

## PCCUA PRIORITY

# Student Success Through Recruitment, Retention, and Completion



### MISSION

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

'I never teach my pupils; I only attempt to provide the conditions in which they can learn.' –Albert Einstein.

## PCCUA FACULTY HANDBOOK

2024-25

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## 2024-25



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Phillips Community College is a member of the American Association of Community Colleges, the Arkansas Community Colleges, the National Association of College and University Business Officers, and the American Association of Collegiate Registrars and Admissions Officers. PCCUA is also approved by the Arkansas State Approving Agency for Veterans Training.

### **Equal Educational Opportunity Policy**

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

## PCCUA VISION

### **Imagine a college where...**

- Students begin planning a career or academic experience early in life.
- High school students see it as a first choice for education and training.
- Student admissions, registration, and enrollment is easy.
- High quality teaching and learning experiences allow all students to succeed.
- Exceptional programs and services meet the needs of the students, community, and region.
- Barriers and obstacles which many students face are removed.
- Exceptional state of the art technology and distance learning infrastructure is provided.
- The college is responsive to the needs of the community, even in times of crisis.
- Economic development and industry training preparing students for the workforce is a priority.
- Engaging in the lives of its students, employees, and community is a priority.
- The community views it as a partner, resource, and change agent.
- Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

**Imagine a college all people want to attend and a college where everyone wants to work and that is the college we want to be.**

## **PCCUA VALUES**

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

### **Student Success**

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

### **The Power of Education**

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

### **Diversity**

We respect the inherent worth and dignity of every person.

## **CORE COMPETENCIES ALSO CALLED STACC SKILLS**

Our CORE Competencies are skills we strive to help students develop while attending PCCUA. Our goal is that students graduating with a degree possess these skills in order to understand the social complexities of society and engage in the world at a community, national, and global level.

Social and Community Responsibility- demonstrates adherence to legal/ethical standards established by society.

Technology Utilization- use of tools of the trade to achieve a specific outcome.

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication- the interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another.

## PCCUA Administrative Directory

Chancellor	Dr. Keith Pinchback	1233
Vice Chancellor for Instruction	Monica Quattlebaum	1331
Vice Chancellor for Administration & Finance	Stan Sullivant	1274
Vice Chancellor for Student Services	Dr. Kimberley Johnson	1235
Vice Chancellor for Advancement/HR/Security	Rhonda St. Columbia	1130
Vice Chancellor for Arkansas County Campuses	Kim Kirby	1825/1605
Dean of Allied Health	Shanna Pryor	1371
Dean of Applied Technology Workforce Dev. & Train.	Joe St. Columbia	1937
Dean, Arts and Sciences	Carol Birth	1331
Dean, Business & Computer Information Systems	Kayla Holland	1397
Dean of Distance Learning and Title III Director	Michelle Waites	1111
Director of Adult Education	Christina Sanderlin	1104
Director of the Career and Technical Center	Arthur Gentry	1028
Director of Student Support Services	Von Daniels	1110
Director of Continuing Education & Comm. Service	Wandra Williams	1210
Director of Financial Aid (Helena, Stuttgart, DeWitt)	Kim Banks	1358
Director of Gear Up	Tomisha Gant	1021
Director of Library Services	Keri Simpson	1145
Director of Institutional Research	Doug Bielemeier	1076
Director of Institutional Technology	Lee Williams	1328
Registrar	Demetric Johnson	1138
Coordinator: Special Projects	Linda Killion	1368
Student Services Coordinator (Stuttgart)	Valerie Colvin	1809
Bookstore-Rowdy Rents (Campus Libraries)	Keri Simpson	1145
Students with Disabilities	H- 1266, D-1636, S-1836	
	Deborah Gentry (H)	1214
	Shawanna Wansley(D)	1628
	Valerie Colvin (S)	1822
Director of Public School Relations (D)	Savanna Biswanger	1608
Director of High School Relations (H)	Kevin Martin	1363
Director of Public School Relations (S)	Michelle Blasengame	1816

### Accreditation

Phillips Community College is accredited by the Higher Learning Commission; 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, (800) 621-7440.

The Associate Degree Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN): <http://www.acenursing.org> 3343 Peachtree Road, NE, Suite 850, Atlanta, GA, 30326; (404) 975-5000; Fax (404) 975-5020.

The Medical Laboratory Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018, (773) 714-8880. The Phlebotomy program is approved by NAACLS.

The business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP); 7007 College Boulevard, Suite 420, Overland Park, KS 66211, (913) 339-9356.

The PCCUA concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), P.O. Box 578, Chapel Hill, NC 27514

## **History of Phillips Community College**

In 1964, leaders from all parts of Arkansas became enthusiastic about the public community college concept and undertook the difficult task of amending the state's constitution to permit the development of a system of community colleges in Arkansas.

The official history of Phillips County Community College dates from two events in 1965: (1) Act 560 of the Arkansas State Legislature, which paved the way for establishing community colleges; and (2) an affirmative vote by the people of Phillips County on October 23, 1965, which provided the local financial support for the college.

The Board of Trustees was appointed by the Governor of the State and met for the first time on November 1, 1965, officially creating Phillips County Community College. An early order of business for the Board was the election of Dr. John Easley as the first President of the College. The assembly of a faculty and staff was completed, and the new College was ready to open its doors in temporary quarters by September, 1966. The Board of Trustees decided that since construction of a new plant would take approximately two years, classes would begin in the Naval Reserve Building in Helena. The building served as home for Phillips County Community College for two years. In May, 1968, the first class was graduated. Construction of the permanent College facilities was also completed in 1968, and school opened in September of that year on the present campus.

During Dr. Easley's presidency, enrollment at the college grew, as did the physical plant. In 1972, the Fine Arts Center and Lily Peter Auditorium were completed with the help of generous support from the community. In 1976, the Nursing Education Complex was completed. In 1982, the Technical & Industrial Education Complex was opened. In 1986, the administration/data processing building was completed and a year later, the college library was renovated and named the Lewis Library, thanks to the generosity of the A. B. Lewis family.

In 1988, Dr. Easley retired and the administration building was renamed in his honor. Dr. Steven W. Jones was elected by the Board of Trustees to be the college's second president on March 8, 1988.

Since that time, the College has experienced dramatic growth with an expansion of the curriculum and facilities. Enrollment increased steadily in the early 1990's, and the Asa W. Bonner Student Center was dedicated in 1991. The Mitchell Science annex was added to the Nursing Education Complex in 1992. In 1993, the College was given the historic Pillow-Thompson House in Helena by Josephine Thompson and her son, George de Man. The house was renovated with the generous support of community donations and historic preservation grants and reopened in May of 1997.

In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The Board of Trustees changed the name of the college to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute

in DeWitt to Phillips Community College and on July 1, 1996, Phillips became a member of the University of Arkansas System. PCCUA now has three campuses in DeWitt, Helena, and Stuttgart.

Phillips Community College has always been a leader and innovator in higher education in Arkansas. The College has grown from an original enrollment of fewer than 250 students in 14 program areas to over 2,400 students in academic, occupational/technical, and continuing education programs. New programs are continually being researched and planned so that PCCUA will remain responsive to the needs and interests of the people of Eastern Arkansas. In the Fall of 2003, Dr. Steven Murray was named Chancellor of Phillips Community College. Dr. Murray was the College's third leader and second Chancellor. July 1, 2015 Dr. Keith Pinchback became the fourth leader and third Chancellor at PCCUA.

## **Strategic Planning**

Strategic planning is very important to the College. It is through this process that the college can engage all stakeholders in an intense and critical look at strengths, weaknesses, opportunities, and threats. In addition, the Institutional priorities focusing on recruitment, retention, and completion are integrated into all aspects of college planning. This process allows all engaged to address challenges, set goals, and identify ways to reach these goals. The Strategic Plans are usually completed over a five-year cycle and modified as needed. Because of the Covid pandemic, faculty and staff at the College felt that the existing Strategic Plan needed to be rewritten. Much work has gone into the rewriting of the Plan. However, it will not be unveiled until the mid-Fall Spring 2025. The Strategic Planning Team tries to meet twice a year to review progress and add, modify, or delete goals. The PCCUA 2020-25 Strategic Plan, which is the current plan, is found at the following Website: <https://www.pccua.edu/strategic-plan/>

The PCCUA 2025-30 Strategic Plan includes five goals related to student access with success and improving recruitment, retention, and completion.

The PCCUA 2025-30 Strategic Plan Set Five Goals

1. Support for Instruction and Learning.
2. Development for Students and Employees (includes faculty and staff).
3. Advancement of Understandable and Transparent Policies and Procedures (planning, budgets, protocols).
4. Improvement of Connections through Communication, Alignments, and Consistency
5. Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges and Universities.

The long-range goal is to increase each measure of recruitment, retention, and completion by five percent (5%) creating an upward trend in the three outcomes. This is important to the introduction of the Faculty handbook because all stakeholders at the College must be part of this effort.



**PCCUA STRATEGIC GOALS 2025-2030**

**Support for Instruction & Learning**



**A. Increase recruitment, retention and graduation rates by 5-7%.**

**B. Provide focused and quality advising designed to assist students through the PCC college experience.**

**C. Provide a wide range of academic support services to students and employees.**

**D. Make social support available to all.**

**Development for Students and Employees**



**A. Provide a wide range of professional development activities.**

**B. Develop a student and employee development schedule.**

**C. Focus on departmental and functional area development needs.**

**D. Support distance learning options for faculty, adjunct faculty, employees, and students.**

**Advancement of Understandable and Transparent Policies and Procedures**



**A. Review, modify or change policies which do not meet this goal.**

**B. Improve communication to ensure transparency in practice.**

**C. Develop and share college, division, and area strategic plans including short-, medium- and long-term goals.**

**Improvement of Connections through Communication, Alignments, and Consistency**



**A. Ensure communication and open discussions and actions are shared.**

**B. Create a definite strategy for information sharing and ensure all are aware of this protocol.**

**C. Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values focused.**

**Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges and Universities**



**A. Continue ongoing community partnerships.**

**B. Seek and develop new partnerships especially when opportunities emerge.**

**C. Provide student workforce training which includes field experiences, apprenticeships, and “hands-on” training.**

***PCCUA Mission***

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

## **PCCUA and Assessment**

In addition to understanding the Strategic Plan, it is important for faculty to understand that assessment is a high priority at PCCUA. The Assessment Committee is composed of representatives from every division and department and functional area. Instructors are engaged in assessment work at the course, program, and institutional level.

