizzes will be given over homework. Missed quizzes CANNOT be made up; however two of your lower quizzes grades will be dropped. Quiz grades will be averaged together and will count as one test grade (100 points) toward your final grade.

Assignments – Homework assignment will be given each class meeting. A complete assignment sheet for the semester is attached to this syllabus. All homework should be maintained in a notebook.
Notebook Portfolio – A Notebook must be maintained. It should contain notes from class, completed homework assignments, and other relevant materials and handouts. Notebooks will be periodically checked and must be turn in at Mid-semester and at the end of the semester. Notebooks will count ½ test grade (50 points).

Tests – Tests will be announced prior to the date given. Each test will count 100 points. MAKE UP EXAMS ARE ONLY GIVEN ON AN EMERGENCY BASIS, AND WILL REQUIRE A WRITTEN REQUEST.

Mid Term Exam – No formal mid term exam will be given, but a unit test may fall during the midterm testing period.

Final Exam – A comprehensive final will be given. The final exam will count 200 points.

Grading Scale –

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ATTENDANCE POLICY

Punctual attendance of all scheduled class periods is expected. The sequential nature of mathematics means that class absences create learning gaps. These gaps weaken your ability to perform well in this and subsequent classes in mathematics and many of the sciences. Students will be warned of the danger of becoming “excessively absent” in this if three classes are missed.

CLASSES WHICH MEET THREE TIMES PER WEEK – 4 Absences
CLASSES WHICH MEET TWO TIMES PER WEEK – 3 Absences
CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences
Excessively Absent is defined in the following manner:

- **CLASSES WHICH MEET THREE TIMES PER WEEK** – 6 Absences
- **CLASSES WHICH MEET TWO TIMES PER WEEK** – 5 Absences
- **CLASSES WHICH MEET ONE TIME PER WEEK** – 3 Absences

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

**STUDENT RESPONSIBILITIES** –

Students are expected to be in class, be attentive, participate, possibly demonstrate or work homework problems on the board or overhead. Textbooks, graphing calculator, notebook and pencil must be brought to class each meeting.

**ACADEMIC HONESTY POLICY**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

**CAMPUS SUPPORT SERVICES**

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Classroom Behavior: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class. Students are required to be respectful to their instructor and all classroom peers.

Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.
INSTRUCTOR INFORMATION:
Instructor: Alida Gookin
Cell Phone #: 662-357-8379

Email Address: alidajohnson@yahoo.com
Office Hours: By appointment only


Required: TI 83 or 84 Plus Graphing Calculator, graph paper.

Highly recommended: Access to Microsoft Excel 2007 spreadsheet. If you have a laptop computer with this program on it, you may bring it to class.

COURSE DESCRIPTION

Finite Mathematics provides an understanding between mathematics and the application of mathematics to real world problems. Topics to be covered include a review of algebra concepts, linear programming, the Simplex Method, sets and counting, probability and statistics.

Instructional Objectives

1. Students will be able to graph & solve linear equation and inequalities.

2. Students will be able to solve systems of equations and inequalities using graphing, substitution, Gauss-Jordan elimination method, matrices and by using a graphing calculator.

3. Students will be able to perform various arithmetic operations on matrices.
4. Students will be able to use matrices to solve real world problems.

5. Students will use Linear Programming, A Geometric Approach, to solve simple application problems.

6. Students will the Simple Method to solve Maximum and Minimum application problems.

7. Students will understand the fundamental principles of sets and counting (permutations & combinations).

8. The Binomial Theorem will be explored and presented in a form using permutation/combination.

9. Students will be able to define and illustrates the concepts of experiments, outcomes, sample spaces and events as it relates to Probability.

10. Students will be able to solve conditional and non-conditional probability problems.

11. Students will understand how statistics can be used to collect, describe, analyze and predict outcomes.

12. Students will be able represent and interpret data in a graphical form, calculate and understand the different measures of central tendency, and understand what a normal distribution is.

**PCCUA CORE COMPETENCIES**

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

19) Critical Thinking  
20) Communication  
21) Social and Civic Responsibility  
22) Cultural Awareness  
23) Mathematical Reasoning  
24) Technology Utilization

**GRADING POLICY**

**Quizzes**- Announced and unannounced quizzes will be given over homework. Missed quizzes CANNOT be made up; however two of your lower quizzes grades will be dropped. Quiz grades will be averaged together and will count as one test grade (100 points) toward your final grade.
**Math project** – Mathematical projects may be selected, with the approval of the instructor, from those presented at the end of most chapters and counted as extra credit. Projects will be given a grade of 100%, but the weight of the points will be determined by the extent, accuracy, and overall merit of the project.

**Assignments** – Homework assignment will be given each class meeting. A complete assignment sheet for the semester is attached to this syllabus. All homework should be maintained in a notebook.

**Notebook Portfolio** – A Notebook must be maintained. It should contain notes from class, completed homework assignments, and other relevant materials and handouts. Notebooks will be periodically checked and must be turned in at Mid-semester and at the end of the semester. Notebooks will count ½ test grade (50 points).

**Tests** – Four unit tests will be given. Each test will count 100 points. The lowest test score will be dropped, but if you are absent when a test is given, there will be no make-up test, but the test you missed will be the one dropped.

**Mid Term Exam** – No formal mid term exam will be given, but a unit test may fall during the midterm testing period.

**Final Exam** – A comprehensive final will be given. The final exam will count 200 points.

Grades will be awarded using the Grading Scale that follows:

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ATTENDANCE POLICY

Punctual attendance of all scheduled class periods is expected. The sequential nature of mathematics means that class absences create learning gaps. These gaps weaken your ability to perform well in this and subsequent classes in mathematics and many of the sciences. Students will be warned of the danger of becoming “excessively absent” after the 1st and 2nd absences. Students who miss this class three times will reach the Excessively Absent state.

Students who become “Excessively Absent” will be dropped from this class and awarded a grade of “EW”.

Students who are tardy or leave class early will be assessed one-half day absence.

STUDENT RESPONSIBILITIES –

Students are expected to be in class, be attentive, participate, possibly demonstrate or work homework problems on the board or overhead. Textbooks, graphing calculator, notebook and pencil must be brought to class each meeting.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.
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Disclaimer:
This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.

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. http://www.adhe.edu/ (Click) Arkansas Course Transfer System.
Tentative Topics Outline

A. Introduction and overview of syllabus
B. Section 1.1 Coordinate System and Graphs
C. Section 1.2 Linear inequalities
D. Section 1.3 The intersection point of a pair of lines
E. Section 1.4 Slope of Straight Line

A. Section 1.5 The Method of Least Squares
B. Section 2.1 Solving Systems of Linear Equations
C. Section 2.2 Solving Systems of linear Equations, II
D. Section 2.3 Arithmetic operations on Matrices

A. Review & quiz over homework
B. Section 2.4 The Inverse of a Matrix
C. Section 2.5 The Gauss Jordan method for Calculating inverses
D. Section 2.6 – Output analysis

A. Review for Unit Test 1 - Chapter 1 & 2
B. Section 3.1 A Linear Programming Problem
C. Section 3.2 Linear Programming I

A. Unit Test – Chapter 1 & 2 (11 sections)
B. Section 3.3 Linear Programming II

A. Section 4.1 Slack Variables and the Simplex Tableau
B. Section 4.2 The Simplex Method I: Maximum Problems
C. Section 4.3 The Simplex Method II: Minimum Problems

A. Section 5.1 Sets
B. Section 5.2 A Fundamental Principle of Counting
C. Section 5.3 Venn Diagrams and Counting
D. Section 5.4 The Multiplication Principle
E. Review for Unit Test on Chapters 3 & 4 (6 sections)

A. Unit Test Chapter 3 & 4
B. Section 5.5 Permutations and Combination
C. Section 5.6 Further Counting Problem
D. Section 5.7 The Binomial Theorem
A. Section 6.1 Introduction
B. Section 6.2 Experiments, Outcomes, Sample Spaces and Events
C. Section 6.3 Assignment of Probabilities
D. Section 6.4 Calculating probabilities of Events
E. Review for Test on Chapter 5

March 24, 2010 - Spring Break

A. Test on Chapter 5 (7 sections)
B. Section 6.5 Conditional Probability and Independence
C. Section 6.6 Tree Diagrams
D. Section 6.7 Bayes Theorem
E. Section 6.8 Simulation

A. Review for test on Chapter 6
B. Section 7.1 Visual Representation of Data
C. Section 7.2 Frequency and Probability Distributions
D. Section 7.4 The Mean
E. Section 7.5 The Variance and Standard Deviation
F. Section 7.6 The Normal Distribution

A. Unit Test on Chapter 6 (8 sections)
B. Section 10.1 Interest
C. Section 10.2 Annuities
D. Section 10.3 Amortization of Loans
E. Section 10.4 Personal Financial Decisions

April 28, 2010 Review for final exam (Chapter 7 & 10 will weight more heavily)

May 5, 2010 – Final Exam
Study Hints

Taking a college class that meets only once a week puts a tremendous burden of responsibility and self-discipline upon a student.

Taking a mathematics class, which in itself requires daily diligence, is even tougher.

However, these are some suggestions to help you keep on track.

1) Read and study the sections that your instructor will present in class ahead of time. You then will be somewhat familiar with the material, and you will know what particular things to be especially attentive to in the lesson presentation that will be given on those sections. You should learn the words that are in bold-faced print and be familiar with the examples given in the book. Practice using your graphing calculator or Excel worksheets when the material presents it.

2) Pay close attention to all examples and homework problems the instructor gives in the class. If you don't understand something, ask the instructor to re-explain.

3) Since each section’s homework assignment may be as many as 30 problems, and you may have as many as four sections to cover in any given week, you must start working on homework within the next 24 hours after the class ends. Pace yourself. For example, by Friday evening have the first section’s homework completed, by Saturday evening the second section and by Sunday evening the third. If there is a fourth, do it by Monday evening. On Tuesday review all the work as if studying for a test. Keep in mind, a college student should expect to spend one to two hours studying for a math class outside of class for every one hour spent in class. For this class, that means three to six hours of homework a week.

4) Ask questions in class on homework you could not get and make notes on these as the teacher explains. If you have more than five or six problems you could not do, try to get special help. There is a DVD on this course available, or you may ask the teacher to meet with you at another time.

Be warned that if you procrastinate, you may forget how to do the problems which were taught in class. In this case, you must try to re-teach yourself by studying your notes or by studying the book.
Course Name: Applied Mathematics for Students of Science  
Course Number: MS 213  
Semester and Year: Fall 2011

INSTRUCTOR INFORMATION:  
Instructor: Thomas Moss  
Office Location: C104  
Office Phone #: (870) 673-4201 x1831  
Email Address: tmoss@pccua.edu  
Office Hours: As posted

Meeting Time & Place: TBD  
Prerequisites: MS 1123  
Corequisites: CY 114

Required Laboratories:  
Credit Hours: 3

CATALOG COURSE DESCRIPTION

A course designed to provide the mathematical skills needed for students of the physical, biological, and health sciences. Topics covered include scientific notation, logarithms, electronic calculator, significant figures, statistics, graphing, and functional relationships.

EXPECTED LEARNING OUTCOMES

01. Show proficiency in unit conversions  
02. Understand exponents and logarithms  
03. Determine simple x-y relationships

INSTRUCTIONAL OBJECTIVES & MEASURES

Points will be given based on the correct completion of homework, quizzes, other assignments, and the final exam. Homework may be assigned from each subject covered during the semester. The final exam will cover material from the subjects listed. The students will each receive a letter grade based on the percentage of points acquired to the total points available.
TENTATIVE SCHEDULE

The dates listed below will change as needed.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Subject:</th>
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<tbody>
<tr>
<td>Aug. 15</td>
<td>Calculators/Significant Figures</td>
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<td>Aug. 22</td>
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<td>Aug. 29</td>
<td>Percent</td>
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<td>Sept. 05</td>
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<tr>
<td>Sept. 12</td>
<td>Exponential Numbers</td>
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<td>Sept. 19</td>
<td>Logarithms</td>
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<td>Sept. 26</td>
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<tr>
<td>Oct. 03</td>
<td>Algebra: First Degree Equations</td>
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<td>Oct. 10</td>
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<tr>
<td>Oct. 17</td>
<td>Algebra: Second and Higher Degree Equations</td>
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<td>Oct. 24</td>
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<td>Oct. 31</td>
<td>Functional Relationships</td>
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<td>Nov. 07</td>
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<td>Nov. 14</td>
<td>Graphs</td>
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<tr>
<td>Nov. 21</td>
<td>Introduction to Statistics</td>
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PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization

TEXT AND READING MATERIALS

No textbook is required for this course.

Publisher

N/A

GRADING POLICY

The students will each receive a letter grade based on the percentage of points acquired to the total points available. The lowest score on the weekly quizzes will be dropped. When determining total points available, the daily quiz points will be reduced by about five percent.

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ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. If a student is absent, it is his or her responsibility to find out what assignments were made for the next class. A student with more than four class absences may be dropped from the course.

PARTICIPATION

Students are expected to participate in class by answering questions and following instructions.

COURSE EVALUATION & ASSESSMENT

An assessment sheet will be given to the students early in the course. The same sheet will be given at the end of the course, and the students' responses will be compared.

MISSED OR LATE ASSIGNMENTS AND EXAMS

The students will be notified whenever a weekly quiz is scheduled. They are expected to be present with the proper materials (pencil and calculator) on that day. A student who cannot be present for a weekly quiz due to illness or emergency should contact the instructor on or before the scheduled day to make alternative arrangements.

Any makeup quiz will be given at the discretion of the instructor. The instructor reserves the right to give a makeup quiz that is different from the original.

The instructor reserves the right to decline assignments turned in late or to accept with points deducted for being late.

ACADEMIC HONESTY POLICY

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.
The penalty for academic dishonesty in this course is a “0” for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

LABORATORY PROCEDURES

No Laboratory work is required for this course.

CAMPUS SUPPORT SERVICES

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CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.
Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may make the subjects covered on certain dates change.

INSURANCE

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Calculus I  
Course Number: MS 215  
Academic Year: Spring 2012

Meeting Time & Place: C205

Prerequisites: MS 123 and MS 133

Credit Hours: 5  
Lecture Hours: MTWTh 11:00-12:20 p.m.

