



# FULL-TIME AND ADJUNCT FACULTY HANDBOOK

Effective August 2018

## SECTION 1

### GENERAL INFORMATION

Piedmont Virginia Community College (PVCC) is a comprehensive, public institution of higher education that awards two-year associate degrees, one-year certificates, and career studies certificates as well as continuing education and workforce service programs. As one of 23 colleges comprising the Virginia Community College System, PVCC is governed by the State Board of Community Colleges and serves the residents of the City of Charlottesville and the counties of Albemarle, Fluvanna, Greene, Louisa, Nelson, and Buckingham County.

### VISION

Piedmont Virginia Community College seeks to be a leader and innovator in post-secondary education. PVCC will be the college of choice for students to advance their education and career goals, and pursue lifelong learning.

### MISSION STATEMENT

Piedmont Virginia Community College offers accessible, affordable, high-quality educational programs that promote student success and community vitality. Our mission is achieved through:

- Transfer programs that prepare students for admission to four-year colleges and universities and successful pursuit of a baccalaureate degree.
- Workforce programs that prepare students for employment or promotion in a career and promote a skilled regional workforce by meeting the training and educational needs of employers.
- Rigorous coursework and a full range of academic and student support services that assist students in achieving their educational and career goals.
- Developmental studies courses that prepare students for college transfer and career and technical programs.
- Community service that promotes community involvement, educational access, and opportunities for residents of the region.

### VALUES

Piedmont Virginia Community College values:

Access to high quality, affordable education to prepare students for transfer to baccalaureate degree programs, as well as for entry into or advancement in the workforce. A college education should be available to all.

*Academic Rigor* to develop each individual to his or her full potential. We insist on rigorous standards while providing a supportive environment in which students can achieve.

*Student Success*. We are committed to helping our students succeed. We measure our success by the skills and abilities of our students when they leave, rather than by their standing when they enter.

*Community Impact*. We develop innovative programs to meet the changing needs of our students and the business community, while contributing to the economic, civic and cultural vitality of our region, the Commonwealth of Virginia, our nation, and the world.

*Professionalism*. Our dedicated and knowledgeable faculty and staff are experts in their disciplines, excel at instruction, and are committed to helping students achieve their goals.

*Intellectual Vitality*. We engage our students and each other in well-reasoned inquiry, creative thinking, problem solving, and the exchange of ideas.

*Diversity and Inclusion*. We value and support the diversity of our students, faculty, and staff. We seek to promote an understanding and appreciation of differences by creating an inclusive environment embracing individuals with diverse backgrounds, experiences, and aspirations.

## **PROGRAMS**

### **Career/Technical Education**

Career and technical education programs are designed to meet the specific needs of area employers to provide workers with increased career opportunities. These programs, which normally require two years or less of education beyond high school, may include preparation for business, engineering, health and medical, industrial, and other technical and occupational fields. The curricula are planned primarily to meet the needs for workers in the region being served by the College.

### **College Transfer Education**

Piedmont Virginia Community College offers diverse transfer degree programs, providing the first two years of baccalaureate study and a solid foundation for successful transfer. PVCC and a number of public and private Virginia colleges and universities have Guaranteed Admissions Agreements (GAA) that allow our students to transfer with ease.

## Developmental Courses

Students enroll in developmental education courses to correct deficiencies in basic areas, such as writing, reading, and mathematics, to develop skills needed for entry into college-level courses and programs. Students who enroll in developmental courses represent various segments of the population: recent high school graduates who are not prepared for college-level courses, adults entering college after having been away from school for years, international students whose English proficiency is below that considered necessary for success in college-level courses, and adults 18 years or older who have never received a high school diploma.

## Workforce Services

The Division of Workforce Services provides state-of-the-art workforce training and services to businesses, industry, and government agencies. As an active member of the community, Workforce Services collaborates with regional employers on an ongoing basis to maintain a competitive workforce in today's global economy. To support the goals of business and industry, the division provides customized job training offered at PVCC or the client's site, as well as open enrollment courses for professional and personal development.

## **DIVERSITY AND INCLUSION STATEMENT**

We value and support the diversity of our students, faculty, and staff. We seek to promote an understanding and appreciation of differences by creating an inclusive environment embracing individuals with diverse backgrounds, experiences, and aspirations

## **MULTICULTURAL DIVERSITY STATEMENT**

Piedmont Virginia Community College values the multicultural diversity of its students, faculty, and staff. We are committed to creating and nurturing a campus environment, which both welcomes and empowers all individuals. We recognize cultural differences of background, experience, and national origin, and we seek to promote a genuine understanding of and appreciation for these differences. We seek as well to recognize and promote the common bonds of humanity, which cross the boundaries of cultural difference.

## **EQUAL EMPLOYMENT OPPORTUNITY / AFFIRMATIVE ACTION POLICY**

It is the policy of both Piedmont Virginia Community College (PVCC) and the Virginia Community College System (VCCS) to maintain and promote equal employment and educational opportunities without regard to race, color, sex or age (except where sex or age is a bona fide occupational qualification), religion, disability, national origin, marital status, veteran status, political affiliation, sexual orientation, or other non-merit factors.

## **NON-DISCRIMINATION STATEMENT**

Piedmont Virginia Community College is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. PVCC does not discriminate on the basis of age, color, disability, family medical history or genetic information, military service, national origin, parental status, political affiliation, race, religion, sex (including pregnancy and gender identity), sexual orientation or any other non-merit base factor.