PCCUA has had a significant number of faculty retire and as new faculty replaced retiring or faculty who have left the college, these new instructors have not had the same commitment or understanding about assessment at the course, program and institutional level. The July 2020 HLC Virtual Visit for Open Pathways resulted in an Assessment Report for 2023.

The College the the submission of the HLC Report seriously and organized an active faculty and administrative committee with members able to make academic decisions. The Report was accepted and the assessment work done by PCCUA faculty was praised. The next site HLC Visit is April 20, 2026. Assessment Academy engagement aligns perfectly with preparing for that visit. PCCUA had already decided to make our institutional Quality Initiative working on the reorganization of assessment so involvement in the Academy has provided direction needed to move faculty and each division toward broad based assessment which informs decision making. PCCUA has worked diligently toward improving key performance indicators related to the Arkansas State Funding Formula such as student success, time to degree, gateway success, and transfer. Assessment has been lost in the effort and is critical to the recent reorganization work on assessment. The work is highly focused and well developed which has most likely been attained with Academy support.

The following cycle of assessment is adaptable to PCCUA's process.

Establish and revise course and program SLOs.

Map SLOs at the course, program, and institutional level.

Select or design assessment method or tools.

Develop assessment implementation strategy (Cycle or Plan).

Conduct assessment and collect data.

Develop assessment report.

Analyze and interpret data.

Use data to make changes and improve student learning.

The following link provides the Assessment Handbook information.

<https://www.pccua.edu/assessment/>

The following template has been adopted by the Assessment Committee to share outcomes. All faculty must participate in the assessment process.

## PCCUA PROGRAM ASSESSMENT PLAN

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**Division/Department:**

**Degree Program:**

**Semester/Year:**

Mission Statement or Overview of Program  
Program Student Learning Outcomes (SLOs)  
Assessment Methods

Program SLOs/Program/Core Comp.	Course(s)	Assessment Methods

The Assessment Committee has adopted a three-year assessment cycle focusing on student learning outcomes at the program level (Program Learning Outcomes or PLOs). At the beginning of each academic year, leaders at the division and departmental levels will submit their Assessment Plan used to indicate specific PLOs for each program within their division. Instructors will assess courses but the cycle allows a look at a smaller, more focused portion of student learning outcomes at the program level.

The scope of assessment this year is centered on putting processes in place but an important component of the work is to engage faculty and staff in meaningful conversations about student learning, instructor interest in the nurturing and development of a collective learning vision, the emergence of a strong student learning data outcomes base. This is expected to evolve within the next two to three years. The Committee is implementing a more structured, college-wide assessment schedule, believing this will allow faculty to engage in conversations about assessment as a whole rather than as separate functions.

The College is participating in the Higher Learning Commission's Assessment Academy.

### **Post Covid-19 Outcomes**

Post pandemic practices have left all at PCCUA acutely aware of the importance of encouraging safe health prevention practices. Although Covid is no longer the threat it once was, we still encourage students and employees to use caution in certain situations.

People with immune deficiency may want to wear a mask.

Social distancing when possible is recommended for those with immune deficiency issues.

Students and staff are encouraged to sanitize frequently and to self-screen for any health issue.

If you feel sick or have any symptoms for any illness, stay home.

## Instructors and Instruction

### Course and Student Information

#### A. Responsibilities of the Instructor

It is the responsibility of each instructor to teach the assigned class in a manner consistent with the course description in the college catalog. Adjunct and full-time faculty are required to develop a course syllabus. Course syllabi should be distributed and thoroughly reviewed with students on the first-class meeting. A syllabus template has been included in the appendix of this handbook for your convenience. (See Syllabus, Pp. 37-40).

A copy of the syllabus must be provided electronically to the division dean who will forward it to Linda Miller and Monica Quattlebaum, Vice Chancellor for Instruction. **The instructor should indicate, in writing, the relative weight or importance of each piece of required work used in determining the final course grade.** Minor changes in a course syllabus (i.e., due date, slight alterations of the relative weights of various assignments) may be made as long as sufficient notice is given to the students affected. Major changes (significant changes in the relative weights of assignments, additions of major assignments, papers or test, etc.) in a course syllabus should be avoided except in extreme and unusual circumstances. Deans and directors review each syllabus to ensure that it is ready for use with students and meets all syllabus requirements. (See Syllabus Review Form, Pp. 37-41).

#### B. Responsibilities of Instructors for Instruction

Instructors are expected to meet their class on time and for the full duration of each officially scheduled period. The federal suggestion for hybrid courses is 75% of the instructional time should be face to face. In certain circumstances this may go to 50% but should never be less than that as scheduled less than 75% of the face-to-face instructional time that instructor must meet with both the division dean and Vice Chancellor for Instruction. All faculty are requested to use BlackBoard for some instruction. However, it is recognized that some instructors may be using textbook platforms such as Hawkes, Pearson and others for instructional materials.

Each instructor must report discrepancies between the class roster and student attendance to the Office of Admissions and Records on the DeWitt, Helena-West Helena, or Stuttgart campus to assure the accuracy of student enrollment records. No shows, drops, and EWs will be completed in Workday. If a student is not on your class roster they are not in your class. These students should be directed to their advisor or the business office so that appropriate changes can be made to their schedules. If you are altering your delivery format, this must be approved by the dean.

Each instructor must submit a “no show” in Workday by the designated “no show” date. Each instructor must evaluate the quality of each student’s work, using the evidence of papers, tests, reports, projects, classroom performance, and examinations as appropriate.

Students may need to talk with an instructor between class meetings. Each instructor is to provide a telephone number (office or home) or an email address to students or have a staff member designated to forward messages from students. When possible, students’ calls should be

returned within twenty-four hours or BlackBoard, messages, emails or other communication. (See Office Schedule, P.42).

Each examination must be supervised by the instructor or a designated proctor.

Midterm and end of semester grades must be submitted through Workday by the required deadline.

A Student Evaluation of Instruction will be administered at least once during both the fall and/or spring semester.

### **C. Absence of a Faculty Member**

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

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

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

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

### **D. Attendance Policy**

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

Adjunct instructors will notify the student's advisor by entering the appropriate information through Workday so that the student can be contacted by an advisor, either by phone, in writing, or by email when a student is in danger of becoming excessively absent. Advisor names are listed on class rosters. If unable to access Workday, instructors should contact the campus program coordinator on the DeWitt and Stuttgart campuses and division dean on the Helena-West Helena campus. If the student is absent more than allowed by the instructor, the instructor

will initiate an “EW” and request approval by the Registrar’s Office within one week after the student has become excessively absent. Such notification must include the student’s last date of attendance. A recommended attendance policy is included below. (See Advisor List, P. 43)

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

A student’s absence due to college trips, college business or court ordered appearances will not be counted against the allowable number of absences. Usually three days tardy will constitute one absence. The student is responsible for all work missed during such absences. This varies from division to division. Check with your dean/chair and use the academic calendar to identify instructional days. (See Academic and On-line Calendars, Pp. 44-45).

### **E. Class Textbook(s)**

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

Faculty will reach out to deans and the librarian about textbook adoption 1 month prior to textbook adoption due date via email. That will be October 1 for the spring term and March 1 for the fall and summer term. The Legislative deadlines are November 1 for the spring term and April 1 for the summer and fall terms.

Faculty will need supervisors’ approval for textbook orders. Textbook adoption information will be approved by the appropriate deans and shared with Keri Simpson, the librarian.

Upon approval from dean/chair, textbook adoption information will be sent to Librarian Keri Simpson. The new rental program will allow students to rent textbooks at the low rate of \$22 per credit hour. Students must either “opt-in” or “opt-out” meaning they will rent all or none of their textbooks from the College. Students will not be charged for courses which do not require a textbook. If a student wishes to purchase their textbooks, they must purchase them from external book vendors such as Amazon, Chegg, etc.

### **F. Class Roster**

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

## **G. Early Warning**

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

### **1<sup>st</sup> Absence**

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

### **2<sup>nd</sup> Absence**

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

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

### **3<sup>rd</sup> Absence “At Risk”**

The instructor will send an email to the advisor and the student. Students at this level are considered “at risk” and need to be contacted more intrusively so that they return to class and remain in the class without further absences.

## **H. Examinations**

Final examinations given at the end of the semester must take place at a time announced in the examination schedule in the Schedule of Classes. Any variation from this exam schedule must be approved by the Vice Chancellor for Instruction.

## **I. Grade Assignment, Change and Appeal Procedures**

### **1. Grade Assignment**

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

Instructors are responsible for submitting grades twice during each semester. These periods are at midterm and after final examinations. Grades are posted with the Office of

Admissions and Records through Workday and the due times are published in the academic calendar of the catalog.

## **2. Grading System**

- A** is given for excellent work (4 quality points per semester hour).
- B** is given for work that is above average (3 quality points per semester hour).
- C** indicates work of average quality (2 quality points per semester hour).
- D** is the minimum passing grade (1 quality point per semester hour).
- F** indicates that student failed to meet minimum requirements (0 quality points).
- W** indicates a student withdrew from a course within the prescribed time.
- EW** faculty-initiated withdrawal due to excessive absence.
- S** is given for students working up to potential in individualized (self-pacing) courses.
- AU** Audit
- S/U** is given for student in individualized courses who fail to work up to potential.
- I** is given for incomplete work to be made up within sixty days following the close of a current semester. An “I” contract must be submitted before this grade can be awarded.
- CR** Credit no value points awarded.
- WC** Withdrawal Crisis is requested by the student within a specific time after completing the course and is used in permissible if there has been a crisis in that term.