Revision Date: January 9, 2012

I. 
II. INSTRUCTOR INFORMATION:
Instructor: Chris Maloney

Office Location: C205

Office Phone #: (870)-338-6474 ext. 1352

Email Address: cmaloney@pccua.edu

Office Hours: TBA


STUDENT LEARNING OUTCOMES: This course is serves as a general introduction to Calculus with analytic geometry. By the end of the course, students will be able to demonstrate knowledge of limits, the definition of the derivative, derivative formulae, extrema and optimization, curve sketching, related rates, definite and indefinite integrals, basic integration techniques, arc length; and volumes and surfaces of revolution among other topics.
CATALOG DESCRIPTION: Prerequisites: MS 123 and MS 133. MS 133 may be taken concurrently with departmental approval. Calculus I, MS 215, is the first course in Calculus and includes topics of functions (including exponential, trigonometric, and logarithmic), limits, continuity, differentiation, antiderivatives, inverse functions, and introduction to integration. It is strongly recommended that the student should have completed College Algebra (MS 123) and Trigonometry (MS 133), or the equivalent, with a “C” or better.

METHOD OF PRESENTATION: Class time will involve lecture as well as group activities and guided practice. In addition, online media will be used to illustrate or reinforce key concepts. More conventional audio-visual presentation formats may also be used (such as video and overhead projection).

MATERIALS: Textbook, notebook, pencil, and graphing calculator. These items should be brought to class daily.

ATTENDANCE: Attendance is essential to success in this and all other college courses. I reserve the prerogative to drop any student from the course who has more than three unexcused absences*. Such students will receive a grade of EW. If you must miss class please either leave a voicemail message (ext. 1352) or contact me via email (cmaloney@pccua.cc.ar.us)

HOMEWORK: Homework will be assigned at almost every class meeting. *Minor quizzes based upon the homework will be given at random not less often than once per week. Some weeks you may have a minor quiz every day. Minor quizzes will rarely if ever be announced. These minor quizzes will be based upon homework assigned during the previous four class meetings. If you miss a minor quiz there is only one way to make it up: by turning in the homework assignment which is the subject of the quiz. You must turn in this assignment on the day following the day of the quiz if you wish to receive any credit! Remember: 1) It is your responsibility to inform me in advance that you will miss the day of the quiz; 2) It is also your responsibility to find out from fellow students which homework assignment was quizzed. Otherwise you will receive a grade of zero for the quiz. At the end of the semester I will count your average quiz grade as a major exam.
**METHOD OF ASSESSMENT:** Three 1-hour tests and a comprehensive final exam will be given. Students will receive one grade per week (unless it is announced otherwise) either in the form of a quiz or homework assignment.

**EXAMS:** Major exams will be announced in advance of the exam date. Each is worth 20% of your final grade. The final exam is also worth 20% (see Grading Plan).

**GRADING PLAN:**

*Homework/Quizzes: 20%
5 Major exams: 60%
Final exam 20%

Total 100%

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

469
Special policy for computing the final average:

Each student has the opportunity on the final exam to make up for points lost on a previous exam. For instance, suppose that student Jane Doe earns a ‘50%’ on exam II which mainly covers differentiation (chapter 2). This exam is this student’s lowest exam for the semester. After grading Jane Doe’s final exam, I will pay special attention to her performance on questions related to differentiation. Suppose that Jane Doe answers 80% of this material correctly on the final exam. In such a case, I would mark through her 50% on exam II in my gradebook and replace it with a score of 80%. On the other hand, if Jane only answers 30% of the questions correctly, she keeps her original 50% score. My hope is that this policy will encourage each of you to concentrate on your weakest areas while reviewing for the final exam. I also hope that this will encourage you not to give up even if you have done very poorly on an exam or quiz. Please see me for help at the earliest sign of difficulty.

ACADEMIC INTEGRITY: Consequences for cheating and other forms of academic misconduct can result in failure of individual assignments or failure of the course. A first offense will result in a zero for that assignment. A second offense will result in failure of the course.

CLASSROOM CONDUCT: All students are expected to adhere to standards of conduct described in the student handbook. Violation of any provisions therein are considered violations in MS215. Special Cell Phone policy: Cell phones will remain off at all times, not merely silenced. Use of cell phones in class (including, but not limited to texting and talking) will be considered violations of the discipline policy. Only students who are Fire, police, and medical staff may be excused from this rule but even these students must make prior arrangements with me for such an exception.

TO SUCCEED IN THE COURSE:

1. Attend class regularly.
2. Take notes/participate in class discussions & activities.
3. Follow problem solving techniques as outlined in class
   on homework assignments, quizzes, and exams.
4. Try to solve homework problems/answer concept questions both
   independently as well as in group-study.
5. Get help from the instructor at the earliest sign of trouble.
NUMBER OF LECTURE HOURS: 5 hours/week

ASSIGNMENTS: Expect minor quizzes to occur at any time. Usually these will occur at the beginning of class. This quiz will test material (including end-of-chapter questions) covered up to the end of class time of the previous class meeting. In the rare event that a problem set takes the place of a quiz, the due date will be announced at least two class meetings before the assignment is due.

III. 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.

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ACTS may be accessed on the Internet by going to the ADHE Website and searching the site for “Course Transfer”.

http://www.adhe.edu/ (Click) Arkansas CourseTransfer System

*You will receive further instructions later in the semester concerning online assignments I might use in helping to determine the homework/quizzes portion of your average.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Course Name: Calculus II
Course Number: MS 225
Academic Year: Fall 2010

Meeting Time & Place: C205

Prerequisite: MS 133

Credit Hours: 5
Lecture Hours: TBA

Revision Date: August 27, 2010

I. INSTRUCTOR INFORMATION:
Instructor: Chris Maloney

Office Location: C205

Office Phone #: (870)-338-6474 ext. 1352

Email Address: cmaloney@pccua.edu

Office Hours: TBA


Materials: Textbook, notebook, pencil, and graphing calculator. A graphing calculator will be provided if you do not have one. These items should be brought to class daily.
Attendance: Attendance is essential to success in this and all other college courses. I reserve the prerogative to drop any student from the course who has more than three absences. Such students will receive a grade of EW.

Homework: Homework will be assigned at almost every class meeting. Minor quizzes based upon the homework will be given at random at least once per week and possibly every day. Minor quizzes will rarely if ever be announced. These minor quizzes will be based upon homework assigned during the previous four class meetings. If you miss a minor quiz there is only one way to make it up: by turning in the homework assignment which is the subject of the quiz. You must turn in this assignment on the day following the day of the quiz if you wish to receive any credit! Remember: 1) It is your responsibility to inform me in advance that you will miss the day of the quiz; 2) It is also your responsibility to find out from me which homework assignment will be quizzed. I may choose to substitute homework for quizzes in a given assignment. You will be informed in advance in these cases.

METHOD OF ASSESSMENT: Six 1-hour tests and a comprehensive final exam will be given. Students will receive one grade per week (unless it is announced otherwise) either in the form of a quiz or homework assignment. I reserved the right to modify this arrangement during the semester. However, I will let the student(s) know in advance in these cases.

Exams: Major exams will be announced in advance of the exam date. Each is worth 20% of your final grade. The final exam is also worth 20% (see Grading Plan).

Grading Plan:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>6 major exams</td>
<td>10% each x 6 = 60%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading Scale:

A  90 – 100
B  80 – 89
C  70 – 79
D  60 – 69
F  below 60

Special policy for computing the final average:

Every student will have a second chance to raise her or his lowest major exam grade before it is averaged into the final course grade. This second chance will depend on the student’s performance on the relevant portion of the final exam. The details of this policy will be explained by the instructor on the first day of class.

ACADEMIC INTEGRITY: Consequences for cheating and other forms of academic misconduct can result in failure of individual assignments or failure of the course. A first offense will result in a zero for that assignment. A second offense will result in failure of the course.

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   independently as well as in group-study.
5. Get help from the instructor at the earliest sign of trouble.

NUMBER OF LECTURE HOURS: 5 hours/week

Assignments: Expect minor quizzes to occur at any time. Usually these will occur at the beginning of class. This quiz will test material (including end-of-chapter questions) covered up to the end of class time of the previous class meeting. In the rare event that a problem set takes the place of a quiz, the due date will be announced at least two class meetings before the assignment is due.

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
INSTRUCTOR INFORMATION:

Instructor: Alida Gookin
Phone #: 870-338-6474 ext. 1308
Office: C-108
Office Hours: As posted

Email Address: alidajohnson@yahoo.com


Required: A calculator may be used for some homework exercises, but it will not be allowed on tests, unless a special portion of the test is designated for that use. Bring your notebook, textbook, and pencils or pens to class each class meeting.

COURSE DESCRIPTION

The course will cover the basics of problem solving, arithmetic, and its principles. The purpose of the course is to ensure that prospective teachers have a basic understanding of the structure of these areas of mathematics, that they can convey such concepts to future pupils, and that they can be better prepared for the Praxis examination in mathematics. This course will include much hands-on work, as well as keeping a good notebook and doing homework problems.

Instructional Objectives

- Students will learn various ways to solve math problems.
• Students will learn the basic structure of our base-10 number system and compare it to number systems with other bases.
• Students will learn about measurement in both traditional system and the metric system.
• Students will learn to identify the various mathematical sets and their properties, as well as set theory.
• Students will learn the basic structures of math and how to use the basic operations on integers, fractions, decimals, and percents.
• Students will learn how to teach to preschool, elementary, and middle school students each concept that they learn using worksheets and hands-on equipment.
• Students will be better prepared to take the mathematical portion of the Praxis examination.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization

GRADING POLICY

Math project – Mathematical projects in the form of independent extra credit work will be offered periodically. This will consist of independent study and written work from sections of the book not covered in class and/or review problems at the end of each chapter. Projects will be given a grade of 100%, but the weight of the points will be determined by the extent, accuracy, and overall merit of the independent study project.
Assignments – Homework assignment will be given each class meeting. The homework will consist of studying the text using the study guide, most of which should be completed before coming to class, as well as problems from the end of each section.

Notebook Portfolio – A Notebook must be maintained. It should contain notes from class, completed homework assignments, and other relevant materials and handouts. Notebooks will be periodically checked and must be turned in at Mid-semester and at the end of the semester. Notebooks will count ½ test grade (50 points).

Tests – A test will be given approximately every three weeks. Each test will count 100 points. The lowest test score will be dropped, but if you are absent when a test is given, there will be no make-up test, but the test you missed will be the one dropped.

Mid Term Exam – No formal midterm exam will be given, but a unit test may fall during the midterm testing period.

Final Exam – A comprehensive final will be given. The final exam will count 200 points; however, 100 points of this exam will be a teaching presentation over some topic that relates to this course.

Grades will be awarded using the Grading Scale that follows:

90-100------------------------A
80-89------------------------B
70-79------------------------C
60-69------------------------D
Below 60------------------------F
ATTENDANCE POLICY

Punctual attendance of all scheduled class periods is expected. The sequential nature of mathematics means that class absences create learning gaps. These gaps weaken your ability to perform well in this class. Students will be warned of the danger of becoming “excessively absent” after the 1st and 2nd absences. Any combination of two tardies or two early outs will count as an absence. Students who miss this class three times will be dropped from this class and given a grade of “EW”.

STUDENT RESPONSIBILITIES –

Students are expected to be in class, be attentive, participate, possibly demonstrate or work homework problems on the board or overhead. Textbooks, notebook, and pencil must be brought to class each meeting. Compass and protractor will be brought as needed.

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STUDY HINTS - PLEASE READ CAREFULLY

Taking a college class that meets only once a week puts a tremendous burden of responsibility and self-discipline upon a student. Taking a mathematics class, which in itself requires daily diligence, is even tougher. However, these are some suggestions to help you keep on track.

1. Read and study the sections that your instructor will present in class ahead of time. You then will be somewhat familiar with the material, and you will know what particular things to be especially attentive to in the lesson presentation that will be given on those sections. You should learn the words that are in bold-faced print and be familiar with the examples given in the book. Pay close attention to all examples and homework problems the instructor gives in the class. If you don’t understand something, ask the instructor to re-explain.

2. Since each section’s homework assignment may require an hour or more to complete, and you may have as many as four sections to cover in any given week, you must start working on homework within the next 24 hours after the class ends. Pace yourself. For example, by Friday evening have the first section’s homework
completed, by Saturday evening the second section and by Sunday evening the third. If there is a fourth, do it by Monday evening. On Tuesday review all the work as if studying for a test. Keep in mind, a college student should expect to spend one to two hours studying for a math class outside of class for every one hour spent in class. For this class, that means three to six hours of homework a week.

3. Ask questions in class on homework you could not get and make notes on these as the teacher explains. If you have more than five or six problems you could not do, try to get special help. You may ask the teacher to meet with you at another time, preferably earlier in the afternoon on Wednesday or Thursday.

4. Be warned that if you procrastinate, you may forget how to do the problems which were taught in class. In this case, you must try to re-teach yourself by studying your notes or by studying the book.

5. If I give you work to do on blackboard, you must meet all deadlines. Study the material before you try to take any quiz on blackboard.
**COURSE DESCRIPTION**

This course is designed for students majoring in Elementary or Middle School Education. This course will provide students with hands-on, intuitive approach to the study of problem solving, sets and logic, systems of numeration, number system and operations and elementary number theory. Manipulatives, calculators and other technology will be integrated throughout this course.

1. Critical thinking to formulate decisions and problem solving based on reasoning and analysis.
2. Mathematical modeling: Synthesizing information from a variety of sources to solve real world problems and interpret the results.
3. Technology: Using technology appropriately to enhance conceptual understanding, visualization, and inquiry. A graphing calculator is required for every student.

**COURSE GOALS**

The overall goal for this course is to assist teachers of math to understand and then to impart to their students, what math is and what it means to do math. Mathematics is a science and a process of making sense of things. Students will come to know that mathematics is not just performing the basic operations on sets of numbers and variables, but it involves investigating, verifying, exploring, explaining, discovering, conjecturing, describing, and so on.
This course is also designed to help students discover that mathematics in school can be enjoyable and fun, both to learn and to teach. Not all will come to enjoy mathematics equally and very few will get as excited about it as I am, but hopefully all will develop an appreciation and confidence in their ability to do mathematics.