## **3. Incomplete (I) Grades**

At the end of any semester, an instructor may assign a grade “I” if extenuating circumstances have prevented the student from completing all course requirements. An “I” grade is appropriate only in situations where the student has completed the vast majority of the course requirements based on professional judgment of the instructor. The instructor shall make a professional judgment, on a case-by-case basis, concerning the efficacy of assigning an “I” grade. If an “I” grade is assigned, the instructor will make a written contract with the student. This contract shall be signed by the instructor and the student, work to be completed listed, and a specific date for completion of the course work provided. The instructor will file the contract with the Office of Admissions and Records. (See Incomplete Grade Change through Workday, P. 48)

## **4. Grade Change**

An instructor may change a recorded grade assigned in error. The instructor should complete a Request for Grade Change through Workday. The Office of Admissions and Records will correct any error that may be made while entering grade.

## **5. Appeal of Grade or Other Academic Issues**

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

Student initiates contact with instructor within 10 working days of receiving the final course grade by submitting a completed grade appeal form to instructor.



If no resolution is reached, student submits a copy of completed grade appeal form with instructor’s “action taken” to the division chair or dean, and the campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within 5 working days of Step 1.

If no resolution is reached, student submits a copy of completed grade appeal form with signatures of instructor, division dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt) within 5 working days of Step 2, to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.

Within 5 working days of Step 3, the Chair of the Faculty Senate Academic Standards Committee will convene to consider the appeal. If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 working days the time and location of the hearing.

The Academic Standards Committee will convene the hearing and findings concerning the appeal are considered final (Academic Appeal Form P. 49-50).

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

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

Although the primary responsibility of the Academic Standards Committee is to review appeals, the committee will report a written decision of the final solution to the complaint. The written decision will be kept in the student’s file in the Office of Admissions and Records. Because of the time needed to resolve a possible grievance, all instructors must retain appropriate tests for at least one semester following the semester just ended.

<b>Steps</b>	<b>Procedure</b>	<b>Time Frame</b>
<b>Step 1</b>	Student initiates contact with instructor. If no resolution, proceed to Step 2.	Within 10 working days of receiving the final course grade, student submits completed grade appeal form to instructor.
<b>Step 2</b>	Student submits copy of completed grade appeal form with the “instructor’s action” taken to the division chair or dean, and the Campus Vice Chancellor (if the course appealed is in Stuttgart or DeWitt). If there is no resolution, proceed to Step 3.	Within 5 working days of Step 1
<b>Step 3</b>	Student submits copy of completed grade appeal form with signatures of instructor, division chair/dean, and Vice Chancellor (if the course appealed is in Stuttgart or DeWitt).	Within 5 working days of Step 2

	This action is taken to the Vice Chancellor for Instruction (VCI). The VCI notifies the chair of the Faculty Senate Academic Standards Committee to conduct a hearing.	
<b>Step 4</b>	The Chair of the Faculty Senate Academic Standards Committee convenes to consider the appeal.	Within 5 working days of Step 3
<b>Step 5</b>	If the Faculty Senate Academic Standards Committee finds the request merits a hearing, the committee will notify the student and instructor within 5 days the time and location of the hearing.	Within 5 working days of Step 4
<b>Step 6</b>	Academic Standards Committee will convene the hearing. Findings concerning the appeal are considered final.	Within 5 working days of Step 5

According to Board Policy 404, instructors will assign mid-semester advisory grades, final grades, and student progress or class standing when requested by the administration. Grades may be kept in a grade book filled out in ink or kept in an electronic grade book. Instructors will record all grades and attendance in the grade book in a timely manner. Instructors will keep grade books on file for three (3) years and after three years the grade books will be shredded, electronically deleted, or destroyed. In the event of termination or resignation of an instructor’s employment with Phillips Community College of the University of Arkansas, the instructor will return all grade books in his or her file to the direct supervisor of the department.

**J. No Show**

Students who miss the first two days of class must be reported to the Office of Admission and Records through Workday as “NO SHOWS”. This is extremely important for accurate student submission numbers.

**K. Student Referrals**

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

**I. Students with Disabilities**

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

**Philosophy**

PCCUA welcomes students with disabilities. PCCUA strives to meet the needs of students with

self-disclosed disabilities who wish to advance their education. Students with disclosed disabilities who work with a Disability Coordinator to obtain reasonable accommodations are more likely to experience success in a positive learning environment.

### **Confidentiality**

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

### **Disclosure**

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

### **Appeal**

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

### **Legal Policy**

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). A Disability Coordinator is available on each campus to assist students in obtaining reasonable accommodations for self-disclosed disabilities. Disability Coordinators are identified in the PCCUA College Catalog and Student Handbook. It is the student's responsibility to self-disclose the disability to the Disability Coordinator.

<https://www.pccua.edu/disability-services/>

**The Rehabilitation Act of 1973 included Section 504** forbade discrimination against persons with disabilities by programs and activities receiving federal financial assistance, which included virtually every institution of higher education, except the U.S. military academies and a few small religious schools.

A postsecondary institution must make reasonable accommodations for students with disabilities so that they can participate in programs and activities.

Colleges must make "academic accommodations" for students with disabilities so that they can participate in the academic and extra curriculum at the institution. Academic accommodations include extended time for test taking or completion of course work; tape recording of classes; substitution of specific courses to meet degree requirements; modification of test taking and other adjustments.

Colleges do not have to provide accommodations that would "fundamentally alter" the educational program or academic requirements essential to a program of study or necessary to fulfill licensing requirements.

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

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

### **Process for Receiving Services**

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

DeWitt-Shawanna Wansley (ext. 1628)  
Helena-West Helena-Deborah Gentry (ext.1214)  
Stuttgart-Valerie Colvin (ext.1809)

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

**<https://www.pccua.edu/disability-services/>**

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

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

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

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

<https://www.pccua.edu/disability-services/>

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

### **Faculty Responsibilities**

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

Comply with reasonable accommodations.

Identify additional accommodations which may facilitate student learning.

Inform the student's advisor of high-risk student behaviors.

Maintain confidentiality of the student's disability.

### **M. Professional Leave (BP 650, AP 650.04)**

Faculty members are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth. Deans or supervisors will try to provide information in advance about professional opportunities to all faculty members.

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

A written request should be submitted at least four weeks in advance of the date the leave is requested. A Proposal for Professional Leave form should be submitted to the dean. Individuals granted faculty development funds will be expected to submit a short-written report to the department chairperson upon their return. A copy will be sent to the Vice Chancellor for Instruction for the permanent file.

Faculty development funds may be made available outside of the division rankings for faculty who apply or are asked to present scholarly papers at regional and national meetings. Faculty members who are contemplating presenting papers at such a meeting should have full written approval before accepting any obligation. There will be no set limit on the number of presentations that may be requested; however, funds for this type of application are limited and will be considered on an individual basis. Presentation requests that result from a competitive selection process will have a priority funding status. (See Proposal for Professional Leave Form, p. 50)

### **N. PCCUA Initiatives**

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

1. **Career Pathways-** The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low-income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on each campus.
2. **Career and Technical Center-** Partnering with school districts in our service area (Helena-West Helena, Marvell, KIPP, Barton, DeWitt, Stuttgart, Clarendon, and Lake Village) to provide job training and career exploration in high demand career fields such as Advanced Manufacturing, Welding, Criminal Justice, Medical Professions and Computer Engineering. These programs have prioritized funding based on workforce need as determined by the Department of Career Education.
3. **Student Support Services (SSS) -** Students accepted for enrollment at Phillips Community College are eligible to apply for SSS. It is designed for first generation or low-income students. The term *low income* means from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. The term *first generation college student* means a student both of whose parents did not complete a baccalaureate degree or, in the case of any student who regularly resided with and received support from only one parent, a student whose only such parent did not complete a baccalaureate degree. Services provided to SSS students include academic advising and course selection, financial aid counseling and assistance, transfer information and assistance, including college trips, instruction in study skills, career exploration, peer and computer assisted tutoring, peer mentoring, advocacy with staff and faculty, and an open computer lab.
4. **Carl Perkins V-** Carl Perkins V focuses on student success in career and technical education. Perkins V includes: 1) Postsecondary Placement, 2) Credential attainment and 3) Concentrators Non-Traditional. The needs assessment drives the development and spending decisions. Assessment includes: student performance, program quality, labor market needs, educator development, and special population access to programs. Perkins relies on input from multiple stakeholders. Perkins funding is designed to ensure students are prepared for careers and that business and industry have skilled workers to stay economically competitive.
5. **GEAR UP-** Partnering among PCCUA and ten school districts (Helena-West Helena, Barton-Lexa, Marvell-Elaine, Lee County, Stuttgart, DeWitt, Clarendon, KIPP, Dumas, and Lakeside -Lake Village), as well as other community partners such as the Chamber of Commerce, City governments, local police and fire departments, and more. Services include: afterschool programs; mentoring college/career planning; summer programs; college campus experiences; professional development for school staff; resources to support the delivery of rigorous and academic curriculum; and parent programming. This is funded by the U.S. Department of Education.

- 6. Adult Education-** The Adult Education program allows students over the age of 16, who have not completed high school studies, the opportunity to acquire the skills necessary to pass the General Educational Development (GED) test or to meet other educational goals. Adult Basic Education (ABE) teaching basic literacy in reading, language skills, and math, and work readiness skills. Adult Secondary Education (ASE) teaching reading, English, and math skills necessary to pass the GED test or available training programs. Integrated Education and Training (IET) teaching basic educational skills and technical training in approved vocational areas are also available.
- 7. Food Pantry-** PCCUA has a Food Pantry on each campus. These centers are available to assist students when there are food crisis issues. For more information contact the following people: Helena-Kena Henderson ext.1242, DeWitt-Kim Rawls ext.1690, and Stuttgart-Sharonda Thomas ext.1814.
- 8. Career Closet-** Each campus has a Career Closet available to students needing professional attire for interviews, internships, and work. Clothes and accessories are free and all are only lightly worn. Helena Campus-Shawndus Gregory ext. 1116, DeWitt-Kali Mannis ext. 1602, Stuttgart Sharonda Thomas ext. 1814.

**O. PCCUA Library Services**

Keri Simpson is Director of Library Services and Bookstores for Phillips Community College. She works closely with library staff to meet the needs of students, faculty, staff, and community patrons. Materials and resources are frequently added to the library collection to aid in research for classes or personal enrichment. Individual and group instruction sessions are available. The campus bookstore is also located in the library. The library has extended hours to increase availability to all patrons. Access to computers and library services such as databases and online catalogs are provided for convenience to everyone. For more information, please contact a library staff member at extension 1145.

Campus	DeWitt	Helena Lewis Library	Stuttgart
Contact Staff	Keri Simpson ext. 1622	Keri Simpson ext. 1145	Keri Simpson ext. 1818
Library Hours	Monday – Thursday 7:30 am -4:30 pm  Friday 7:30 am – 1:30 pm.  Extended Hours available upon request.	Monday & Thursday 7:45 am to 7:00 pm  Tuesday & Wednesday 7:45 am to 4:30 pm  Friday 7:45 am to 2:00 pm	Monday, Wednesday, 8:00 am -5:00 pm  Thursday 8:00 am to 5:00 pm  Tuesday 9:30 am to 6:00 pm  Friday 8:00 am to 2:00 pm



## **P. Helpful Faculty Links**

Adjunct Faculty should contact the program dean for questions regarding instruction. Both full and part time faculty will find the following links helpful.

<b>Faculty Association</b>	<a href="https://www.pccua.edu/faculty-association/">https://www.pccua.edu/faculty-association/</a>
<b>High School Relations</b>	<a href="https://www.pccua.edu/high-school-students/">https://www.pccua.edu/high-school-students/</a>
<b>Students with Disabilities</b>	<a href="https://www.pccua.edu/disability-services/">https://www.pccua.edu/disability-services/</a>
<b>Student Discipline</b>	<a href="https://www.pccua.edu/student-discipline-policy/">https://www.pccua.edu/student-discipline-policy/</a>
<b>Faculty Resources</b>	<a href="https://www.pccua.edu/academic-affairs/">https://www.pccua.edu/academic-affairs/</a>
<b>Online Courses</b>	<a href="https://www.pccua.edu/online-courses/">https://www.pccua.edu/online-courses/</a>

## **Q. Accidents and Incidents**

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

Assess the accident or incident

Report the accident or incident to the switchboard

The PCCUA employee reporting the accident or incident to the Vice Chancellor for Student Services will complete the accident report form (See both Accident Report Form and Incident Report Form - On Internet).

If you are writing the report give it to the Vice Chancellor for Student Services in Helena or the Arkansas County Vice Chancellor's in Stuttgart or DeWitt. (See Crisis Management Plan for Complete Process

<https://pccua.edu/academic-affairs/> (See Accident Report, P. 52 & Incident Report, P. 53)

## **R. Travel**

PCCUA encourages faculty to reserve a college vehicle when traveling as a representative of PCCUA. If a vehicle is not available for out of town travel, mileage reimbursement may be available. Discuss the travel plan with your dean before filing a leave form requesting reimbursement. (See Vehicle Request, p.48). Be sure to file leave and complete the Spend Authorization in Workday.

## **S. Textbook-Rowdy Rents**

PCCUA offers the ROWDY-RENTS Textbook Rental Program! This program is administered through the PCCUA Library system with libraries on each campus. Rowdy Rents allows students to rent textbooks at the low rate of \$22 per credit hour. Students must either “opt-in” or “opt-out” meaning they will rent all or none of their textbooks from the College. Students will not be

charged for courses which do not require a textbook. If a student wishes to purchase their textbooks, they must purchase them from external book vendors such as Amazon, Chegg, etc.. Before purchasing a textbook, students should check with the program advisor because some programs, especially Allied Health, require specific editions and lab kits.

**T. Forms**

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

## U. The Mini Guide Help Resource

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

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

Online Student Information <https://www.pccua.edu/online-courses/>

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

Office of the Registrar-Demetric Johnson	Arkansas Course Transfer System (ACTS) Website
Phone: (870) 338-6474 ext. 1138	<a href="https://adhe.edu/institutions/arkansas-transfer-and-articulation-ataa">https://adhe.edu/institutions/arkansas-transfer-and-articulation-ataa</a>
Academic Affairs	<a href="https://www.pccua.edu/faculty-staff/academic-affairs/">https://www.pccua.edu/faculty-staff/academic-affairs/</a>

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

DeWitt	Helena-West Helena	Stuttgart
Kim Kirby	Dr. Kimberley Johnson	Kim Kirby
Vice Chancellor for DeWitt	Vice Chancellor for Student Services	Vice Chancellor for Stuttgart
Phone: (870) 946-3506 ext. 1605	Phone: (870) 338-6474 ext. 1235	Phone: (870) 673-4201 ext. 1825

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

DeWitt-Shawanna Wansley	Helena-West Helena-Addie Chandler	Stuttgart-Sonya Allen
Phone: (870) 946-3506 ext. 1628	Phone: (870) 338-6474 ext. 1278	Phone:(870) 673-4201 ext. 1828
	STAR Lab-Mark Sellers	
	(870) 338-6474 ext. 1075	

**If you need help with financial support, tuition and fee costs, child care, transportation and more call Career Pathways (Director Kim Rawls)**

DeWitt	Helena-West Helena	Stuttgart
Kim Rawls (1690) and Toni Carter (1644) (1886)	Shawndus Gregory (1116)	Kim Rawls (1887) & Toni Carter
Phone: (870) 946-3506 ext. 1644	Phone: (870) 338-6474	Phone: (870) 673-4201

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

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628
Helena-West Helena-Deborah Gentry (870) 338-6474 ext. 1214
Stuttgart-Valerie Colvin (870) 673-4201 ext. 1809

**If you have trouble accessing email or have trouble with online courses contact:**

Amy Hudman	Technology Academy	ext. 1181
Michelle Waites	Dean of Distance Learning Coordinator (Title III Director)	ext. 1111

## **V. Steps for Enrollment in Workday for Developmental Education at PCCUA**

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

### **1. Reading**

College Reading Strategies, DS 103/ READ 00343 this is for students with an NG Accuplacer score of 231 or below on Reading. Student must enroll in the lab DS 1031/READ 00441.  
College Reading Strategies, DS 123/READ 02343 is for students with an NG Accuplacer score of 232-250 on Reading. Student must enroll in the lab DS 1231/READ 02441

### **2. Writing in Arkansas County**

Basic Writing I, EH 1013/ENGL 10383 score 225 or below on the Accuplacer (13 or below on the ACT)  
Basic Writing II, EH 1023/ENGL 10483 score 226-250 on the Accuplacer (14-18 on the ACT)

### **Writing in Phillips County (third year of pilot)**

All students needing English remediation for Basic Writing I take EH 1013/ENGL 10383 with EH 1011/ENGL10181 . **If a student places into what was EH 1023/ENGL 10483 with EH 1021/ENGL 10281, that student now takes EH 1131/ENGL 11301 a lab, with EH 113/ENGL 10103, Comp I**

Students with an ACT of 14-18 or who score between 226-250 on the NG Accuplacer must enroll in the following corequisite course when they enroll in EH 1131/ENGL 11301 which is linked to EH 113/ENGL 10103. **The student should be enrolled in the lab first.**

EH 113/ENGL 10103 and lab EH 1131/ENGL 11301 and the corequisite SS I10/UNIV 11060, SS 111/UNIV 11261 (EH 113/EH 1013 ACTS)

2. Students with an ACT 13 or below; or a 225 or lower on the NG Accuplacer must enroll in the following courses:

EH 1013/ENGL 10383 and EH 1011/ENGL 10181 and Student Success I, SS 101/UNIV 10141

### **3. Math**

#### **All students needing math remediation take MS 1023/MATH 10373**

Students with ACT 14 or below or 227 or below on the NG Accuplacer must enroll in the following corequisite course.

MS 1023/MATH 10373 and lab MS 1002/MATH 10072

Students with ACT 15-16; or a 228-236 on the NG Accuplacer must enroll in the following course:

MS 1023/MATH 10373 NO LAB

Students with 17-18 or above; 237-248 on the NG ACCUPlacer QAS or complete MS 1023/MATH 10373 may enroll in either of the following courses:

Tech Math, MS 143/MATH 10133

College Algebra MS 123/MATH 11003 and MS 1121/MATH 11271

Quantitative Reasoning/Literacy, MS 193/MATH 11103 and the Lab-MS 1191/MATH 11971

Students with ACT 19 or above, or a 249 or above on the NG ACCUPlacer QAS may enroll in either of the following courses:

Tech Math, MS 143/MATH 10133

College Algebra MS 123/MATH 11003

Quantitative Reasoning/Literacy, MS 193 /MATH 11103

#### **Placement Steps.**

Step 1: Students receive the NG ACCUPLACER Test Preparation/Review

Step 2: Students are tested and placed in the appropriate courses.

Step 3: Students are assigned an advisor

Step 4: Students discuss remediation needs and an academic program of study. Students begin course work needed to complete remediation or begin college level course work.

**Note:** Placement in remediation is based on NG ACCUPLACER or ACT scores. Testing and placement is mandatory for all incoming students. Students that score below a 19 on the Reading, English, and/or Math portions of the ACT are required to take the NG ACCUPLACER. PCCUA students (not concurrent students) can enroll in some developmental and gateway college level courses concurrently: Basic Writing II with Composition I.