**INSTRUCTIONAL OBJECTIVES & MEASURES**

1. Students will be able to demonstrate alternative approaches to the traditional teaching and learning of mathematics.
2. Students will develop mathematical concepts and procedures.
3. Students will examine strategies for problem solving such as, looking for a pattern, examining a related problem, examining a simpler case, making a table, identifying a sub goal, working backward, direct reasoning, and inductive reasoning.
4. Students will develop their skills in generalizing, writing an equation and algebraic thinking.
5. Students will be able to describe sets, perform set operations, and use properties of sets to solve problems.
6. Students will discover the meaning of function.
7. Students will review and use numerous algorithms manipulatives to add, subtract, multiply and divide Real Numbers.
8. Students will review several ways of promoting mental math and estimation for Real Number operations.
9. Students will discover various rules of divisibility for whole numbers.
10. Students will have a clear understanding of terms such as prime and composite numbers, greatest common divisor, least common multiple.
11. Students will become familiar with the major goals of the NCTM Standards Document.

**PCCUA CORE COMPETENCIES**

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

25) Critical Thinking  
26) Communication  
27) Social and Civic Responsibility  
28) Cultural Awareness  
29) Mathematical Reasoning  
30) Technology Utilization

**TEXT AND READING MATERIALS:** (Required – bring to every class)

**Authors:** Billstein R., Libeskind S., and Lott J.,

Publisher: Pearson Addison Wesley

GRADING POLICY

Final grade will be determined using the following Criteria:

- Three unit tests --------------------------- 300 points (Test #3 includes Final)
- Two Lesson Plans------------------------ 200 points
  (Includes a 20 minute presentation; for each)
(Tutoring a ICL (EA) student for 3 hours can take the place of one presentation)

- Notebook--------------------------------- 150 points (3 checks)
- Two Math Article Reviews (1 page)-------- 100 points
  OR (Assigned by Instructor)

- Two Internet Math websites reviews (1 page)------ 100 points

Total ----------------------------- 750 points

Grading Scale

750 - 675 pts. -------- A
674 - 600 pts. -------- B
599 – 525 pts. -------- C
524 – 450 pts -------- D
449 or Below -------- F
ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if one class is missed. Students who become “excessively absent”, i.e. miss three (3) or more classes (or 1+ class in a one day per week meeting class) will be dropped from the class and awarded a grade of “EW”.

1. A one night meeting class per week : 1 absence = 3 absences in a MWF class.

(Students will be expected to attend class at their scheduled class time, arrive on time, and to remain for the complete class time. If student must be absent, he/she will notify the Instructor in advance, if possible or within 24 hours of the absence. Place a page in said notebook stating why student was absent for that date. Students are responsible for staying on schedule and completing all the objectives required for the course. Students will be notified when they become excessively absent or tardy.)

2. Students can earn an extra 10 % points to their final grade for prefect attendance : (zero classes tardy, and zero absences.).

PARTICIPATION

This class will be taught as a hands-on class. Manipulatives, calculators and other technologies will be incorporated into the teaching and learning in this class. Cooperative learning will be a vital part of this class, thus attendance and participation are very important to your success in this class.

(There is a Pre test and a Post Test : These are taken at the beginning and at the end of the course in order to calculate success in the course.)

ACADEMIC HONESTY POLICY

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**CAMPUS SUPPORT SERVICES**

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**Classroom Behavior**

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

*(All students must read the Student Discipline Policy – PCCUA Administrative Procedure 405.01. It is online at PCCUA’s homepage. Go to the student menu and then to the student handbook.)*

Be on time; Do not leave early; No food nor drinks will be allowed in the classroom.
Disclaimer
This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.

Insurance
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http://www.adhe.edu/ (click) Arkansas Course Transfer System

Math Structures II
Assignment Sheet

Chapter 7 - Probability

Section 7.1, page 443—1, 2, 3, 12, 16, 19, 20
Section 7.2, page 461—1, 2, 8, 11, 22
Section 7.3, page 472—1, 7, 8, 16, 20
Section 7.4, page 482—1, 4, 6, 11, 14, 22
Review – Page 498—1, 2, 3, 4, 8, 9, 12, 22, 26, 29
Chapter 8 – Data Analysis/Statistics (An Introduction)

Section 8.1, page 517 ------1, 2, 3, 6, 11
Section 8.2, page 545------ 1, 2, 4, 10, 11, 20, 31
Section 8.3, page 559 ------2, 5,9, 18, 19, 23, 33
Review - Page 565 ------1, 2, 11,25,26,28

*****Unit Test I and First Lesson Plan due   (Pick date for presentation #1)

Notebook Check #1

Chapter 9 – Introductory Geometry

Section 9.1, page 584 ------1, 5, 6, 7, 11, 14, 16
Section 9.2, page 597------1, 3, 4, 8, 9
Section 9.3, page 609-------1, 5, 7, 8, 12, 15
Section 9.4, page 623-------1, 9,11, 15, 16, 17
Review - Page 639 ---- 1,2, 3, 4, 5, 8, 10, 25, 29

*****First Article Review is due.

Chapter 10 – Constructions, Congruence, and Similarity

Section 10.1, page 658------- 1,2,3, 6, 9, 12, 15, 18, 21
Section 10.2, page 666 ------ 6, 15, 17, 21, 23, 24
Section 10.3, page 677------- 2, 3, 10, 15, 23
Section 10.4, page 691———1, 2, 3, 9, 16

Section 10.5, page 706———1, 2, 3, 4, 5, 6, 11

Section 10.6, page 725———1, 2, 4, 5, 6

Review - Page 731 —---1, 2, 6, 15, 20, 22, 25

*****Unit Test 2 and Second Lesson Plan due. (Pick date for presentation #2)

Notebook check #2

Chapter 11 – Concepts of Measurement

Section 11.1, page 746———2, 4, 6, 8, 10, 22, 29

Section 11.2, page 764———1, 2, 3, 5, 6, 15, 40

Section 11.3, page 781———1, 2, 5, 6, 9, 16, 19

Section 11.4, page 793———2, 3, 7, 10, 16

Section 11.5, page 816———1, 2, 4, 5, 6

Review - Page 823 —---1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 18, 21, 27

*****Second Article Review is due.

Chapter 12 – Motion Geometry and Tessellations

Section 12.1, page 839———1, 2, 3, 4, 5, 11, 13, 15, 24

Section 12.2, page 854———1, 5, 8, 13

Section 12.3, page 864———1, 2, 3, 4, 6

Section 12.4, page 874———2, 6, 7, 9, 19

Section 12.5, page 884———1, 2, 5, 8, 17

Review - Page 888 —---1-24 odd

Class Course Review and any remaining Presentations

*****Unit Test #3, with Final Exam, and Post Test

Notebook check #3

491
Course Name: Music Appreciation  
Course Number: MSC-223-H1  
Academic Year: Spring 2012  
Prerequisite: None  
Meeting Time & Place: 12:30 M-W FA105  
Credit Hours: 3  
Revision Date: 01/10/2012

INSTRUCTOR INFORMATION:  
Instructor: Kirk Whiteside  
Office Location: Fine Arts 101  
Office Phone #: (870) 338-6474 ext. 1327  
Email Address: kwhite@pccua.edu  
Cell-901-568-2166

COURSE DESCRIPTION

Students will be introduced to musical terminology as related to the study of musical eras, composers, styles and forms in musical development particularly regarding Western civilization.

EXPECTED LEARNING OUTCOMES

1. Students will have an understanding of the major historical eras.
2. Students will have a working knowledge of significant composers from the various eras.
3. Students will have a working knowledge of musical instruments, musical styles, as well as form in music.
4. Students will have a greater awareness of the importance of music in everyday life.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking  
2) Communication  
3) Social and Civic Responsibility  
4) Cultural Awareness  
5) Mathematical Reasoning  
6) Technology Utilization
TEXT AND READING MATERIALS:


REQUIRED CONCERT ATTENDANCE:

Attendance at three concerts, musical theatre, or musical events, from a list provided by the instructor is the minimum requirement; accompanied by a program/ticket from the concert and a critique of the experience using terminology appropriate to the course. You may attend a concert that is not on the list, provided permission is granted by the instructor prior to attendance.

GRADING POLICY
The student will be evaluated on their success and effectiveness in meeting the following requirements:

Daily Grade (homework, participation in class discussions, exercises, etc.) 10%

Five (5) test taken from your textbook and lectures 50%

Attendance and written critique of 3 performances 30%

Composer/YouTube Project 10%

ATTENDANCE POLICY
Due to the nature of this class, attendance is of the utmost importance. Three (3) absences will be allowed, thereafter, your grade will be lowered one letter per each additional absence. Certain situations, emergencies or medical conditions may be excused by the instructor; however, notification must be made before the class is missed. If you are to miss class, please notify the instructor as soon as possible and remember, it is your responsibility to be prepared for any class assignments, test, or concert critiques assigned during your absence.
MISSED OR LATE ASSIGNMENTS AND EXAMS
You will not be allowed to make up any test, critiques, or assignments without prior consent of the instructor.

CELL PHONES

The use of cell phones and or texting during class is strictly prohibited.

ACADEMIC HONESTY POLICY

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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
BEGINNING PIANO CLASS

MSC 153 – THREE CREDIT HOURS

Instructor: Dagmar Bergan

Office: FA 104

Phone: 338-6474, Ext. 1154

MSC 153 Beginning Piano

3 hrs. lec., 3 credits

DESCRIPTION:

Group piano lessons for the beginning adult with emphasis upon learning the keyboard, musical and rhythmic notation, and playing simple songs.

PURPOSE:

This course is for the student that has no previous piano training. Although the class is an ensemble setting, it is structured to allow time for each student to work with the instructor on an individual basis.
OBJECTIVES:

1. Learning to play written notation with the correct rhythms.
2. Learning technical control.
3. Becoming familiar with composers and their respective styles.
4. Learning to notate music correctly.

REQUIRED TEXT:


REQUIRED MATERIALS:

Headphones with a ¼ inch plug, not an RCA plug. If needed, adapters may be purchased. Students must have a (or access to) a keyboard/piano on which to practice.

ATTENDANCE:

Students must attend class. Two classes may be missed without affecting the grade.

Repeated lateness will have a negative affect on the grade
TESTS:

Students will be required to play for a grade every three weeks and complete written assignments. Playing tests will account for one-half of the final grade and the written assignments will account for one-fourth of the final grade.

FINAL EXAM:

The final exam will consist of performing two pieces, tailored to the skills of the individual student, and playing scales/chords. The final exam will account for one-fourth of the final grade.

GRADING SCALE FOR WRITTEN PART:

100 - 90 = A  89 – 80 = B  79 – 70 = C  69 – 60 = D  59 – 0 = F

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.
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Classroom Behavior:
Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

Disclaimer:
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NOTE: Please feel free to discuss with me any problems, questions, or suggestions you might have.
BEGINNING PIANO CLASS

MSC 163 – THREE CREDIT HOURS

Instructor: Dagmar Bergan
Office: FA 104
Phone: 338-6474, Ext. 1154

MSC 163 Intermediate Piano
3 hrs. lec., 3 credits
Prerequisite: MSC 153.

DESCRIPTION:

A continuation of MSC 153, Beginning Piano.

Group piano lessons for the beginning adult with emphasis upon learning the keyboard, musical and rhythmic notation, and playing simple songs.

PURPOSE:

This course is for the student who has completed MSC 153. Although the class is an ensemble setting, it is structured to allow time for each student to work with the instructor on an individual basis.

OBJECTIVES:

1. Learning to play written notation with the correct rhythms.
2. Learning technical control.
3. Becoming familiar with composers and their respective styles.
4. Learning to notate music correctly.
REQUIRED TEXT:


REQUIRED MATERIALS:

Headphones with a ¼ inch plug, not an RCA plug. If needed, adapters may be purchased. Students must have a (or access to) a keyboard/piano on which to practice.

ATTENDANCE:

Students must attend class. Two classes may be missed without affecting the grade. Repeated lateness will have a negative affect on the grade.

TESTS:

Students will be required to play for a grade every three weeks and complete written assignments. Playing tests will account for one-half of the final grade and the written assignments will account for one-fourth of the final grade.

FINAL EXAM:

The final exam will consist of performing two pieces, tailored to the skills of the individual student, and playing scales/chords. The final exam will account for one-fourth of the final grade.

GRADING SCALE FOR WRITTEN PART:

100 - 90 = A  89 – 80 = B  79 – 70 = C  69 – 60 = D  59 – 0 = F

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NOTE: Please feel free to discuss with me any problems, questions, or suggestions you might have.
COURSE SYLLABUS
SPRING 2012

SUBJECT AREA: Philosophy

COURSE TITLE: Introduction to Philosophy

COURSE NUMBER: PHIL 153

COURSE SEMESTER CREDIT HOURS: Three

INSTRUCTOR'S NAME: Mr. Chris Maloney

MEETING LOCATION: C205

OFFICE LOCATION: C205

OFFICE PHONE #: 870-338-6474/ext. 1352

EMAIL ADDRESS: cmaloney@pccua.edu

LECTURE HOURS TTh 9:30-10:50 a.m.

PREREQUISITE: MS 1023

OFFICE HOURS: TBA

CONTACT INFORMATION:
TEXTBOOKS:


Students should bring the Soccio text to class at each meeting. Plato’s Republic may be purchased online for less than $5.00. We will begin reading and discussing this classic work during week 6 unless I announce otherwise (see the tentative class schedule below).

COURSE DESCRIPTION:

Philosophy 153 serves as a general introduction to philosophy for majors and non-majors alike. It is a survey course of the major contributions to philosophical thought, primarily within the western tradition.

COURSE GOALS:

Students will be familiar with sample ideas and arguments from some of the most influential philosophers in history. Most of these have been selected from the ancient and medieval periods of the western tradition (see course schedule below). Students will analyze philosophical ideas in spoken and written form.

The first two goals aim at the less measurable but probably more important goal: by following the curriculum, students will learn what it means to think philosophically.

METHOD OF PRESENTATION:

The material will be introduced in the lecture format and in class discussions. Socratic questioning will be a central feature of classroom discussions. Slideshows, online media and other such resources will also be used in instruction.

ATTENDANCE:

Attendance is expected. For classes meeting twice per week, such as this one, two absences are considered excessive. A student can potentially receive an ‘EW’ and be dropped from the course for excessive absences (see student handbook). Please note: This policy only describes my right to drop an excessively absent student. Any student who wishes to drop the course is entirely responsible to make sure this happens before the appropriate deadline. Again, no student is guaranteed a grade of ‘EW’ simply due to nonattendance. Makeup’s for missed exams are possible only by prior arrangement. You
may not make up a missed daily assignment. If you must miss class, please inform the instructor in advance. It is your responsibility as a student to contact classmates to obtain notes and assignments. If you are absent, you must still turn in all assigned work on time to receive full credit.

**METHOD OF EVALUATION:**

Final grades will be based on the following criteria:

- Daily Grades_____________________15%
- 3 Exams_________________________ 60%
- Final Exam_______________________20%
- Paper on major philosopher/philosophical topic 5%

----------------------------------------------------------
Total: 100%

I will give more details concerning the paper in a separate handout.

The grading scale is as follows:

- 100-90___________________A
- 89-80____________________B
- 79-70____________________C
- 69-60____________________D
- 59-0_____________________F

**ACADEMIC INTEGRITY:** Consequences for cheating and other forms of academic misconduct can result in failure of individual assignments or failure of the course. See the student handbook for more detail.

**CLASSROOM CONDUCT:** All students are expected to adhere to standards of conduct described in the student handbook. All cell phones, pagers, or other electronic devices must remain off during class.
VI. CAMPUS SUPPORT SERVICES
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Assignments TBA
**Tentative Class Schedule**

Week 1:  Introduction to philosophy/mistaken thinking* (Socci, chap. 1)

Week 2:  Eastern Philosophy (Socci, chap. 2)

Week 3:  The pre-Socratics (Socci, chap. 3)

Week 4:  The Sophists (Socci, chap. 4)

Week 5:  Socrates (Socci, chap. 5)/Reading assignment: Plato’s Republic

Week 6:  Plato (Socci, chap. 6)

Week 7:  **First Exam**

Week 8:  Aristotle cont’d./The Stoics (chapters 7&8)

Week 9:  Medieval Christian Philosophy/Patristic Philosophy (Chapter 9)

Week 10:  Aquinas, scholasticism, problem of Evil, 5 ways of proving God’s Existence. (Socci, chap. 9, pp. 226-258).

Week 11:  **Second Exam** / Film: “The Matrix”

Week 12:  Descartes and Modern Philosophy (Socci, chap. 10)

Week 13:  Hume and Kant (Socci, chapters 11 &12)

Week 14:  **Third Exam**
Week 15: 20th century philosophy (chapters 14 & 15)

Week 16: TBA

Finals week: Final exam

*The unit on logical fallacies may be postponed until later in the semester or eliminated.

This syllabus is subject to change at the instructor's discretion at any time. In such cases, students shall be notified before the changes take place. Students who are absent at the time of the notification are nevertheless responsible to abide by the terms of the modified syllabus.
INSTRUCTOR INFORMATION:
Instructor: Don Boggs
Office Location: Rice Bowling Center
Office Phone #: (870) 673-6281
Email Address: Donboggs@ricebowlingcenter.com
Office Hours: 11am-11pm

COURSE DESCRIPTION
Thru reading, videos and drills learn basic bowling

EXPECTED LEARNING OUTCOMES
Basic bowling techniques and understanding

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
Basic bowling techniques and understanding

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization
TEXT AND READING MATERIALS:
Bowling Steps to Success
By Doug Wiedman

Publisher: Human Kinetics

GRADING POLICY
Weekly Reading Quizzes 30%
Participation and following instructions 30%
Final Exam 40%
Grading Scale >90 A, 89-80 B, 79-70 C, 69-60 D, >59 Fail

ATTENDANCE POLICY
Late counts half an absent, Third absence drop

PARTICIPATION
Required in all drills and discussions

COURSE EVALUATION & ASSESSMENT
Included with final exam

MISSED OR LATE ASSIGNMENTS AND EXAMS
Not accepted

STUDENT RESPONSIBILITIES
Be on time and ready for days activities

ACADEMIC HONESTY POLICY

LABORATORY PROCEDURES:
First class of each week will be quiz over required reading, video and drills.
Second class of each week will be bowling.
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http://www.adhe.edu/  (Click) Arkansas Course Transfer System

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
INSTRUCTOR INFORMATION:

Instructor: Don Boggs
Office Location: Rice Bowling Center
Office Phone #: (870) 673-6281
Email Address: Donboggs@ricebowlingcenter.com
Office Hours: 11am-11pm

COURSE DESCRIPTION

Instruction and participation in the advanced bowling skills. Through reading, videos and drills students will learn bowling techniques.

EXPECTED LEARNING OUTCOMES

Basic bowling techniques and understanding

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

Basic bowling techniques and understanding

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization
TEXT AND READING MATERIALS:
Bowling steps to success
By Doug Wiedman
Publisher: Human Kinetics

GRADING POLICY

Weekly Reading Quizzes 30%
Participation and following instructions 30%
Final Exam 40%
Grading Scale <90 A, 89-80 B, 79-70 C, 69-60 D, 59>Fail

ATTENDANCE POLICY

Late counts half an absent, Third absence drop

PARTICIPATION

Required in all drills and discussions

COURSE EVALUATION & ASSESSMENT

Included with final exam

MISSED OR LATE ASSIGNMENTS AND EXAMS

Not accepted

STUDENT RESPONSIBILITIES

Be on time and ready for days activities

ACADEMIC HONESTY POLICY

LABORATORY PROCEDURES:

Second class of each week will be bowling

CAMPUS SUPPORT SERVICES
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ADA POLICY:

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INSURANCE

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ACTS

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http://www.adhe.edu/ (Click) Arkansas Course Transfer System

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
INSTRUCTOR INFORMATION:
Instructor: Clifton Walker
Office Location: Gym
Office Phone #: (870) 338-6474, ext. 1319
Email Address: 
Office Hours: TBA

COURSE DESCRIPTION: peac
Instruction and participation in basketball.

COURSE GOALS
The goals of this course are to provide the students with the opportunity to learn the rules and skills necessary to play regulation and recreational basketball and the opportunity to compete against teams from other colleges.

INSTRUCTIONAL OBJECTIVES & MEASURES
>Students will demonstrate the basic skills of basketball by scoring at least 70% on a series of skill assessments.
>Students will demonstrate knowledge of the history, basic rules, strategy, and officiating of basketball by scoring at least 70% on written exams.

PCCUA CORE COMPETENCIES
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Critical Thinking
Communication
Social and Civic Responsibility

Cultural Awareness

Mathematical Reasoning

Technology Utilization

TEXT AND READING MATERIALS:

No textbook required. Students will gather information from handouts and internet assignments

GRADING POLICY

Participation Grade - students will earn 10 points each day they dress out and participate in the basketball activities. = 150 points

Written Exams - Students will be given two written exams worth 50 points each covering the rules, officiating, and plays. These exams will include diagrams and true/false, matching, multiple choice and short answers questions. = 100 points

Grading Scale

225-250 = A; 200-224 = B; 175-199 = C; 150-174 = D; 0-149 = F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET ONE TIME PER WEEK - 1 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK - 4 Absences
Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

PARTICIPATION

Participation counts ½ of the final grade therefore it is very important. In order to receive the participation points, the student must be dressed appropriately and participate in all of the activities.

COURSE EVALUATION & ASSESSMENT

Evaluation of the course will be based on the percentage of students that score 70% or better on the written exams and skills assessment.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students will not be allowed to makeup the participation grade. Students will not be allowed to makeup the written exams or skill assessments without prior permission from the instructor.

STUDENT RESPONSIBILITIES

It is the student’s responsibility to be dressed and on time for class.

It is the student’s responsibility to secure assignments when they are absent.

It is the student’s responsibility to withdraw from a class. The last day to receive a “W” grade is Friday, April 3. The last day to receive an “EW” is Friday, May 1.

ACADEMIC HONESTY POLICY

Academic Honesty: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.
The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

CAMPUS SUPPORT SERVICES

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<http://www.adhe.edu/> (Click) Arkansas Course Transfer System
CLASSROOM BEHAVIOR

Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class. The discipline policy adopted by the college will be used to deal with discipline problems. A copy of this policy is in the student handbook.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
PEAC 131

INSTRUCTOR INFORMATION:
Instructor: Carolyn Willingham
Office Location: Gym
Office Phone #: (870) 338-6474, ext. 1319
Email Address: clancy@pccua.edu
Office Hours: TBA

COURSE DESCRIPTION
Emphasis is placed on physical conditioning through exercise. Basic course includes instruction in exercise, physical performance, and muscle tone.

COURSE GOALS
The goals of this course are to provide students with an opportunity to improve their physical fitness through exercise in the PCCUA Fitness Center and with the knowledge necessary to continue their fitness program throughout their lifetime.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will be able to assess their cardiorespiratory endurance level by performing the 3-minute step test.
The students will be able to assess their muscular strength & endurance level by performing the push-up test and the crunch test.
The students will be able to assess their flexibility level by performing the sit-&-reach test.
The students will be able to assess their body composition level by taking the skinfold test,waist-to-hip ratio test, BMI test, and BIA test.
The students will demonstrate knowledge of the concepts for developing an exercise program by answering review questions and taking written exams.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Critical Thinking

Communication

Social and Civic Responsibility

Cultural Awareness

Mathematical Reasoning

Technology Utilization

TEXT AND READING MATERIALS


Publisher:


GRADING POLICY

Participation grade - students will receive 10 points each day they exercise for 50 minutes during the scheduled class time. = 300 points

Workout card - students will receive points for recording their workouts. = 30 points

Written Exams - students will take 3 written exams that will cover the material from the review questions. Exam 1 will cover sections 1 & 2; Exam 2 will cover sections 4 and 6; and Exam 3 will cover the Muscles & Exercise and the ACSM Guidelines. These tests will be true/false, multiple-choice, and short answer and will be worth 50 points each. = 150 points
Fitness Assessments - students will measure their health-related fitness. These assessments will include curl-ups, push-ups, 3-minute step test, sit-&-reach, waist/hip measurements, BMI, and BIA. = 80 points

Review Questions - students will answer review questions from 3 sections of the textbook that will prepare them for the three written exams. These will be worth 20 points each. = 60 points

Grading Scale:

558-620 points = A; 496-557 points = B; 434-495 points = C; 372-433 points = D; 0-371 points = F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if 2 classes are missed.

Excessively Absent is defined as missing 6 classes. Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

PARTICIPATION

Participation is required in this class. Students must actively participate for 50 minutes to receive points for that day.

Students will not be allowed to participate if they are not dressed appropriately. Appropriate dress includes athletic shoes and exercise clothes, such as sweatpants or shorts without zippers and t-shirts. No street shoes or non-exercise clothing allowed. Students not dressed appropriately will be counted absent.

COURSE EVALUATION & ASSESSMENT

The fitness assessments, written exams, review questions, and workouts will be used to assess the effectiveness of this course.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Students must have prior permission to make up work. Work-outs must be done the week they miss class. The only work-out make-ups that will be considered after the week of the absence are those for extended absences for illness accompanied by a doctor’s excuse.

STUDENT RESPONSIBILITIES

It is the student’s responsibility to be dressed and ready to participate on time. Students that are tardy will have to complete their 50-minute workout or lose participation points.

It is the student’s responsibility to answer the review questions that accompany the study sheet.

It is the student’s responsibility to withdraw from a class. The last day to drop and receive “W” is Thursday, October 28. The last day to receive an “EW” grade is Thursday, December 2.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

CAMPUS SUPPORT SERVICES

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ACTS

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<http://www.adhe.edu/> (Click) Arkansas Course Transfer System

CLASSROOM BEHAVIOR

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion
INSTRUCTOR INFORMATION:
Instructor: Carolyn Willingham
Office Location: Gym
Office Phone #: (870) 338-6474, ext. 1319
Email Address: clancy@pccua.edu
Office Hours: TBA

Course Name: Weight Training
Course Number: PEAC 141
Semester and Year: Spring 2012

Meeting Time: MW 2:00-3:20
Meeting Place: Fitness Center

Prerequisites: None
Credit Hours: 1
Clock Hours: 3

Revision Date: Jan. 2012

COURSE DESCRIPTION
This course includes instruction and participation in weight training.

COURSE GOALS
The goals of this course are to provide students with the opportunity to build a good foundation of current knowledge and practice in beginning weight training and to improve their muscular endurance and/or strength.

INSTRUCTIONAL OBJECTIVES & MEASURES
Students will demonstrate basic knowledge of the training principles for a successful program by scoring 70% or better on the written exam.

Students will demonstrate their ability to recall the major muscle groups and which exercises develop each by scoring 70% or better on the written exam.

Students will demonstrate the ability to assess their level of improvement in muscular strength and endurance by taking pre and post assessments.

Students will demonstrate their ability to perform exercises in a weight training program.

Students will design a weight training program to use during the last 6 weeks.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Critical Thinking
Communication
Social and Civic Responsibility
Cultural Awareness
Mathematical Reasoning
Technology Utilization

TEXT AND READING MATERIALS

No textbook will be used. Students will be given handouts and will research information on the internet.

GRADING POLICY

Muscular Assessments – students will take a pre-assessment and a post-assessment on their muscular endurance and strength. Students will use the data from these assessments to determine their goals and to modify their workouts. = 100 points

Written Exams – students will take 2 written exams that will cover the information from the hand-outs. These exams will be worth 100 points each. = 200 points

Workout Program – Students will work in groups of 2-4 to develop a weight training program. = 100 points

Participation Grade – students will earn 10 points each day they participate in the workouts. Students must be dress appropriately to be able to participate. = 300 points

Work-out Card – students are required to record their workouts on a card. This is to be completed each time they lift weights. = 50 points
Grading Scale

585-650 points = A; 520-584 points = B; 455-519 points = C; 390-454 = D; 0-289 = F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if 2 classes are missed. Students who miss 5 classes will be considered “excessively absent” and dropped from the class and awarded a grade of “EW”.