### PCCUA COURSE PLACEMENT TABLE-REMEDIATION

PLACEMENT	COMPASS	ACT	CLASSIC ACCUPLACER	NG ACCUPLACER	All Campuses Fall
EH 1013/ENGL 10383 (Basic Writing I)	0 – 37 on Writing Skills	13 or below on English	50 or below on Sentence Skills	225 or below on Writing	Lab
EH 1023/ENG 10483 (Basic Writing II) with EH 1021/ENGL 10281 (Basic Writing lab)	38 – 79 on Writing Skills	14-18 on English	51-82 on Sentence Skills	226-250 on Writing	Helena Only Lab EH 1131/ENGL 11301
EH 1023/ENGL 10483 (Basic Writing II)	38 – 79 on Writing Skills	14-18 on English	51-82 on Sentence Skills	226-250 on Writing	Arkansas County Only Lab EH 1021/ENGL 10281
EH 113/ENGL10103 (Freshmen English I) ACTS 1013	80 or above on Writing	19 or above on English	83 or above on Sentence Skills	251 or above on Writing	
MS 1023/MATH 10373 with lab	0 – 48 on Pre-algebra	14 or below on Math	40 or below on Elementary Algebra	227 or below on QAS	MS 1002/MATH 10072 Lab
MS 1023/MATH 10373 (Elementary Algebra)	49 – 100 on Pre-algebra and 0 – 29 on algebra	15-16 on Math	41-59 on Elementary Algebra	228-236 on QAS	No Lab
MS 123/MATH 11003 (College Algebra) ACTS MATH 1103	49 – 100 on Pre-algebra and 30 – 40 on Algebra 2 years of HS Algebra recommended, but not required	17-18 on Math	60-77 on Elementary Algebra	NGA QAS 237-248 or completed MS 1023	Lab MS 1121/MATH 11271 (College Algebra)
MS 123/MATH 11003 (College Algebra) ACTS MATH 1103	41 or above on Algebra 2 years of HS Algebra recommended, but not required	19 or above on Math 2 years of HS Algebra recommended, but not required	78 or above on Elementary Algebra	249 or above on QAS	No Lab
MS 143/MATH 10133 (Technical Math)	21 or above on Algebra	ACT 17-18 / NGA QAS 237-248 or complete MS 1023	60 or above on Elementary Algebra	237 or above on QAS	No Lab
MS 183/MATH 1003 (College Mathematics) ACTS MATH 1003	49 – 100 on Pre-algebra and 36 or above on Algebra	19 or above on Math	78 or above on Elementary Algebra	249 or above on QAS	No Lab

<b>MS 193/MATH 11103 Quantitative Reasoning ACTS MATH 1113</b>	<b>49 – 100 on Pre-algebra and 30 – 40 on Algebra 2 years of HS Algebra recommended, but not</b>	<b>17-18 on Math</b>	<b>60-77 on Elementary Algebra</b>	<b>NGA QAS 237-248 or completed MS 1023</b>	<b>Lab MS 1191/MATH 11971 Quant. Reasoning Lab</b>
<b>MS 193/MATH 11103 Quantitative Reasoning/Literacy ACTS MATH 1113</b>	<b>21 or above on Algebra</b>	<b>19 or above on Math ACT 19 or 249 NG QAS and above</b>	<b>78 or above on Elementary Algebra</b>	<b>249 or above on QAS</b>	<b>No Lab</b>
<b>DS 103/READ 00343 (Introduction to College Reading Skills)</b>	<b>0 – 65 on Reading</b>	<b>13 or below on Reading</b>	<b>47 or below on Reading</b>	<b>231 or below on Reading</b>	<b>Lab DS 1031/ READ 00441 (Reading Lab I)</b>
<b>DS 123/READ 02343 (College Reading Strategies) and (Reading Lab II)</b>	<b>66 – 82 on Reading</b>	<b>14-18 on Reading</b>	<b>48-77 on Reading</b>	<b>232-250 on Reading</b>	<b>Lab DS 1231/READ 01441 (Reading Lab II)</b>
<b>Exemption from Reading</b>	<b>83 or above on Reading Skills</b>	<b>19 or above on Reading</b>	<b>78 or above on Reading</b>	<b>251 or above on Reading</b>	

## W. Important Policy or Procedure Changes

Two important policy and procedure changes have been made which impact additional compensation for faculty. The changes are marked in red font.

AP 364.01 Teaching Load Tied to Board Policy 364

AP 364.01 Summer Term Course Load Determination-Tied to BP 364

BP 404 Grading Policy

Changes to existing policies or procedures are document in red font.

### PHILLIPS COMMUNITY COLLEGE ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88                      Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06,  
3/18, 7/24

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#### Course Load Determination Policy

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

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

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

Points are awarded as follows:

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



Overload compensation is \$300 per point above 30 points in a regular semester. No overloads will be awarded in a given discipline until all faculty within that discipline has a full teaching load. The same class taught during the day, evening, on-line or another delivery will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week (see policy on BP 364: Faculty Work Schedule).

Criteria for assigning overloads are as follows:

a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific  
Administrative Procedure 364.01

discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b. An instructor is not required to accept an overload; consequently, the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.

f. Faculty teaching via synchronous interactive video will receive \$25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to instructors who teach courses designed for high school students meeting five days a week for the high school Secondary Center course(s).

### Prorated Compensation

Prorated amounts for class enrollment include the following levels of compensation.

Number of Students	Compensation	Allied Health Compensation/Specific Selected Four-Hour Classes
10	\$1,800	\$1,800
9	\$1,620	\$1,800

8	\$1,440	\$1,800
7	\$1,260	\$1,260
6	\$1080	\$1,080
5	\$ 900	\$ 900
4	\$ 720	\$ 720
3	\$ 540	\$ 540
2	Independent Study Rate	
1	Independent Study Rate	

### **Independent Study Compensation**

Compensation for an independent study will be 0.25 points per credit hour. Two credit hours will be .5 points, three credit hours will be .75 pts, and 4 credit hours will be one point.

Compensation will be based on credit hour only. Once a faculty member has three or more students enrolled in the same independent study course, the compensation for teaching that course will be calculated as a class of three and prorated on the base of a class with ten students. Grant regulations may supersede this policy.

### PHILLIPS COMMUNITY COLLEGE ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 364

Date Adopted: 6/96 Revised: 8/99, 3/18, 6/19, 5/24

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

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for faculty who were full-time employees during the previous academic year will be 2.5% per credit hour of base salary for the first course ONLY, up to four credit hours. There will be no exceptions. Additional summer courses will be paid at the overload rate per point or per credit hour.

Faculty with enrollment exceeding 30 will receive \$50 per student. Summer courses must meet minimum enrollment requirements which is 10 for most courses. Exceptions include nursing which is 8 students and some four-credit hour (9 students) and five-credit (8 students) hour classes with labs. Any course offered at lower enrollment will be pro-rated regardless of the circumstances.

### **Prorated Compensation**

Prorated amounts for class enrollment include the following levels of compensation.

Number of Students	Compensation	Allied Health Compensation/Specific Selected Four-Hour Classes
10	\$1,800	\$1,800
9	\$1,620	\$1,800
8	\$1,440	\$1,800
7	\$1,260	\$1,260
6	\$1080	\$1,080
5	\$ 900	\$ 900
4	\$ 720	\$ 720
3	\$ 540	\$ 540
2	Independent Study Rate	
1	Independent Study Rate	

### **Independent Study Compensation**

Compensation for an independent study will be 0.25 points per credit hour. Two credit hours will be .5 points, three credit hours will be .75 pts, and 4 credit hours will be one point. Compensation will be based on credit hour only.

### **Summer School Conditions**

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

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

PHILLIPS COMMUNITY  
COLLEGE BOARD  
POLICY

Policy: 404

Subject: Grading Policy

Date Adopted: 6/68

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

Reviewed: 5/13, 6/19, 6/24

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

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

#### The Grading Scale

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

- A Excellent
- B Good
- C Average
- D Passing
- F Failing
- AU Audit
- I In Progress (Incomplete if the course work is not completed within the designated time the "I" grade will automatically become an "F")
- W Withdrawal
- EW Withdrawal by faculty due to excessive absences  
Repeated Students working up to potential in individualized or self pacing courses
- S/U Non-credit courses will be given a grade of "S" for satisfactory or a grade of "U" for unsatisfactory.
- WC Withdrawal Crisis
- CR Credit no grade point value only credit unit value

#### Withdrawal Procedures

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

### Grade Assignment and Reports

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

## **X. Student Discipline**

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. In accordance with Administrative Procedure: 405.01-Classroom Discipline and Student Conduct, 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. (See Administrative Procedure 405.01: Classroom Discipline and Student Contact, Pp. 55-58)

## **Y. Title III**

The PCCUA Title III grant is designed to strengthen the College by addressing weaknesses in the areas of academic programs, institutional management, and fiscal stability. To increase enrollments and best serve its service area, the PCC project focuses on **improved access** to student services, existing programs leading immediately to entry level jobs, redesigned high-demand programs, and a new high demand, high pay program to train Occupational Therapy Assistants. This project will have four components:

1. Upgrading infrastructure on all three campuses.
2. Creating a Technical Academy by organizing training and services for faculty, staff, and students.
3. Reorganizing specific courses in the existing curriculum to restructure the AAS in General Technology.
4. Developing an AAS program in Occupational Therapy Assistant (OTA).

# **FACULTY RESOURCES**



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

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

**INSTRUCTOR INFORMATION:**

**Instructor:**

**Office Location:**

**Office Phone #: (870)**

**Email Address: @pccua.edu Office Hours:**

**COURSE DESCRIPTION**

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

**TEXT AND READING MATERIALS:**

*Publisher:*

**EXPECTED STUDENT LEARNING OUTCOMES (Course Outcomes)**

**INSTRUCTIONAL GOALS, OBJECTIVES &**

**MEASURES PCCUA CORE COMPETENCIES**

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

**Students graduating from PCCUA will demonstrate the following core competencies:**

- 1. Social and community responsibility**
- 2. Technology Utilization**
- 3. Analytical and Critical Thinking and Reasoning**
- 4. Communication**
- 5. Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding**



## **GRADING POLICY**

*Quizzes*

*Papers,*

*Assignme*

*nts Tests*

Mid Term

Exam Final

Exam

Grading Scale

## **ATTENDANCE**

## **POLICY**

## **PARTICIPATION**

## **COURSE EVALUATION & ASSESSMENT**

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

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

## **MISSED OR LATE ASSIGNMENTS AND**

## **EXAMS STUDENT RESPONSIBILITIES**

## **SUPPORT FOR LEARNING**

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

## **ACADEMIC HONESTY POLICY**

## **LABORATORY PROCEDURES (if applicable)**

## **CAMPUS SUPPORT SERVICES**

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

**ADA POLICY:**

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

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Valerie Colvin (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or the College Web site.