PARTICIPATION

Participation in this class is important since it counts toward your final grade. In order to lift weights and receive the participation points you must dress out appropriately.

COURSE EVALUATION & ASSESSMENT

The course will be evaluated on the percentage of students that score 70% or better on the written exams, muscular assessments, workout program, workout card, and participation.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students are not allowed to make up workouts, exams, or assessments without prior permission. Students will have points deducted for assignments that are turned in late.

STUDENT RESPONSIBILITIES

It is the student’s responsibility to be dressed appropriately and on time for class. Appropriate dress includes athletic shoes, t-shirt, and sweatpants or shorts without zippers. No street shoes or clothes allowed.

It is the student’s responsibility to withdraw from a class. The last day to withdraw and receive a “W” grade is Thursday, March 29. The last day to receive an “EW” grade is Thursday, May 3.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.
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CLASSROOM BEHAVIOR

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
PEAC 142

INSTRUCTOR INFORMATION:
Instructor: Carolyn Willingham

Office Location: Gym

Office Phone #: (870) 338-6474, ext. 1319

Email Address: clancy@pccua.edu

Office Hours: TBA

COURSE DESCRIPTION

This course provides knowledge and understanding of the importance of lifelong fitness and well-being through physical activity. Course design includes classroom lectures, fitness evaluations, and participation in lifetime physical activities.

COURSE GOALS

The goals for this class is to provide the knowledge necessary to appreciate the importance of a positive lifestyle for lifelong health and wellness, to provide the skills needed to assess one’s level of fitness, and to provide opportunities to learn psychomotor skills that will enhance one’s quality of life.

INSTRUCTIONAL OBJECTIVES & MEASURES

>Students will demonstrate the ability to perform exercises to improve cardiovascular endurance, flexibility, and muscular strength and endurance.

>Students will demonstrate the ability to assess cardiovascular endurance, flexibility, muscular strength and muscular endurance, and body composition.

>Students will demonstrate basic knowledge of the importance of and how to develop the health-related components of fitness and a lifetime activity that develops these by scoring at least 70% on the written exams.
PCCUA CORE COMPETENCIES

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Critical Thinking

Communication

Social and Civic Responsibility

Cultural Awareness

Mathematical Reasoning

Technology Utilization

TEXT AND READING MATERIALS


GRADING POLICY

Participation Points - Actively participating in class is worth 5 points per class for classes meeting twice weekly and 10 points for those meeting once per week. These points cannot be made up. = 150 points

Review Questions - There will be review questions for each of the 8 chapters worth 10 points each. These will be multiple-choice, true/false, and short answer and they will be administered online. = 80 points

Written Exams - There will be three written exams. The first exam (worth 50 points) will cover chapters 1-4, the second exam (worth 50 points) will cover chapters 5-8, and the third exam (worth 25 points) will cover the lifetime activity that the class chooses. = 125 points

Progress Sheet - students will perform pre and post assessments to determine their current level of fitness in the 5 areas of health related fitness. The results of these assessments should be posted on the progress sheet. = 100 points

Additional assignments - You will be given assignments for chapters 1 and 7 worth 10 points each. = 20 points

Exercise Logs - Students should record their workouts on the exercise log. = 25 points
Grading Scale

450-500 = A;  400-449 = B;  350-399 = C;  300-349 = D;  0-299 = F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET TWO TIMES PER WEEK  - 2 Absences
CLASSES WHICH MEET ONE TIME PER WEEK   - 1 Absences

Excessively Absent is defined in the following manner

CLASSES WHICH MEET TWO TIMES PER WEEK  - 6 Absences
CLASSES WHICH MEET ONE TIME PER WEEK   - 4 Absences

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

PARTICIPATION

Participation in class counts toward the final grade. To receive these points you must actively participate. You must be dressed appropriately for the activities being conducted.

COURSE EVALUATION & ASSESSMENT

Evaluation of the course will be based on the percentage of students that score at least 70% on the written exams, fitness assessments, and workouts.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students are not allowed to make up missed assignments without prior permission from the instructor. Assignments turned in late will have points deducted.

STUDENT RESPONSIBILITIES
It is the student’s responsibility to be dressed out appropriately. Appropriate dress includes shorts/sweatpants without zippers, athletic shoes, and t-shirt. No street shoes or street clothes allowed.

It is the student’s responsibility to contact the instructor about any missed assignments.

It is the student’s responsibility to withdraw from a class. The last day to withdraw and receive “W” is Thursday, October 29. The last day to receive “EW” is Thursday, December 3.

ACADEMIC HONESTY POLICY

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
PEAC 143

INSTRUCTOR INFORMATION:
Instructor: Carolyn Willingham

Office Location: Gym

Office Phone #: (870) 338-6474, ext. 1319

Email Address: clancy@pccua.edu

Office Hours: M-TH 8:30-9:30, 12:00-12:30

Monday 3:00-4:00
Tuesday 2:00-3:00
Friday 8:30-10:30

COURSE DESCRIPTION

The purpose of this course is to acquaint the students with the concepts and values of physical fitness, proper nutrition, weight management, and stress management; and the risks attached to negative lifestyle behaviors. Students will learn to evaluate their fitness, nutrition, body fat, and stress levels, identify their goals, and write their own exercise prescriptions. Classes will be conducted in both the classroom and Fitness Center.

INSTRUCTIONAL OBJECTIVES & MEASURES

>Students will demonstrate the ability to perform exercises to improve cardiovascular endurance, flexibility, and muscular strength and endurance by participating in workouts.

>Students will demonstrate the ability to assess their current lifestyle, barriers to being active, cardiovascular endurance, flexibility, muscular strength and muscular endurance, body composition, nutritional value of fast food, daily energy needs, stress level & key stressors, CVD risks, and cancer risks.

>Students will demonstrate basic knowledge of the importance of and how to develop the components of fitness and wellness by scoring at least 70% on the written exams.

>Students will demonstrate the basic knowledge of how to develop an exercise program for health-related fitness.
PCCUA CORE COMPETENCIES

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1. Critical Thinking
2. Communication
3. Social and Civic Responsibility
4. Cultural Awareness
5. Mathematical Reasoning
6. Technology Utilization

TEXT AND READING MATERIALS


GRADING POLICY

Participation Points - Actively participating in class is worth 10 points per class for classes meeting twice weekly and 20 points per class for classes meeting once a week. These points cannot be made up. = 300 points

Review Questions - There will be review questions for each of the 12 chapters worth 10 points each. The questions will be multiple-choice, true/false, and short answer. These will be administered online in blackboard. = 120 points

Written Exams - There will be four written exams. The first exam will cover chapters 1-3, the second exam will cover chapters 4-6, the third exam will cover chapter 7-9, and the fourth exam will cover chapters 10-12. The questions will be multiple-choice, true/false, matching, and short answer and will cover the material in the chapter review questions. = 200 points

Labs - Students are required to complete labs for 11 of the 12 chapters. These are worth 10 points each. = 110 points.
Workout Program - Students will develop their own workout program to enhance their total fitness (aerobic, muscular, and flexibility) and record their workouts on this workout sheet. = 70 points

Grading Scale
720-800 = A; 640-719 = B; 560-639 = C; 480-559 = D; 0-479 = F

ATTENDANCE POLICY
Students are expected to attend all scheduled classes punctually. Three tardies will count as one absence. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET TWO TIMES PER WEEK - 2 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 1 Absences

Excessively Absent is defined in the following manner

CLASSES WHICH MEET TWO TIMES PER WEEK - 5 Absences
CLASSES WHICH MEET ONE TIME PER WEEK - 3 Absences

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

PARTICIPATION
Participation in class counts toward the final grade. To receive these points you must actively participate. You must be dressed appropriately for the activities that are conducted in the gym/fitness center.

COURSE EVALUATION & ASSESSMENT
Evaluation of the course will be based on the percentage of students that score at least 70% on the written exams, labs, review questions, workout program, and class participation.
MISSED OR LATE ASSIGNMENTS AND EXAMS

Students are not allowed to make up missed assignments without prior permission from the instructor. Assignments turned in late will have points deducted.

STUDENT RESPONSIBILITIES

It is the student’s responsibility to be dressed out appropriately. Appropriate dress includes shorts/sweatpants without zippers, athletic shoes, and t-shirt. No street shoes or street clothes allowed.

It is the student’s responsibility to be prepared for class by reading the assigned chapter and going online to answer the review questions that have been posted in blackboard.

It is the student’s responsibility to contact the instructor about any missed assignments.

It is the student’s responsibility to withdraw from a class. The last day to withdraw and receive “W” is Thursday, October 27. The last day to receive “EW” is Thursday, December 1.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
Specific Chapter Objectives for Concepts of Fit & Well

**Chapter 1:**
The students will be able to:
Recognize the 6 dimensions of wellness and characteristics of each; the 5 leading causes of death today; the life expectancy today compared to 1900; the causes of death today compared to early 1900s; the definition of self-efficacy; the contemporary definition of wellness; the behavior responsible for greatest number of deaths in U.S.; the correct order of the steps in a behavior change program; the best way to lose weight; the stages in the theoretical model; signs of procrastination; the most effective way to deal with disease; and appropriate rewards for reaching goals.

Assess their current lifestyle as compared to a lifestyle of wellness.

**Chapter 2:**
The students will be able to:
Recognize the 5 health-related components; the 6 skill-related components; activities on each level of the physical activity pyramid; the guidelines to make your exercise program successful; affect of muscle tissue on metabolism; the first step in creating a successful fitness program; amount of fitness lost if stop exercising; length of each bout of cardio if doing multiple sessions.
Recognize the meaning of the following terms: exercise, health-related fitness, overtraining, physical activity, reversibility, skill-related fitness, specificity, and warm-up.
Describe the components of the FITT formula.
Describe the Physical Activity Guidelines for Americans.
Recall the frequency & duration for cardio for weight loss.
Rank cardio from least vigorous to most vigorous.
Assess their barriers to exercising.

**Chapter 3:**
The students will be able to:
Recognize the chambers of the heart; RHR of fit person compared to unfit person; the 3 energy systems and example of activities of each; what causes muscle soreness after intense cardio; immediate and long-term effects of cardio exercises; how to measure pulse, purpose of warm-up & cool-down, recommendations for fluid replacement; how to treat common athletic injuries; how step test determines cardio fitness; which component of FITT formula should be increased last;
Recognize the meaning of the following terms: aerobic, anaerobic, cross-training, dehydration.
Apply the FITT formula to cardio exercises.
Rank heat illnesses from least severe to most severe.
Assess their cardiorespiratory fitness with the 3 minute step test.
Chapter 4:
The students will be able to:
Recognize what techniques will help when your training program reaches a plateau; how strength training improves body composition; the number of reps for a general fitness program; why men tend to have larger muscles than women; guidelines for safe weight training; benefits of weight machines over free weights and vice versa; which muscle fibers are predominant in various activities; what stability ball exercises helps develop.
Identify the following terms:
Atrophy; concentric contraction; eccentric contraction; hypertrophy; and isometric.
Recall the age people start to lose muscle and the recommended number of exercises in a weight training program.
Assess their muscular strength, muscular endurance, and functional strength.

Chapter 5:
The students will be able to:
Recognize the most common site for back pain; the best and worst positions to sleep; the method of stretching that is not recommended; the method of stretching that is recommended by fitness experts; the method of stretching that requires communication with the partner; which exercises are no longer recommended and why; the benefits of good flexibility; the intensity for stretching; the 5 regions of the spine from top to bottom; what PNF stretching is; how long each stretch should be held; what activities use dynamic flexibility; recommended treatment for low-back pain; what is included in the connective tissue in muscle.
Recall the number of repetitions of each stretch and the frequency for stretching.
Assess their flexibility.

Chapter 6:
The students will be able to:
Recognize the risks factors for diabetes; why men have more essential fat than women; the percent of total body weight that is made up of essential fat and muscle; what each of the fat measurements is based on; what determines overweight using BMI; whether too little fat is harmful.
Identify the following terms: caliper, cellulite, female athlete triad, obese, overweight.
Recall the amount of calories in one pound of fat and what they must do to lose body fat.
Assess their health risks associated with their height, weight and weight distribution.
Assess their body composition using skinfold measurements and BIA.

Chapter 7:
The students will be able to:
Recognize the strategies for sticking with an exercise program; when it is appropriate to use headphones; the controversy over tapped versus bottled water; guidelines for purchasing home exercise equipment; which exercises are considered moderate intensity and which are vigorous; the frequency for strength training and for cardio; the time factor for cardio and for strength training; guidelines for selecting activities for an exercise program; FITT formula for a strength training program for general fitness; examples of general long term fitness
goal and specific short term fitness goal; examples of periodization of training; what is meant by interval training; safe exercises for pregnant women.
Organize the steps for developing a personal fitness plan in the correct order.
Recall how long adults should continue to cool down.
Recall the pace they need to jog to lose a pound in a certain amount of minutes per week.

Develop an exercise program and use it during the workout sessions.

Chapter 8:
The student will be able to:
Recognize where eggs should be stored in the fridge; benefits of cruciferous vegetables; what is considered moderate alcohol content for both men and women; the mineral associated with osteoporosis; the mineral associated with anemia; amount of water the average person should drink per day; what is meant by essential nutrients; benefits of a diet high in dietary fiber; maximum amount of sugar one should consume per day; the dangers of eating trans fats; when sports drinks are the preferred fluid replacement; results of consuming too many carbs; number of calories the average adult needs.
Recall how long to keep leftovers; how long to keep meet before using or freezing; the percent of calories that should be consumed daily from carbs, proteins, and fats.
Assess nutritional value of a fast food meal they normally eat.

Chapter 9:
The students will be able to:
Recognize what is meant by energy density and which foods are low or high in energy density; the number of calories in one pound of fat; how muscle mass (fat free mass) affects metabolism; duration of physical activity daily to maintain weight; what is meant by resting metabolic rate; the recommended rate of weight loss per week; characteristics of anorexia, bulimia, and muscle dysmorphia; who should take prescription weight loss drugs; how many minutes the average American exercises; the best way to control body weight; amount of time Americans exercise compared to watching television; the eating pattern that is best for weight management; what to look for when selecting a diet book.
Calculate their daily energy needs.