<https://pccua.edu/disability-services/>

**FERPA POLICY**

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

**INSURANCE**

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

**ACTS**

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

## **COLLEGE DELAY OR CLOSURE**

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed. If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**. **All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure. Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.**

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



**SYLLABUS REVIEW FORM**

Faculty Name: \_\_\_\_\_  
 Course Name: \_\_\_\_\_ Course Number: \_\_\_\_\_ Semester/Term: \_\_\_\_\_  
 Division: \_\_\_\_\_ Dean/Chair: \_\_\_\_\_

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

Signature of Review Team Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

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

**FACULTY INSTRUCTIONAL AND OFFICE SCHEDULE**

<b>(TERM)</b>	<b>PHONE:</b>	<b>NAME</b>	<b>EXT:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
7:00 – 7:30									
7:30 – 8:00									
8:00 – 8:30									
8:30 – 9:00									
9:00 – 9:30									
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7:30 – 8:00									
8:00 – 8:30									
8:30 – 9:00									
9:00 – 9:30									
9:30 – 10:00									

## ADVISORS

MAJOR	HELENA ADVISOR (870) 338-6474	DEWITT ADVISOR (870) 946-3506	STUTTGART ADVISOR (870) 673-4201
Advanced Manufacturing	Joe St. Columbia, ext.1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext. 1846
Associate Degree Nursing	Shanna Pryor, ext. 1371 Shelby Gentry, ext.1384	Helena & Stuttgart Campus only	Shanna Pryor, ext. 1371 Shelby Gentry, ext.1384
Basic Skills, Adult Education	Adult Ed Ctr, ext.1104 Christina Sanderlin		
Behavioral Health Technology	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1628	Carriell Brown, ext. 1883
Biology, Chem, Engineering, Math, Physics, Pre Med	Carol Birth, ext. 1314	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Business Administration	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1834	Tracie Karkur, 1834
Business Management	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1834	Tracie Karkur, ext. 1615
Cosmetology	Karen Jones, ext. 1215	Helena Campus Only	Helena Campus Only
Criminal Justice	Carol Birth, ext. 1314 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Drama, English, Speech	Carol Birth, ext. 1314 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1610	Valerie Colvin, ext. 1809
Early Childhood Education	Yvette Robertson, ext. 1307	Christi Freeman, ext. 1840	Christi Freeman, ext. 1840
Education	Carol Birth, ext. 1314	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Emergency Medical Technician	Shanna Pryor, ext. 1371	Shawanna Wansley, ext. 1628	Carriell Brown ext. 1883
General Education	Carol Birth, ext. 1314	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
General Technology	Kenneth Elliott, ext. 1114 Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext.1885
Graphic Communication	Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext.1885
Health Sciences	Shanna Pryor, ext. 1371- Helena	Shanna Pryor, ext. 1371- Helena	Shanna Pryor, ext. 1371- Helena
High School Relations	Kevin Martin, ext. 1363	Savanna Bisswanger, ext. 1608	Michelle Blasengame, ext.1816
HVAC	Kenneth Elliott, ext. 1114 Joe St. Columbia, ext. 1937	Helena and Stuttgart Only	Charlotte Purdy, ext.1885
Information Systems Tech	Kayla Holland, ext. 1397	Charlotte Purdy, ext.1846	Charlotte Purdy, ext. 1846
Medical Coding	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Tracie Karkur, ext. 1834
Medical Laboratory Technology/Phlebotomy	Julie Pittman, ext. 1109	Shawanna Wansley, ext. 1628-Helena Campus Only	Carriell Brown, ext. 1883
Manufacturing	Kenneth Elliott, ext. 1114 Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext.1846
Nursing Assistant	Shanna Pryor, ext. 1371	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus
Medical Office Tech	Kayla Holland, ext. 1397	Tracie Karkur, ext. 1615	Tracie Karkur, ext.1834
Physical Education	Carol Birth, ext. 1314	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Practical Nursing	Shanna Pryor, ext. 1371	Jeanne McCullars, ext. 1612	Helena & DeWitt Campus Only
Pre-Law, Social Science	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1241	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809
Pre-Nursing (ADN & PN)	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Carriell Brown, ext. 1883
Truck Driving/CDL	Linda Killion, ext. 1368	Helena & Stuttgart Campuses Only	Valerie Colvin ext. 1809 Charlotte Purdy, ext. 1846
Welding	Kenneth Elliott, ext. 1114 Joe St. Columbia, ext. 1937	Shawanna Wansley, ext. 1628	Charlotte Purdy, ext.1885
Undecided	Deborah Gentry, ext. 1214	Shawanna Wansley, ext. 1628	Valerie Colvin, ext. 1809

**Fall Semester 2024**

August 12 (M)	Reporting day for Faculty/Staff-Awards Breakfast (offices closed)
August 13 (T)	Registration (8:00 am - 6:00 pm)
August 13 (T)	<b>Last Day for Online Course Registration</b>
August 14 (W)	Orientation for all new and returning students (Helena-West Helena) Nursing Orientation in Helena (All students admitted to the ADN Program.) Nursing Orientation in DeWitt (All students admitted to the PN Program.)
August 15 (TH)	Orientation for new and returning students (Arkansas Campus only), Orientation Technology (Helena-West Helena)
August 19 (M)	<b>Day &amp; evening classes begin, Fast Track 1 begins, Online classes begin</b>
August 26 (M)	Last day for 100% refund
September 2 (M)	Labor Day Holiday (no classes, offices closed)
September 4 (W)	Last day to complete application file for current semester/Last day for 50% refund
October 14-15 (M & T)	<b>Online Midterm Proctored Exams &amp; Fast Track 1 Final Exams</b>
October 15 (T)	<b>Online Midterm Advisory Grades due &amp; Fast Track 1 ends</b>
October 16 (W)	<b>Fast Track 2 Begins</b>
October 25 (F)	Faculty/Staff In-Service (no day classes but evening and weekend classes meet) (offices closed)
November 1 (F)	Last day to drop and receive a "W"
November 4 (M)	Spring registration begins
November 25-29 (M-F)	Faculty and students do not report (no classes, offices open Nov. 25-27)
November 28-29 (TH & F)	Thanksgiving Holiday (no classes, offices closed)
December 2 (M)	Offices open, classes resume (8:00 am)
December 2 (M)	Last day to receive an "EW"
December 4-6 (W,TH,F)	<b>Online Final Proctored Exams &amp; Fast Track 2 Final Exams</b>
December 5 (TH)	Last day for classes
December 6 (F)	Study Day (Faculty will be available in their offices from 8:30 am to noon)
December 9-12 (M,T,W,TH)	Day, evening, and night exams begin
December 17 (T)	<b>End of Term (additional work must be completed, Independent Study and Incomplete forms must be on file)</b>
December 19 (TH)	Final grades due (12:00 noon)
December 20 (F)	December Graduation (no commencement)
December 20 (F)	Offices closed from 4:30 pm until 8:00 am on 1/3/25 (F)

**Spring Semester 2025**

January 3 (F)	Offices open
January 8 (W)	Reporting day for faculty (8:00 am); Faculty/Staff In-Service
January 9 (TH)	Registration (8:00 am - 6:00 pm) (Last Day for Online Course Registration)
January 13 (M)	<b>Day &amp; evening classes begin, Online &amp; Fast Track 1 Classes begin</b>
January 21 (T)	Last day for 100% refund
January 20 (M)	Martin Luther King Holiday (no classes, offices closed)
January 29 (M)	Last day to complete application file for current semester/Last day for 50% refund
February 21 (F)	Faculty/Staff In-Service (no day classes but extended day and evening classes meet)
March 6 & 10 (TH & M)	<b>Online Midterm Proctored Exams &amp; Fast Track 1 Final Exam</b>
March 11 (T)	<b>Midterm advisory grades due, Online Midterm grades due (4:00 pm) &amp; Fast Track 1 Ends</b>
March 12 (W)	<b>Fast Track 2 begins</b>
March 24-28 (M-F)	Spring Break
March 28 (F)	Spring Break Friday (no classes, offices closed)
March 31 (M)	Classes resume (8:00 am)
April 3 (TH)	Last day to drop and receive a "W"
April 3 (TH)	Summer & Fall registration begins
April 24 (TH)	Last day to receive an "EW"

May 1 (TH)	.....	Last day for classes
May 2 (F)	.....	Study Day (Faculty will be available in their offices from 8:30 am to noon)
May 5 & 6 (M & T)	.....	Online & Fast Track 2 Final Proctored Exams
May 5-8 (M,T,W,TH)	.....	Day and evening exams begin
May 8 (TH)	.....	End of Term (additional work must be completed, Independent Study and Incomplete forms must be on file) by the end of the day
May 12 (M)	.....	Final grades due (12:00 noon)
May 15 (TH)	.....	Graduation Arkansas County at Grand Prairie Center (7:00 pm)
May 16 (F)	.....	Graduation Phillips Cty. at the Hendrix Fine Arts Ctr.in Lily Peter Audit. (7:00 pm)
May 26 (M)	.....	Memorial Day Holiday (offices closed)

**SUMMER TERMS 2025**

**Summer I 2025**

May 28 (W)	.....	Last Day to Register for Online Courses
May 28 (W)	.....	Summer I Begins & Online Classes Begin
May 29 (TH)	.....	Last day for 100% refund
June 19 (TH)	.....	Juneteenth-College Celebration (College open)
June 23 (M)	.....	Last day to drop and receive a "W"
July 1 (T)	.....	Last day to receive an "EW"
July 3 (TH)	.....	Last Day of Classes for Summer I Face to Face-Summer Classes End
July 4 (F)	.....	July 4 <sup>th</sup> - Holiday (no classes scheduled for Fridays)
July 7 (M)	.....	Summer I Face to Face Class Grades Due by 4:30 p.m.-Online courses continue

**Summer I Extended and Online 2025**

May 28 (W)	.....	Summer I Extended begins
May 29 (TH)	.....	Last day for 100% refund
June 19 (TH)	.....	Juneteenth -College Celebration (College open)
June 23 (M)	.....	Last day to drop and receive a "W"
July 4 (F)	.....	July 4th Holiday (no classes scheduled for Fridays)
July 7 (M)	.....	Last day to receive an "EW"
July 17 & 20 (TH & M)	.....	Online Proctored Exams
July 22 (T)	.....	Summer I Extended and Online ends (Final grades due by 4:30 p.m.)



## FALL EXAM SCHEDULE 2024

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

Study days will be Friday, December 6 and final exams begin Monday, December 9. Faculty will be available in their offices on study day and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction. Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Thursday, December 19.

## SPRING EXAM SCHEDULE 2025

<u>Class Period (Start Time}</u>	<u>Class Days</u>	<u>Test Days</u>	<u>Test Period</u>
8:00	MW	Mon. May 5	8:00-10:00
11:00	MW	Mon. May 5	10:30-12:30
12:30	MW	Mon. May 5	1:00-3:00
8:00	TTH	Tues. May 6	8:00-10:00
11:00	TTH	Tues. May 6	10:30-12:30
12:30	TTH	Tues. May 6	1:00-3:00
9:30	MW	Wed. May7	8:00-10:00
12:30	MW	Wed. May7	10:30-12:30
1:00/2:00	MW	Wed. May7	1:00-3:00
9:30	TTH	Thur. May 8	8:00-10:00
12:30	TTH	Thur. May 8	10:30-12:30
1:00/2:00	TTH	Thur. May8	1:00-3:00
Extended Day Schedule			
4:00, 5:00 and 5:30	M	Mon. May5	4:00-6:00
4:00, 5:00 and 5:30	T	Tues. May6	4:00-6:00
4:00, 5:00 and 5:30	W	Wed. May7	4:00-6:00
4:00, 5:00 and 5:30	TH	Thur. May8	4:00-6:00
Evening Schedule			
6:00, 6:30 or later	M	Mon. May5	6:30-8:30
6:00, 6:30 or later	T	Tues. May6	6:30-8:30
6:00, 6:30 or later	W	Wed. May7	6:30-8:30
6:00, 6:30 or later	TH	Thur. May8	

Study day will be Friday, May 2 and final exams begin Monday, May 5. Faculty will be available in their offices on study day and the week before final exams for instructional conferences. All classes should meet for final examinations at the specified times. Any change from the schedule must be approved by the Vice Chancellor for Instruction. Final grades are due in the Admissions Office as soon as possible but no later than 12:00 p.m. Monday, May 12.

**INCOMPLETE (I) GRADE CONTRACT**

Student Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

Instructor \_\_\_\_\_ Semester and Year \_\_\_\_\_

Course name/Section \_\_\_\_\_

Contract Requirements Between Instructor And Student:

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Date to Complete Contract Requirements \_\_\_\_\_

**If the student does not finish coursework by the completion date, the grade given will be \_\_\_\_\_\*.**

***\*This will be the grade given to the student if the instructor does not turn in a grade change. If no grade is given within the date provided, college policy will be applied, which is a grade of "F".***

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Prepare three copies for:

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

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

Rev. 6/13 App. by Academic Council 5/7/0

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

Student's Name \_\_\_\_\_ Student ID: \_\_\_\_\_

Semester and Year \_\_\_\_\_

Course Name and Number \_\_\_\_\_

Instructor(s) \_\_\_\_\_

Reason for Appeal:

Request to change course grade from \_\_\_\_\_ to \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 1**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken:

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 2**

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Campus Vice Chancellor (DeWitt and Stuttgart) \_\_\_\_\_ Date: \_\_\_\_\_

**Action Taken:**

**Step 3**

Vice Chancellor for Instruction: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken:

**Step 4**

Chair of the Faculty Senate Academic Standards Committee: \_\_\_\_\_  
Date: \_\_\_\_\_

Action Taken:

Hearing not warranted \_\_\_\_\_

Hearing warranted \_\_\_\_\_

**Step 5**

Chair of Academic Standards Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken:

Notify Student: \_\_\_\_\_

Notify Instructor: \_\_\_\_\_

Date of Hearing: \_\_\_\_\_

Time of Hearing: \_\_\_\_\_

Location of Hearing: \_\_\_\_\_

**Step 6**

Hearing Convenes

Findings:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Standards Committee Chair: \_\_\_\_\_

Academic Standards Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



DEWITT | HELENA-WEST HELENA | STUTTGART  
**PROPOSAL FOR PROFESSIONAL LEAVE  
REQUEST FORM**

Name: \_\_\_\_\_ Division/Department: \_\_\_\_\_

Type of Fund(s) Requested

Attend Meeting: \_\_\_ Name of Organization Sponsoring Meeting: \_\_\_\_\_

Attend Conference: \_\_\_ Name of Organization Sponsoring Conference: \_\_\_\_\_

Name of Conference/Seminar: \_\_\_\_\_

Present Paper at a Conference: \_\_\_ Name of Organization Sponsoring Conference: \_\_\_\_\_

Name of Conference/Seminar: \_\_\_\_\_

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

Name of Sponsoring Organization: \_\_\_\_\_

Purpose of Professional Development: \_\_\_\_\_

Presenters or Other Activity

Name of Presentation: \_\_\_\_\_

Organization to Whom Paper or Proposal Is Being Submitted: \_\_\_\_\_

Submission Deadline: \_\_\_\_\_ Date of Presentation: \_\_\_\_\_

Topic: \_\_\_\_\_

Brief Summary of Presentation or Activity:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name of Applicant Date of Submission: \_\_\_\_\_

_____ Dean/Supervisor	_____ Date	_____ Approved	_____ Disapproved
_____ Vice Chancellor for Instruction	_____ Date	_____ Approved	_____ Disapproved



**UNIVERSITY OF ARKANSAS  
MOTOR VEHICLE ACCIDENT FORM**

UNIVERSITY VEHICLE: \_\_\_\_\_ CAMPUS LOCATION: \_\_\_\_\_

Driver's Name:		Driver's License #:
Home Phone #:	Date of Birth:	Department:
Vehicle Fleet #:	Type Code:	Campus Phone #:
Vehicle Year/Make/Model:		Veh ID/VIN#:
Accident Location (City/State):		(Street/Road/Hwy #):

ACCIDENT DATE: \_\_\_\_\_ ACCIDENT TIME: \_\_\_\_\_ (am/pm)

Driver Description of Accident (Give clear detailed account of: Where you were going; What load you were carrying; speed; amount of traffic; how accident occurred; weather; road conditions; etc.):


**OTHER VEHICLE(S):**

Driver's Name:	Driver's License #:
Address:	Driver's Phone #:
Owner's Name:	Owner's Phone #:
Vehicle Year/Make/Model:	License #:
Owner's Insurance Carrier:	Agent's Name:

**INJURY TO PERSON(S):**

Name/Address of person(s) injured in UNIVERSITY Vehicle	Name/address of person(s) injured in OTHER vehicle

**WITNESSES:**

NAME		ADDRESS	
Investigating Officers Name:		Police Department:	

The information contained on this report is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of University Vehicle Driver

\_\_\_\_\_  
Date



## INCIDENT REPORT FORM

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

### SECTION 1 – DETAILS OF INCIDENT

Date of Incident:	Time of Incident:
Type of Incident: <input type="checkbox"/> Serious Illness <input type="checkbox"/> Actual Personal Injury <input type="checkbox"/> Threatened Personal Injury	
Location: (Be specific)	

### SECTION 2 – PERSONAL INFORMATION FOR INDIVIDUAL(S) INVOLVED (MAY USE BACK OF FORM)

Name:	
Address:	City:
State:	Zip Code:
Telephone (Home) #:	Telephone (Cell) #:
E-mail Address:	Date of Birth:
Is the individual involved in the incident an: <input type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Visitor <input type="checkbox"/> Other/Explain (mark all that apply)	

### SECTION 3 – DESCRIBE INCIDENT IN DETAIL (MAY USE BACK OF FORM)


### SECTION 4 – INDIVIDUAL COMPLETING REPORT

Name:	
Address:	City:
State:	Zip Code:
Telephone (Office) #:	Telephone (Cell) #:
E-mail Address:	

### SECTION 5 – INVOLVED INDIVIDUAL'S DECLARATION AND CONSENT

To the best of my knowledge, I confirm the above information is correct. I agree for the above information to be released to safety representatives so far as it relates to the above described incident.	
Signature of Individual(s) Involved:	Date:
Signature of Individual(s) Involved:	Date:
Signature of Individual Completing Report:	Date:

Rev.3/2020





**VEHICLE REQUEST FORM  
HELENA CAMPUS ONLY**

**Submit to Motor Pool in Maintenance:**

Name of Traveler:		
Today's Date:	Acct./Dept. #:	Name of Acct./Dept.:
Purpose of Travel:		
Departure Date/Time:		Return Date/Time:
Number Traveling:	Number of Vehicles:	Destination Point:
Signature of Traveler:		
Date/Time received in motor pool:		

*Please don't park personal vehicles in front of the maintenance shop when you pick up a car.*

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS  
STUDENT DISCIPLINE FORM**

The **Student Discipline Form** is to be filed in the Vice Chancellor of Student Services Office within 4 hours of the incident.