Chapter 10:
The student will be able to:
Recognize examples of stressors; the definition of a stress response; the characteristics of Type A, Type B, and Type C personalities; the progression of the general adaptation syndrome and what occurs at each stage; the health problems associated with unresolved stress; appropriate time management strategies; strategies to avoid insomnia; what is meant by progressive relaxation; difference between eustress and distress; symptoms of depression.
Identify their stress level and key stressors.
Chapter 11:
The student will be able to:
Recognize the leading causes of death in the United States; how smoking affect the cardiovascular system; dangers of too much cholesterol in the body; which type of cholesterol is good for you and which type is not; what body shape is at greater risk for CVD; how to reduce triglycerides; what causes a heart attack; most common symptom of angina; the treatments available for heart disease; what causes a stroke; the warning signs of a heart attack; what is meant by congestive heart failure; the best type of fat to consume; what is considered moderate alcohol consumption; the 6 major risk factors for heart disease that can be changed; the symptoms of high blood pressure; how exercise reduces the risk for CVD; immediate treatment of someone is having a heart attack.
Assess their risk for CVD.

Chapter 12:
The student will be able to:
Recognize the difference between a benign and a malignant tumor; chief risk factor for lung cancer; the definition of a carcinogen; symptoms of colon/rectal cancer; the most common form of cancer for women and for men; the purpose of the pap test; the type of female cancer that is rare but deadly; the most common cancer for young men (age 20 to 35); what leukemia affects; foods that reduce cancer risks; where cancer ranks in the leading causes of death; the definition of metastasis; how family history relates to breast cancer; the risk factors for skin cancer; which type of cancer is usually not detected until it is in the advanced stage; the risk factors for breast cancer; how physical activity affects the immune system.
Assess their skin cancer risk and whether their diet is increasing their risk for cancer.
COURSE NAME:  AEROBICS
COURSE NUMBER:  PEAC 171
ACADEMIC YEAR:  2011

INSTRUCTOR INFORMATION:
Instructor:  Terri Scheiderer
Office Location:  None
Phone:  870-830-0799
Email:  terrischeiderer@hotmail.com

Meeting Time/Place:  5:30 pm/Meekins Middle School
Prerequisites:  Aerobics
Required Laboratories:  None
Clock Hours:  45 Minutes

COURSE DESCRIPTION:
Teaches low-impact routines for improved physical fitness. Active class including step aerobics, kick boxing, strength training and flexibility.

EXPECTED LEARNING OUTCOMES:
Students will learn the importance of exercise in daily life. Students will be able to identify the major muscle groups. Students will learn to take their heart rate and calculate their appropriate rate for exercising to increase cardiovascular endurance and fat burning. Students will gain strength and balance to improve every day living.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:
Participation and attendance in class is the priority. Students are expected to exercise at a level appropriate for their current physical condition but that will promote an increase in cardiovascular endurance, good posture and overall well-being.

TEXT AND READING MATERIALS:
None

GRADING POLICY:
Attendance and participation are priority.
Observance of increase in endurance and ability throughout the semester.
ATTENDANCE POLICY:
Students must attend 2 of the 3 classes available each week. A total of 4 excused absences per semester. The student is required to contact the instructor the day the class will be missed or in the event of an emergency the immediate day following. Contact should be made by phone at 870-830-0799 or email terrischeiderer@hotmail.com.
Course Name: Volleyball  
Course Number: PEAC 211  
Semester and Year: FALL 2008

Meeting Time: M 6:30  
Meeting Place: Gym  
Prerequisites: None  
Credit Hours: 1  
Clock Hours: 2  
Revision Date: 08/19/08

INSTRUCTOR INFORMATION:  
Instructor: Carolyn Willingham  
Office Location: Gym  
Office Phone #: (870) 338-6474, ext. 1319  
Email Address: clancy@pccua.edu  
Office Hours: TBA

COURSE DESCRIPTION

Instruction and participation in basketball.

COURSE GOALS

The goals of this course are to provide the students with the opportunity to learn the rules and skills necessary to play regulation and recreational volleyball and the opportunity to compete against teams from other colleges.
INSTRUCTIONAL OBJECTIVES & MEASURES

> Students will demonstrate the basic skills of volleyball by scoring at least 70% on a series of skill assessments.

> Students will demonstrate knowledge of the history, basic rules, strategy, and officiating of volleyball by scoring at least 70% on written exams.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Critical Thinking
Communication
Social and Civic Responsibility
Cultural Awareness
Mathematical Reasoning
Technology Utilization

TEXT AND READING MATERIALS:

No textbook required. Students will gather information from handouts and internet assignments

GRADING POLICY

Participation Grade – students will earn 10 points each day they dress out and participate in the basketball activities. = **150 points**

Skill Tests – Students will be given an assessment covering the basic skills of serving and hitting. = **50 points**

Written Exams – Students will be given two written exams worth 50 points each covering the rules, officiating, history of the game, and plays. These exams will include diagrams and multiple choice, true/false, matching, and short answers questions. = **100 points**

548
Grading Scale

270-300 = A; 240-269 = B; 210-239 = C; 180-209 = D; 0-179 = F

ATTENDANCE POLICY

Students are expected to attend all scheduled classes punctually. Students will be warned of the danger of becoming “excessively absent” if the following number of classes is missed.

CLASSES WHICH MEET ONE TIME PER WEEK – 2 Absences

Excessively Absent is defined in the following manner:

CLASSES WHICH MEET ONE TIME PER WEEK – 3 Absences

Students who become “excessively absent” will be dropped from the class and awarded a grade of “EW”.

PARTICIPATION

Participation counts ½ of the final grade therefore it is very important. In order to receive the participation points, the student must be dressed appropriately and participate in all of the activities.

COURSE EVALUATION & ASSESSMENT

Evaluation of the course will be based on the percentage of students that score 70% or better on the written exams and skills assessment.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students will not be allowed to makeup the participation grade. Students will not be allowed to makeup the written exams or skill assessments without prior permission from the instructor.
STUDENT RESPONSIBILITIES

It is the student’s responsibility to be dressed and on time for class.

It is the student’s responsibility to secure assignments when they are absent.

It is the student’s responsibility to withdraw from a class. The last day to receive a “W” grade is Friday, October 31. The last day to receive an “EW” is Friday, December 5.

ACADEMIC HONESTY POLICY

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The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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COURSE SYLLABUS

SPRING 2012

SUBJECT AREA: Physical Science
COURSE TITLE: Physical Science I
COURSE NUMBER: PS 114
COURSE SEMESTER CREDIT HOURS: Four
INSTRUCTOR'S NAME: Mr. Chris Maloney
MEETING LOCATION: C205
OFFICE LOCATION: C205
OFFICE PHONE #: 870-338-6474/ext. 1352
EMAIL ADDRESS: cmaloney@pccua.edu
LECTURE HOURS MW 9:30-10:50 a.m.
LABORATORY HOURS M 2:30-5:20 p.m.
PREREQUISITE: MS 1023
OFFICE HOURS: TBA

COURSE MATERIALS:
Textbooks:


Scientific Calculator: A TI-30X or equivalent scientific calculator is required

CATALOGUE COURSE DESCRIPTION: Prerequisite: MS 1023. Physical Science, PS 114, is a general survey course of the physical sciences designed for general education. The course includes topics in physics and chemistry, and may also include other physical science topics. Lab required. This is an algebra-based course and it is strongly recommended that the student should have completed Elementary Algebra with a “C” or better.

STUDENT LEARNING OUTCOMES: At semester’s end, Students will be expected to demonstrate familiarity with the major concepts and principles of: classical physics and basic chemistry (including Newton’s laws of motion), thermodynamics, fluids, electricity and magnetism, optics, the periodic table of elements and (briefly) chemical structure and bonding. A short introductory unit on astronomy is also included at the beginning of the course.

METHOD OF PRESENTATION: The material will be covered in the lecture format and in laboratory sessions. Use will also be made of lecture demonstrations with and without the use of technology such as PowerPoint and online animations which illustrate several of the concepts and principles studied. More conventional audio-visual presentation formats will also be used (such as video and overhead projection).

METHOD OF EVALUATION: Three 1-hour tests and a comprehensive final exam will be given. You will receive one grade per week (unless it is announced otherwise) either in the form of a quiz or homework assignment. A weekly laboratory report will be required for each lab experiment. In addition, a short research paper or article review will is required. Detailed expectations for the paper are included in the file requirements.htm on the physical science web page:

http://www.pccua.edu/cmaloneym/physical_science_i_ps_114.htm
MATERIALS: Textbook, notebook, pencil, and scientific calculator. These items should be brought to class daily.

GRADING SYSTEM

3 - 1 hour exams 45 %
Research paper 5 %
Homework/Minor quizzes 10 %
Lab 25 %
Final exam 15 %

SPECIAL POLICY FOR COMPUTING THE FINAL AVERAGE:

At semester’s end, I will compare the results of each student’s final exam with her/his lowest exam score. For example, suppose that ‘student A’ earns a 60% on Exam I and that this is her lowest exam score. Further imagine that there are 10 questions on the final exam which test the same curriculum as that tested on Exam I. Student A manages to get 8 of those 10 final exam questions correct. Student A would then have her Exam I grade changed to 80%. Needless to say, this could raise a student’s final average as much as one letter grade.

Note: If you do not know how to use the above scale to compute your average for this class, it is your responsibility as a student to find out how to do so. I will be glad to meet with students during office hours or another pre-arranged time to discuss grades and averaging. Class time will not be used for this purpose.

Grades will be assigned according to the following scale:

A: greater than 93%
B: at least 83 % but less than 93 %
C: at least 73 % but less than 83
D: at least 63 % but less than 73 %
F: below 63%
ATTENDANCE POLICY

Attendance is expected. For classes meeting twice per week, such as this one, **two absences are considered excessive**. A student can potentially receive an ‘EW’ and be dropped from the course for excessive absences (see student handbook). **Please note:** This policy only describes the instructor’s **right** to drop an excessively absent student. Any student who wishes to drop the course is entirely responsible to make sure this happens before the appropriate deadline. Again, no student is guaranteed a grade of ‘EW’ simply due to nonattendance. **Please note:** This policy only describes the instructor’s **right** to drop an excessively absent student. Any student who wishes to drop the course is entirely responsible to make sure this happens before the appropriate deadline. Again, no student is guaranteed a grade of ‘EW’ simply due to nonattendance. Makeup’s for missed exams are possible only by **prior arrangement**. You **may not** make up a minor quiz or laboratory assignment. If you must miss class, please inform the instructor in advance. It is your responsibility as a student to contact classmates to obtain notes and assignments. **Please note:** This policy only describes the instructor’s **right** to drop an excessively absent student. Any student who wishes to drop the course is entirely responsible to make sure this happens before the appropriate deadline. Again, no student is guaranteed a grade of ‘EW’ simply due to nonattendance. Makeup’s for missed exams are possible only by **prior arrangement**. You **may not** make up a minor quiz or laboratory assignment. If you must miss class, please inform the instructor in advance. It is your responsibility as a student to contact classmates to obtain notes and assignments. Absence is not a valid excuse for turning in a late assignment.

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CLASSROOM BEHAVIOR
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DISCLAIMER
This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) That may make the subjects covered on certain dates change.

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556
THINGS A STUDENT NEEDS TO DO TO SUCCEED IN THE COURSE:

1. Attend class regularly.
2. Take notes/participate in class discussions & activities.
3. Follow problem solving techniques as outlined in class on homework assignments, quizzes, and exams.
4. Try to solve homework problems/answer concept questions both independently as well as in group study.
5. Actively participate in laboratory experiments and turn in lab reports on time.

COURSE COMPETENCIES:

After completing this course a student will be able to:

1. Describe the system of units common throughout the world.
3. Describe the structure of matter and relate this to the Kinetic Molecular Theory of Gases.
4. Identify the characteristics of sound and solve simple problems involving sound.
5. Identify the characteristics of electromagnetic waves and describe their behavior.
6. Apply knowledge of the above principles to explain the properties and evolutionary life sequence of stars.

ASSIGNMENTS: Expect minor quizzes to occur at any time. Usually these will occur at the beginning of class. This quiz will test material (including end-of-chapter questions) covered up to the end of class time of the previous class meeting. In the rare event that a problem set takes the place of a quiz, the due date will be announced at least two class meetings before the assignment is due. Some

*There is no need to purchase a copy of this Laboratory manual. Assignments from this text will be given as handouts.
Course Name: General Psychology  
Course Number: PSY 213  
Semester and Year: Spring 2012

INSTRUCTOR INFORMATION:  
Instructor: Cathy McKinney  
Office Location: C 110  
Office Phone #: (870) 338-6474 ext. 1395  
Email Address: cmckinney@pccua.edu

Meeting Time & Place:  
MW 11 L 305; TTH 9:30 L 305

Credit Hours: 3

Prerequisites: None  
Revision Date: January 2012

COURSE DESCRIPTION  
This course is an analysis of human behavior by the study of the adaptation of the individual to his or her physical or social environment. This course is a general introduction to the subject of psychology.

COURSE GOALS  
Upon completion of the course, the student should have a survey knowledge of six areas of study, including: the foundations of psychology and research methodology; learning; memory; human development theories; personality; and psychological disorders.

COURSE OBJECTIVES  
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.  
Describe basic research concepts in scientific psychology.  
Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.  
Demonstrate critical thinking skills.  
Describe how psychological knowledge, skills, and values are used in occupational pursuits in a variety of settings. Be able to identify and describe abnormal behavior and the major psychological disorders, including anxiety disorders, mood disorders, and schizophrenia.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking
2) Communication
3) Social and Civic Responsibility
4) Cultural Awareness
5) Mathematical Reasoning
6) Technology Utilization


GRADING POLICY

Your course grade is a composite score of quizzes, one paper, a midterm exam, and a final exam. The following scale illustrates the percentages of each component:

*Quizzes- 40%
*Portfolio- 10%
Midterm exam- 20%
Final exam- 20%
Attendance and participation- 10%

*PORTFOLIO

Students will complete a portfolio that illustrates the five most important or meaningful concepts or topics that the student has learned during the course. For each topic, the student will submit a one page typed explanation in your own words and three illustrations. The illustrations can be magazine pictures, song lyrics, cartoons, poems, news articles, etc. Only one illustration per topic can be from an internet source. The portfolios will be due APRIL 25 and 26.