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Student's ID No: \_\_\_\_\_

Location of incident: \_\_\_\_\_ Campus: DeWitt \_\_\_\_\_ Helena \_\_\_\_\_ Stuttgart \_\_\_\_\_

Witnesses: \_\_\_\_\_

*It is not always possible to have a witness to an incident this is not required to file a disciplinary form.*

Brief description of incident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student: \_\_\_\_\_ *Signature is not an admission of guilt.*

Student Refuses to Sign the Form \_\_\_\_\_ Student Signature Is Not on the Form for a Reason (See Description) \_\_\_\_\_

Signature of Instructor/Reporter of Incident: \_\_\_\_\_

**Check all that apply:**

**Classroom Offenses** -These offenses can be less serious in nature but do disrupt instruction. Usually, **Informal Resolution** eliminates the problem. Persistence of less serious behavior can result in a **Formal Resolution**, especially, if the behavior is exceptionally disruptive.

- \_\_\_\_\_ Talking during the lecture or activity
- \_\_\_\_\_ Leaving on or using cell phone in the classroom
- \_\_\_\_\_ Using loud or profane language
- \_\_\_\_\_ Using disrespectful language toward the instructor or guest
- \_\_\_\_\_ Using disrespectful language toward any other student
- \_\_\_\_\_ Arguing or disagreeing constantly with the instructor, student, or classroom guest
- \_\_\_\_\_ Laughing or screaming inappropriately
- \_\_\_\_\_ Touching inappropriately self or others
- \_\_\_\_\_ Being chronically tardy
- \_\_\_\_\_ Annoying, intentional, unusual and persistent disruptive behavior
- \_\_\_\_\_ Disrupting the ongoing instruction
- \_\_\_\_\_ Cheating and dishonesty
- \_\_\_\_\_ Other-Please describe: \_\_\_\_\_

**Very Serious Offenses**

- \_\_\_\_\_ Stealing
- \_\_\_\_\_ Consumed alcohol including being drunk and/or disorderly conduct
- \_\_\_\_\_ Using, distributing, or selling alcohol or drugs
- \_\_\_\_\_ Possession of a weapon including but not limited to, a hand gun
- \_\_\_\_\_ Loud, abusive, or obscene language
- \_\_\_\_\_ Destructive behaviors toward property or individuals
- \_\_\_\_\_ Indecent exposure, illicit sexual relations, perversions
- \_\_\_\_\_ Misuse of college documents or records
- \_\_\_\_\_ Abusive behavior, physical or otherwise, toward an instructor, student, or PCCUA employee (verbal, threats, assault)
- \_\_\_\_\_ Unauthorized people on campus
- \_\_\_\_\_ Inappropriate touching of self or others
- \_\_\_\_\_ Stalking (persistently contacting another person without consent)
- \_\_\_\_\_ Terrorist type threats
- \_\_\_\_\_ Any action, which endangers self or others
- \_\_\_\_\_ Technology and Computer Violations
- \_\_\_\_\_ Fire and Safety Endangerment
- \_\_\_\_\_ Dishonesty and Cheating outside the classroom
- \_\_\_\_\_ Other- Please describe: \_\_\_\_\_

Date Received by Vice Chancellor for Student Services and Registrar: \_\_\_\_\_

Incident addressed by:

- \_\_\_\_\_ Instructor
- \_\_\_\_\_ Dean/Chair
- \_\_\_\_\_ Student Relations Committee
- \_\_\_\_\_ Campus Vice Chancellor
- \_\_\_\_\_ VC for Student Services
- \_\_\_\_\_ Other

Copies sent to:

- \_\_\_\_\_ Instructor
- \_\_\_\_\_ Dean/Chair
- \_\_\_\_\_ Student Relations Comm
- \_\_\_\_\_ Campus Vice Chancellor
- \_\_\_\_\_ V C for Student Services
- \_\_\_\_\_ Other

Action Taken:

- \_\_\_\_\_ 1<sup>st</sup> Warning
- \_\_\_\_\_ 2<sup>nd</sup> Warning
- \_\_\_\_\_ 3<sup>rd</sup> Warning (Removed from Class for Probation or Other Action)
- \_\_\_\_\_ Very Serious Offense

\_\_\_\_\_ Probation for \_\_\_\_\_ (length of time)

\_\_\_\_\_ Suspension for \_\_\_\_\_ (length of time)

\_\_\_\_\_ Expulsion from Institution

\_\_\_\_\_ Other

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This form is to be filed in the Vice Chancellor of Student Services Office. Copies of this document will go to instructor, dean and campus Vice Chancellor.

Date filed: \_\_\_\_\_

*All disciplinary forms identifying outcomes will be placed in a student's file with a copy sent to the employee who requested the disciplinary action.*

Reviewed 06/2019

**PHILLIPS COMMUNITY COLLEGE  
ADMINISTRATIVE PROCEDURE  
Administrative Procedure: 405.02  
Subject: Behavioral Intervention Policy  
Applicable Board Policy: 405  
Date Adopted: 10/2022 Revised: 10/2022  
Reviewed: 10/2022**

Phillips Community College of the University of Arkansas values all members of the campus community and strives to provide a safe educational environment for student development. In order to sustain an environment that promotes responsibility, a specific standard of behavior, respect, and cooperation among community members, PCCUA will provide a route of communication, assessment, intervention, and monitoring of concerning behaviors exhibited by members of the campus community.

**Behavioral Intervention Team**

The purpose of the Behavior Intervention Team is to assist in the development of strategies to address situations involving students whose behavior may be disruptive or harmful to the PCCUA campus community, including situations where the disruptive or harmful behavior may be a result of a mental, emotional or psychological health issue.

**Functions:**

1. Assesses situations involving a student whose behavior may be disruptive or harmful to the campus. In doing so, protects the rights of individuals involved who may go through the process.
2. Appropriate administration consults with faculty, staff and other students affected by the inappropriate behaviors of a disruptive student.
3. Coordinates a campus response to address the situation.
4. Makes a recommendation to the Vice Chancellor for Student Services about appropriate action consistent with PCCUA policy and procedure statements, and with state and federal law.

**Membership:**

The Behavior Intervention Team is composed of representatives from critical areas of the campus, including the Vice Chancellor for Student Services, Vice Chancellor for Academic Instruction, Supervisor of Campus Security, Director of Human Resources, Diversity and Inclusion Coordinator, Disability Coordinator, Academic Deans, Faculty Senate Representative, and Staff. The composition of the Behavior Intervention Team will fluctuate due to the nature of individual cases.

**Reporting**

Notification of incidents are to be made within 48 hours after the occurrence via an incident form found on Ridge Net. Documents should be given to the Vice Chancellor for Student Services. Please note that common classroom disruptions are not to be considered Behavioral Incidents, but only behaviors that

are consistent, elevated, and that present an ongoing threat to self or others. All reports of imminent harm to self or others shall be made to local law enforcement.

Administration, Faculty, staff, and students should report when the following behaviors are observed:

- Student is distressed.
- Student is disruptive in class.
- Frequent outbursts in and out of the classroom setting.
- Constantly blames others and refuses to take responsibility.
- Expresses unreasonable feelings of being persecuted by others.
- Student poses a threat to self and others.
- Identifies contingencies that would provide an act.
- Psychiatric disorder diagnosis.
- Gang membership.
- Apparent use of drugs or alcohol.
- History of stalking or following others.
- Auditory or Visual Hallucinations.
- Has disorganized speech.

### **Concerning Behavior**

Behavior that indicates an apparent and non-transient inability to cope with the realities of their daily life.

### **Threat**

Word(s), action(s), or behavior(s) indicating a potential for harm to self or others. A threat can be verbal or nonverbal, intentional or unintentional, and may be made against a specific person or general in nature.

### **Threatening Behavior**

A verbal threat that creates an immediate sense of fear or intimidation for anyone observing the behavior or is involved in the incident.

### **Operations and Procedure**

When an Incident Form has been turned into the Vice Chancellor for Student Services, he/she will contact the Behavioral Intervention Team (BIT) as soon as possible to deescalate or eliminate the issue. Once the team has been notified, then the members will follow the below mentioned process:

- Assess the situation by gathering information concerning the incident via interviews with all parties associated with the incident and interviews with identified potential targets of inappropriate behavior. Acquired information is essential in planning intervention strategies.
- Identify specific behavior of concern and the context of the behavior.
- Assess danger to the campus, including the nature, duration and severity of any risk.
- Identify the presence of a pathway to violence.
- Review evidence of health issues, including mental health issues, as the potential cause of the behavior.
- Determine if the behavior warrants ongoing case monitoring or if the behavior rises to the level of a threat.

- Determine if reasonable accommodations will mitigate risk.
- Identify appropriate resources to assist in addressing the situation.
- Three weeks following assessment and team recommendation, the group will reconvene to evaluate the outcome of the situation.
- Consider course accommodations to continue student persistence and retention.
- Consider banning student from facilities on campus.
- When it has been determined that the student behavior may be in violation of the PCCUA code of conduct, then the case is referred to the Vice Chancellor for Student Services for determination.
- Students displaying frequent Behavior issues and are determined to be a high risk for danger to self or others will be given a temporary removal from campus until the student is able to present documentation from physician citing their medical prognosis and clearance to return to campus. Once the removal of the student has taken place, the Vice Chancellor for Student Services would serve as the contact person for future communications concerning reentry to campus.
- Voluntary withdrawal from campus to manage issues.
- Monitoring student behavior activity via communication with faculty, staff, and students regarding student behavior.

**Intervention Strategies:** If the BIT determines that intervention is necessary, the team will follow the intervention strategies noted below:

**Record Keeping:** The Behavioral Intervention Team would maintain a written summary of concerning or threatening behavior, information used to identify the threat, management activities conducted, and final decisions made by the BIT. All information will be held in the strictest confidence and will be maintained by the Vice Chancellor for Student Services.

**Appeals:** A student who has been involuntarily removed from campus would have the opportunity to appeal the decision of the Behavioral Intervention Team through an appellate panel composed of senior level administrators. The student will be notified of the appeal process, in writing, and the appeal will have to be filed with the Vice Chancellor for Student Services within two (2) business days of the written decision of the Behavioral Intervention Team. The appeal panel would formulate a decision based on evidence received. This process ensures due process is provided to the student. The decision of the panel is the final decision.

**Confidentiality:** FERPA does allow the release of student education records in accordance with health and safety emergencies when release is necessary to protect the health and safety of the student or other individuals.