CLASSROOM BEHAVIOR POLICY

Students are expected to arrive on time for class and to be prepared. Students who arrive after class begins may be counted absent for that day. If you are late, enter quietly and do not disrupt class. Rude or disruptive behavior will NOT be tolerated. Electronic devices such as cell phones, earphones, Ipods and pagers must be turned off during class and NOT ON DESK. Texting is not
allowed in class. Students are not allowed to bring children to class. Further information is included in the PCCUA Student Handbook. Student discipline is outlined in the handbook and will be discussed on the first day of class. The discipline policy may also be accessed on the PCCUA website, at www.pccua.edu

ATTENDANCE POLICY

Class attendance and participation are essential to progress in the course, as well as part of your grade. (10%) The attendance policy is as follows: for classes that meet twice a week, 5 absences is considered excessive. After the first absence, the instructor will notify the student and remind him or her of the importance of attendance. After the second absence, the instructor will notify the student and the advisor via email. After the third absence, the instructor will notify the student and advisor again, and the advisor will refer the student to the Student Success Coordinator.

MISSED OR LATE ASSIGNMENTS AND EXAMS

A missed quiz will count as the student’s dropped quiz grade. No other quizzes or exams may be made up. Quizzes are returned the next class meeting; if you are not in class, you must come to my office to pick up. Quizzes and exams will be graded during office hours, not during class time. NO PORTFOLIOS WILL BE ACCEPTED AFTER THE DUE DATE.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they were one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet. The penalty for academic dishonesty is a “0” for the assignment and notification to Desoto School Administration. A second instance will result in a grade of “F” for the course and may result in disciplinary action including probation or suspension from the college.

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. http://www/adhe.edu/ (Click) Arkansas Course Transfer System.

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

The following is an outline that will be used as a guide for the content covered in the course. We may not follow this exclusively.

Chapter 1- Intro to Psychology and Methods of Research

Origins of Psychology

Overview of Perspectives in Psychology

Subfields of Psychology: Who Psychologists Are and What They Do

Research Methods in Psychology

  Objective of Science

  4 Research Methods: Survey, Naturalistic Observation, Case Study, Experiment

  Ethics in Psychological Research

Critical Thinking

Chapter 5- Learning

Classical Conditioning- Ivan Pavlov

Operant Conditioning- BF Skinner

Cognitive Learning

Chapter 6- Memory

Information Processing System

Stages of Memory: Sensory, Short term, and Long term

Reliability of memory- Elizabeth Loftus’ research on eyewitness testimony

Forgetting

Theories of Forgetting

(continued)

Chapters 9 and 10- Child, Adolescent, and Adult Development

Questions and Methods of Study
Infant, Child, Adolescent, and Adult
Piaget's Cognitive Development Theory
Erikson's Psychosocial Development Theory

Chapter 12- Personality
The Psychodynamic Perspective
  Sigmund Freud
The Trait Perspective
  Allport, Cattell, Five Factor
The Humanistic Perspective
  Self actualization
Personality Tests
  History, Objective tests, Projective tests

Chapter 14- Psychological Disorders
Criteria for Abnormal Behavior
Types of Disorders
  Anxiety Disorders, Mood Disorders, Schizophrenia
Personality Disorders
  Antisocial Personality Disorder

Chapter 16- Social Psychology
Attitudes and Impressions
Relating to Others
Group Influences
  Obedience to Authority
COURSE INFORMATION: PSY 223

Course Name: Human Growth & Development
Semester and Year: Spring 2012
Prerequisites: General Psychology or instruction permission
Required Laboratories: none
Credit Hours: 3
Clock Hours: 3
Revision Date: January 2012

INSTRUCTOR INFORMATION:
Name: Kim Kirby
Office: PCCUA, Stuttgart Campus B108
Phone: 870-673-4201 x. 1825
Email: kkirby@pccua.edu

COMPRESSED VIDEO CONTACT INFORMATION:
Stuttgart: Room A136, ext. 1810 CV TECH: Valerie Colvin, ext. 1806
Helena: Room T&I 129, ext. 1113 CV TECH: Michelle Waites, ext. 1111
DeWitt: Room C101, ext. 1643 CV TECH: Scarlet Laster, ext. 1620

TEXT AND READING MATERIALS
TEXT: Essentials of Life-Span Development, 2nd edition
AUTHOR: John Santrock
PUBLISHER: McGraw Hill

COURSE DESCRIPTION
This course provides a study of maturational and environmental factors in human growth and development from conception through the lifespan. The course will examine the interrelationship between biological, cognitive, and social-emotional aspects of human development and the impact they have on an individual. The developmental stages of the lifespan that will be covered are: prenatal, infancy, early/middle childhood, adolescence, and early/middle/late adulthood.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, the student should be able to
• Describe the typical physical, cognitive, and social-emotional changes as they occur across the various periods of the lifespan (prenatal, infancy, early/middle childhood, adolescence, and early/middle/late adulthood).
• Identify and describe the major developmental theories in terms of how they explain changes that occur over the lifespan.
• Think critically about and be able to critique developmental research.
• Identify the relative contributions of nature and nurture on the development of a human being.

TOPICS COVERED
During the course of the semester, we will cover the physical, cognitive and social –emotional development across the lifespan. This covers: pre-natal development, infancy, childhood, adolescence, and adulthood. Additionally, we will study themes that transcend a developmental period and extend across the lifespan such as: theories of development, research, nature vs. nurture, and death/dying/grief.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

• Critical Thinking
• Communication
• Social and Civic Responsibility
• Cultural Awareness
• Mathematical Reasoning
• Technology Utilization

HYBRID CLASS FORMAT
This class will be conducted utilizing a hybrid format. This means that the class will combine traditional lecture methods (via compressed video) with a computer component of class utilizing Blackboard. All students will receive training on how to access and navigate the Blackboard portion of the class. Computer skills necessary for this class included the ability to log on to a computer and the internet, basic keyboarding skills, basic email and attachment skills. Students who do not possess these skills should notify the instructor by the 3rd class meeting so that accommodations can be made. Utilization of the hybrid delivery method allows for increased interaction between students and the instructor as well as a greater variety of supplemental resources to enhance the class. Additionally, it allows for the development of the technology utilization portion of the PCCUA core competencies.

GRADING POLICY
Test 1: Intro/Infancy (ch. 1-4) 10%  A = 90-100
Test 2: Childhood (ch. 5-8) 10%  B = 80-89
Test 3: Adolescence (ch. 9-10) 10%  C = 70-79
Test 4: Adulthood (ch. 12-16) 10%  D = 60-69
FINAL EXAM 25%  F = 59 and below
Research Activity 10%
Discussion Board Postings 10%
Writing Assignments 15%
MISSED OR LATE ASSIGNMENTS AND EXAMS

- **Missed tests:** Students must notify the instructor before the end of the availability period for a test to be allowed to make up a test. If the student does not notify the instructor during the availability period, a grade of 0 will be recorded for the test.
- **Late assignments:** General writing assignments may be turned in 2 days late for a reduction of 10 points.
- **Research Activity:** The research activity will be accepted up to 2 days late with a reduction of 25 points. No activity will be accepted after that point.

ATTENDANCE POLICY
The classroom attendance policy is designed to foster student success. Prompt and regular attendance is the responsibility, and expected of, each student. Poor attendance is interpreted by me as a poor attitude. Excessive absences will affect the grade. Students in danger or becoming excessively absent will be report to their advisor and appropriate campus personnel according to the Early Alert policy. While no explanation is required when a student is absent, it is important for the lines of communication to be open between the instructor and student. If there is a situation beyond the control of the student, which requires repeated absences, please advice the instructor. Failure to log in to Blackboard for each week’s assignment without prior permission from the instructor will also count as an absence. Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will affect their grade in this course.

Students are permitted three (3) absences. On the fourth absence the student will receive a 5-point reduction on the final grade and on the fifth an additional 5-point reduction will be taken from the final grade. **When the student has missed 6 classes, he/she will receive an EW or F and may not return to class.**

**Punctuality:** There are no tardies. Students entering the classroom after the class roll has been taken will be considered absent. Students leaving prior to the dismissal will be considered absent.

**Missed tests:** Students must notify me at least 2 hours before the test is given with a valid excuse in order to make up the test. It is the student’s responsibility to arrange for the make-up version of the test. If the student does not notify me, a grade of 0 will be recorded for the test. For tests given on Blackboard, students must complete the test during the availability period unless alternate testing is arranged in advance with the instructor, otherwise a grade of 0 will be recorded.

CLASSROOM BEHAVIOR:

- Any behavior that does not contribute to the learning environment is considered disruptive and is not acceptable. Disruptive behavior includes, but is not limited to: using cell phones in class, using laptops for activities other than taking notes, napping, and talking not related to course topics. Students engaging in disruptive behavior will be asked to cease and/or leave the classroom and be counted absent for the day.
- Additionally inappropriate behavior in the classroom will be handled according to the PCCUA Discipline policy as outlined in the PCCUA Student Handbook.
- In accordance with college policy, unauthorized visitors, including children, are not allowed in the classroom or computer labs. Nor should they be left unattended in hallways, lounges, or in lobby areas.

NETIQUETTE:
It is important to remember that the purpose of this class is twofold. One, you will deepen your knowledge of the field of psychology; and two, become better prepared to enter the professional world. With that in mind, please note that your behavior in class, with your classmates, and with your instructor should be conducted on a professional level.
- **Email:** My email address is listed on the first page of this syllabus. If you need to get in touch with me, email is often the best method. During the academic week, I will try to respond within 24 hours or less. On the weekends, it may be longer. Please email in a proper fashion. You should address the email to me (Mrs. Kirby, Professor Kirby, etc.) and make sure that you close your email with a salutation that includes your name (first and last) and class/section. You should communicate in complete sentences with appropriate punctuation. Do not TEXT TALK! I will not reply to emails that do not adhere to this policy.

- **Cell phones/smart phones/iPads:** You may have your phones in class, but need to turn them off or on vibrate so as not to disrupt the class. If your phone rings or I see you texting/checking emails/messages/etc. then you will forgo the bonus points for the next test. If you repeatedly access your phone during class, you will be asked to leave and be counted absent for the day. Continued phone usage will be handled according to the PCCUA discipline policy.

**ACADEMIC HONESTY POLICY**
Cheating on an exam/assignment will result in a zero for that exam and will be reported to the administration (Vice Chancellor for Instruction). A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college. Plagiarism is considered a form of cheating and will not be tolerated. Plagiarism includes, but is not limited to, using another person’s ideas or words without listing the source of this information or giving the original author credit for the work, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet. If the information is "common knowledge," you do not have to give a source (e.g., Human beings consist of two sexes: male and female.). Please refer to the student handbook section regarding academic misconduct.

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**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:**
Lynn Boone, the Vice Chancellor for Student Services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

**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. Directory information can be provided unless the student request that it be withheld.
INSURANCE

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Course Name: Fund. Of Speech  
Course Number: SP243  
Academic Year: Spring 2012  
Prerequisites: None  
Time & Place: 11:00 MW FA105  
Credit Hours: 3  
Revision Date: 01/10/2012

INSTRUCTOR INFORMATION:  
Instructor: Kirk Whiteside  
Office Location: Fine Arts 101  
Office Phone #: (870) 338-6474 ext. 1327  
Email Address: kwhite@pccua.edu  
Cell Phone 901-568-2166

COURSE DESCRIPTION  
The theory and practice of communication in interpersonal, small group, and public speaking emphasizing proficiency in speech organization, delivery, and critical thinking/listening applications.

EXPECTED LEARNING OUTCOMES  
This course is designed to develop confidence in the student’s ability to communicate effectively.  
Students will demonstrate the following competencies:

1. Critical thinking and listening skills  
2. Research and organizational skills  
3. Verbal and non-verbal presentation skills  
4. Knowledge of oral communication theory
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

7) Critical Thinking
8) Communication
9) Social and Civic Responsibility
10) Cultural Awareness
11) Mathematical Reasoning
12) Technology Utilization

TEXT AND READING MATERIALS:
Peterson, Brent D., Stephen, Eric G., White, Noel D.

The Complete Speaker. Third edition, West Publishing Company,

Publisher: West Publishing Company ISBN# 0-314-93439-1
Order Books On-line example: Amazon.com

GRADING POLICY
The student will be evaluated on their success and effectiveness in meeting the following requirements:

Daily Grade (homework, participation in class discussions, exercises, etc.) 10%
Three (3) written test taken from your textbook and lectures 30%
Typed Outlines for each of the four speeches 10%
Presenting four (4) speeches 30%
Written Performance Critique 10%
Final (written and oral) 10%

ATTENDANCE POLICY

Due to the nature of this class, attendance is of the utmost importance to observe and evaluate the speaking of others, and to profit from their experience and the comments of the instructor. Three (3) absences will be allowed, thereafter, your grade will be lowered one letter per each additional absence. Certain situations, emergencies or medical conditions may be excused by the instructor; however, notification must be made before the class is missed. If you are to miss class, please notify the instructor as soon as possible and remember, it is your responsibility to be prepared for any class assignments, test or speeches assigned during your absence.
MISSED OR LATE ASSIGNMENTS AND EXAMS
You will not be allowed to make up any test, speech outlines, or speeches without prior consent of the instructor. Not having a completed outline on the due date will result in a zero. In addition, you will not be allowed to give your speech, resulting in another zero.

Class Room Conduct
Refrain from talking when someone else is speaking.
The use of cell phones in class is strictly prohibited.
No food is allowed in the classroom at any time. You may have drinks in class. No gum is allowed.
Do not exit the classroom during class without asking to be excused.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

CAMPUS SUPPORT SERVICES
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http://acts.adhe.edu/secures/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
**Course Name:** Fundamentals of Sociology  
**Course Number:** SY 213 H1 & H2  
**Semester and Year:** Spring 2012

**Meeting Time & Place:**  
MW 9:30  L305  
TTH 11  L303

**Credit Hours:** 3  
**Revision Date:** August 2007

**COURSE DESCRIPTION**  
Fundamental Sociology is a disciplined and objective study of human social relationships and group interaction. The course includes the examination of the structures and processes of human interaction in an attempt to understand how humans behave and the consequences of this behavior.

**COURSE OBJECTIVES**  
Upon completion of the course, students will be able to:

- Describe the discipline of sociology and explain how it is a social science.
- Be able to identify, describe and apply the 3 major theoretical perspectives in sociology and compare and contrast the major perspectives and describe advantages and limitations of each.
- Be able to identify the major events in the history of sociology and analyze the contributions of the major figures in the field of sociology.
- Be able to describe and apply the sociological imagination.
- Understand the process of socialization.
- Demonstrate an understanding of the scientific method and how it is employed in the study of human behavior in groups and society.
- Examine social, economic, and political institutions as they relate to society and human behavior.
- Examine the significant social, economic, and political factors that are shaping world cultures.
PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

13) Critical Thinking
14) Communication
15) Social and Civic Responsibility
16) Cultural Awareness
17) Mathematical Reasoning
18) Technology Utilization

TEXT

Required Text: Thio, Alex. Sociology: A Brief Introduction, Seventh Edition. (2008) Publisher: Allyn and Bacon. The text must be brought to class and it is the student’s responsibility to keep up with all assigned readings.

GRADING POLICY

Quizzes 40%

*Assignments 10%

Mid Term Exam 20%

Final Exam 20%

Attendance and Participation 10%

Grading Scale 90-100 A 80-89 B 70-79 C 60-69 D Below 60 F

*Several assignments will be given over the course of the semester. They will be graded and averaged to comprise 20% of your course grade. Many assignments will be in class group assignments and you must be in class to complete.

ATTENDANCE POLICY

Class attendance and participation are essential to progress in the course, as well as part of your grade. (10%) The attendance policy is as follows: After the first absence, the instructor will notify the student and remind him or her of the importance of attendance. After the second absence, the instructor will notify the student and the advisor via email. After the third absence, the instructor will notify the student and advisor again, and the advisor will refer the student to the Student Success Coordinator. After that, the following policy will be used:
• Five absences for classes that meet twice a week are considered excessive. Students who are absent five times within a term may be dropped from the course and given an “EW”.

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

No exams will be given after the class exam unless prior arrangements have been made. No assignments will be accepted after the due date.

**ACADEMIC HONESTY POLICY**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without attribution, and buying or downloading a paper from the Internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and may also result in disciplinary sanctions including probation or suspension from the college.

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Classroom Behavior:

Electronic devices, such as cell phones and ipods, are not permitted and must be turned off during class. Earphones, headsets and speakers are to be removed. Recorders may be used for lectures. Violation of these policies may result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

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

INSURANCE

PCCUA 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 United Healthcare Student Resources. Forms for this insurance are available in the Registrar's office.

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COURSE OUTLINE

This outline will serve as a general guide to topics covered. We may not follow this exclusively.

Chapter 1- The Essence of Sociology

The Study of Social Life

The Development of Sociology

Major Perspectives in Sociology

Major Research Methods
Chapter 2 - Society and Culture
  Building Blocks of Society
  Societies in Sociocultural Evolution
  Components of Culture
  United States Culture
  Global Analysis of Culture

Chapter 3 - Socialization
  Significance of Heredity
  Socialization

Chapter 4 - Social Interaction in Everyday Life
  Communication

Chapter 5 - Social Groups

Chapter 6 - Deviance

Chapter 7 - US and Global Stratification
  Systems of Stratification
  Poverty

Chapter 8 - Race and Ethnicity
  Definitions
  Diversity
  Racial and Ethnic Relations
Prejudice and Discrimination

Chapter 9- Gender and Age
  Gender Roles
  Gender Socialization and Inequality
  The Aging Process
  The Future of Aging

Chapter 10- Families
  Analysis of Families
  Marriage
  Other Lifestyles

Chapter 11- Education and Religion
  Education in the US
  Religion in the US

Chapter 12- The Economy and Politics
  World Economic Systems
  Big Corporations
  Work in the US
  Power and Authority
  US Politics

Chapter 13- Health and Population
  Health and Society
  Medical Care
  Population
Chapter 14 - Environment and Urbanization

Ecology and Environmental Issues

Cities and Urban Life

Chapter 15 - Collective Behavior, Social Movements, and Social Change
Instructor: Yvette Robertson

e-mail: yrobertson@pccua.edu

Office: CS 103

Phone: (870) 338-6474 Ext. 1307 Cell # 816-5161

Class Times:

Jan. 29
Feb. 4
TBA

Fridays 4:30 - 8:00
Saturdays 9:00 - 4:00

Readings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in Families</td>
<td>Disciplining Children Without Screaming</td>
</tr>
<tr>
<td>Parenting As a Team</td>
<td>Self-Esteem in Children</td>
</tr>
<tr>
<td>Parenting Styles</td>
<td>Movie: Yours, Mines, and Ours</td>
</tr>
</tbody>
</table>
Course Description:
This course provides an overview of the family from a sociological perspective. The family is considered to be one of the most private and pervasive social institutions in society. This course is designed to give students opportunities to become more knowledgeable about families, and ways to work with them effectively.

Student Course Objective:
The student will:

- recognize the developmental stages of family life.
- identify and understand the dynamics of developmental demands on the family.
- analyze success models of family living and apply to personal situation.
- comprehend the impact of monetary resources, divorce, single parents, remarriage and blended families on family members.
- apply communication skills and techniques to personal family situations.
- write a family mission statement.
- develop effective written and verbal skills for communication with families/parents in a variety of settings.

Instructor Course Objective:
The instructor will:

- provide an environment that encourages active participation in the learning process.
- encourage and support each student to use his/her unique gifts and abilities to successfully complete this course.
- use a variety of methods in the teaching/learning process.
- appropriately assess and evaluated students’ work and give timely feedback.
- maintain high and clear standards and expectations for each assignment.

Attendance Policy:
High value is placed on class attendance and punctuality. We will only be meeting for three weeks (Friday and Saturday). It is of the utmost importance that students make every class. It will be difficult to catch up if you are absent. Therefore, I strongly suggest that you are present for every class. Students who miss a full day of class should withdraw from the course.
There is a penalty for being tardy. **One point for every five minutes** you are **late** will be deducted from your attendance/participation grade. FEW exceptions will be made to this policy.

**Supplemental Readings:**


Rosen, David M. "What Is a Family?" (Skolnick, pp.526-536).

**Inclement Weather Policy**

If it is necessary for the college to be closed due to inclement weather, this will be announced on the college switchboard or on the local radio stations. Please call the switchboard for any closing messages or listen to local stations.

**Conduct of Course/ General Course Information:**

1. **Syllabus.** Each student is responsible for keeping up with any changes that might be made in the course syllabus during the semester. When you miss a class, it is your responsibility to find out what you missed.

2. Please exhibit respect of all students. This includes not talking while others are sharing with the class and speaking with the best interest of others in mind. To preserve the learning environment, behaviors such as side conversations, passing notes, and/or text messaging will not be accepted.

3. **Cell Phones.** All cell phones should be turned on "silent" or “vibrate” mode. If you must answer a call, leave the classroom quietly. Violation of this rule will result in a **five-point deduction** from your attendance & participation grade for each infraction.
4. **Assignments** should be read before class. During class, we will be discussing the readings and other materials, and engaging in activities that will apply the information to form the test/quizzes and class lectures.

5. **Exams.** Exam questions include, but are not limited to, fill-in-the-blank, multiple choice, matching, case study scenarios, essay, and true/false.

6. **Testing Make-Up Procedures:** Tests are to be taken at the scheduled time unless prior arrangements have been made.

7. **Late Assignments:** All class assignments are due on the dates given by the instructor, even if a student is absent. Late submission of assignments (FOR ANY REASON) will result in loss of 10% of the points. No assignments will be accepted three days after the due date.

8. **All assignments** must be typed, unless otherwise noted. Font size and style should be 12 Arial with standard margin sizes of one inch.

9. If an **absence is unavoidable,** the student is responsible for the assignment missed. Work assigned to be turned in is due when the class starts; otherwise, it is late.

10. The **mid-term grade** will determined by averaging the total number of exams and/or assignment completed by midterm.

11. **Academic Integrity.** Cheating and plagiarism will not be tolerated. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it. See student handbook for more details (p. 3)

12. **Quizzes.** You will take quizzes online that cover the 13 functional areas. Online quizzes CAN NOT be made up! **An unannounced quiz may be given at anytime.** NO MAKE UP!

**Method of Evaluation and Grading** – Final grades will be based on point accumulation. Students will earn points via exams, class presentations and projects, class participation, and other assignments. Points will be converted into a percentage score. Grades will be assigned as follows:

- **A=** Excellent (92-100%)
- **B=** Above Average (83-91%)
- **C=** Satisfactory (74-82%)
- **D=** Below Average (65-73%)
- **F=** Unsatisfactory (Below 65%)
PCCUA Competencies:

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

- Critical Thinking
- Cultural Awareness
- Communications
- Mathematical Reasoning
- Social and Civic Responsibility
- Technology Utilization

- Campus Support Services: PCCUA 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.

- Disciplinary Action: Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class. Violation of these policies may result in disciplinary action. Students should also familiarize themselves with the PCCUA discipline policy included in the Student Handbook.

- ADA Policy: Lynn Boone, Vice Chancellor for student services serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (Dewitt) or Dr. Anne Gentry (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

- FERPA Policy: PCCUA 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. Directory information can be provided unless the student request that it be

- 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 United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.
Arkansas Course Transfer System (ACTS): The Arkansas Course Transfer System 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 admissions 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. ([http://acts.adhe.edu/secure/institutiontransferinfo.aspx](http://acts.adhe.edu/secure/institutiontransferinfo.aspx))

## IX. The Family / Evaluation & Assessment

Name ____________________________

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Exams (6)</td>
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Exam 1 ______ (100 pts)

Exam 2 ______ (100 pts)

Exam 3 ______ (100 pts)

Exam 4 ______ (100 pts)
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<thead>
<tr>
<th>Course</th>
<th>Points</th>
<th>Assignment</th>
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<tr>
<td>Exam 5</td>
<td>______</td>
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<tr>
<td>Exam 6</td>
<td>______</td>
<td>(100 pts)</td>
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<td>Case Studies</td>
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<td>Case Study :________ (100 pts)</td>
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<td>Due:</td>
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<td>Partnership paper</td>
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<td>Letter ______________</td>
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<td>Support Interview</td>
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<td>Interview ______________</td>
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<td>Due:</td>
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Explanation of Assignments

Support Interview

In order to better understand how parents get support for the trials they face in meeting the demands of parenting, interview one parent in FOUR families that have a child(ren) (ages 3-11).

Gather information on these topics any way that seems comfortable for you:

- How parents cope with morning routines
- Difficult problems they currently face with their child(ren)
- Resources for help when illness or work interferes with normal routines
- Resources for help when can’t cope effectively with their children’s actions
- What teachers can do to help at drop off in the morning and at pick up time

Written summary

Write a short paper summarizing (not detailing) what you discovered.

1. Describe the FOUR parents you interviewed. Who are these people?
2. Summarize what you learned. Don’t include transcript of all they said. Taken together as a group, what are the key areas?
3. Reflect on how these interviews affected your personally. What did you learn that can be beneficial to yourself in the future?
4. Imagine you did this with EVERY family you ever will have in the future as a standard policy. What are the positives and negatives of doing interviews about these topics with parents.

Partnership paper

Write a letter to parents that conveys your understanding of the purpose of school. The intent of this letter is to invite them into contributing to the school voluntarily. Schools are not inexpensive places to hold children and keep them safe while adults are at work. Schools are designed to develop the character and personal characteristics most useful to citizens of a democracy. Much of the groundwork for the this paper will be developed in class discussions and readings. The task her is for each class member to product a clear, concise, beautifully expressive statement that is fully in accord with his or her values.
Original work is not necessary. One can copy or steal anything from anybody to put in this letter. But it HAS to meet standards for effective writing. This is to be a work that will be used in the future.

Address these topics in order:

1. **Background of Relatedness.** Express, from your personal point of view, what you and the parent have in common, why you are here and what brings all the people in the community together.
2. **Conversation about possibility.** Clearly stated the dream you hold of the future for children and for your school, center or program. This a statement of aspirations, the ideal, the great vision for the future for the children, what just might be possible if everything is perfect.

3. **Conversation about Opportunity.** The here-and-now actions the community faces in its operation: specific problems to address, decisions that the community can address, what can be done right away.
4. **Invitation to Act.** Invite the parent to help the school, just as you would to a parent you were having.

**Grading/Content points**

- Multiple ideas expressed showing deep understanding
- All areas addressed but with ECE/BH jargon

**Community Resource Research project (100 pts)**

There are many resources in our community that offer help and support to children and families. To discover what is available, each student will report on one agency, its purpose, the services offered, and your evaluation of its effectiveness. To prevent duplication of agency reports, you will need to sign up for the agency that you have chosen to research.

**Directions:**

1. Go to the agency and talk to someone about their target audience clientele, the services they provide, and how they deliver this service. You should collect information such as brochures, handouts, and web sites.
2. Write a one page summary covering the type of agency (government or nonprofit), clientele, what services they offer, your observations of the physical setting, how people interact, and challenges the agency faces.

**Grading Criteria:**

- **Written Presentation**
  - Name of agency
  - Its purpose
  - The services offered (requirements, who is eligible)
  - An evaluation of the agency effectiveness

- **Oral presentation**
  - Tell what you learned from your research
  - Display (hand-outs, brochures, etc.)

This assignment should be typed and reflect thoughtful writing skills. Use Arial Font, size 12. Be grammatically correct, **proofread for typing/spelling errors** and readability.

- **See grading rubric for more details**

**Article Critique:**

The basic outline should include the following: (Include a copy of the article)

I. **Summarize:** Provide a thorough synopsis summary of this reading.

II. **Follow the Thinking:** How does the author back the main premise of the reading? Are the facts/opinions appropriately supported by research or available data? Is the author’s thinking logical?

III. **Develop a Context:** How does this reading compare or contrast your instructor lecture treatment of the subject matter?

IV. **Question Authority:** Explain why you agree/disagree with author’s main premise.

- **Article on the parenting** You will need to find this article (Internet, Magazine or Professional journal)
The instructor reserves the right to modify the schedule and grading policy as needed.

“Successful parenting is about getting it right 51% of the time!”