The College also prohibits sexual harassment including sexual violence or misconduct. Student or prospective students who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment or inaccessible conditions, should present their concerns to either of the following:

Title IX Coordinator, Human Resources Director. 501 College Drive, Main Building, Room M810A, Charlottesville, VA 22902. [humanresources@pvcc.edu](mailto:humanresources@pvcc.edu); 434.961.6567

## **CONFLICT OF INTEREST**

Per Virginia Law § 2.2-3103(4), (5), officers or employees [i.e., PVCC employees] may not accept any money, loan, gift, favor, or any other thing of value that could tend to influence their work and the decisions that would influence them in the performance of their official duties.

Per Virginia Law § 2.2-3103(8), officers and employees [PVCC employees] cannot accept a gift from a person having interests that will be substantially affected by the performance of the officer's or employee's official duties where the timing and the nature of the gift would cause a reasonable person to question the impartiality of the officer or employee in the matter affecting the donor. NOTE: The Conflict Act does not state a time period. You must examine the timing of each gift on a case-by-case basis.

Per Virginia Law § 2.2-3103(9), officers and employees may not accept gifts from sources on so frequent a basis that it would create the appearance of use of their public offices for private gain. For example: An employee in the Attorney General's Office that works on the selection of outside counsel (private law firms) may not routinely accept a series of gifts, such as gift baskets or paid dinners, from a particular law firm that creates an appearance that such employee's selection process is influenced by the gifts.

## **ACADEMIC FREEDOM AND RESPONSIBILITY**

To ensure the college an instructional program marked by excellence, the Virginia Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism.

Faculty members are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce teaching matters which have no relation to their fields. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

The System also recognizes that commitment to every freedom carries with it attendant responsibilities. Faculty members must fulfill responsibility to society and to their profession by manifesting academic competence, professional discretion, and good citizenship. When they speak or write as a citizen, they will be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As professional educators, they must remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not an institutional spokesperson. At no time shall the principle of academic freedom prevent the institution from making proper efforts to assure the best possible instruction for all students in accordance with the objectives of the institution.

## **AVENUES FOR FACULTY REPRESENTATION**

### **Standing Committees**

Piedmont Virginia Community College is committed to shared governance, a formal partnership between the administration and the constituencies of faculty, support staff, and students. The president holds ultimate responsibility for all operations. The administration manages the College. The partnership with faculty, staff, and students enriches and aids the management process. The mechanism for sharing governance involves six standing committees and the College Senate, whose members are representatives from each constituency. All committee work takes place under the purview of the six standing committees:

1. Administrative Services
2. Curriculum and Instruction
3. Information Technology
4. Diversity and Inclusion
5. Planning and Budgeting
6. Student Services

These committees perform a dual function:

1. Inform the administration directly on all matters under its specified purview, excepting policy and procedure. Each standing committee is charged by and reports to a specified administrator. This partnership facilitates the ongoing management process.
2. Report to the College Senate on all policy and procedure matters under its specified purview.

## College Senate

The College Senate, as a body of representatives, is responsible for review of College policy and procedure, and for making recommendations on such matters to the president or vice presidents. In so doing, the College Senate serves as the official voice of the College.

Membership of the College Senate includes:

- 3 faculty (1 from each academic division)
- 1 representative from Workforce Services
- 1 faculty (counselor or librarian)
- 1 at-large faculty (full-time or adjunct)
- 1 administrator (not member of President's Executive Staff)
- 1 representative from President's Executive Staff
- 3 support staff (full-time or part-time)
- 3 students (full-time or part-time)
- 6 standing committee representatives
  - a. Administrative Services
  - b. Curriculum and Instruction (must be teaching faculty)
  - c. Diversity and Inclusion
  - d. Student Services (must be teaching faculty)
  - e. Planning and Budgeting (must be teaching faculty)
  - f. Information Technology (must be teaching faculty)

Elections are made no later than April of each year and terms are staggered. A term begins July 1 and ends June 30. More detailed information is available in the College Senate Constitution and Bylaws document.

## The Faculty Senate

The Faculty Senate meets monthly and will:

1. represent the faculty in all matters involving their professional interests and to work with the administrators toward the mutual goal of strengthening PVCC;
2. represent the faculty in making recommendations to the president and vice president for instruction and student services concerning matters of educational policy, general faculty interest, student affairs, or administrative procedures; and
3. represent the faculty of PVCC in making recommendations to the chancellor of the Virginia Community College System and the State Board for Community Colleges in matters concerning the entire community college system of the state.

## SECTION 2

### COLLEGE ORGANIZATION

#### ORGANIZATIONAL CHARTS

PVCC organizational charts include:

- (1) President's Staff College Leadership Team;
- (2) Institutional Advancement and Development;
- (3) Institutional Research, Planning and Institutional Effectiveness;
- (4) Information Technology;
- (5) Vice President for Finance and Administrative Services;
- (6) Business Office;
- (7) Human Resources;
- (8) Facilities;
- (9) Vice President for Instruction and Student Services;
- (10) Student Services;
- (11) Library Services;
- (12) Instructional Technology Design;
- (13) Division of Workforce Services;
- (14) Division of Business, Mathematics and Technologies;
- (15) Division of Humanities, Fine Arts and Social Sciences; and
- (16) Division of Health and Life Sciences.

## **SECTION 3**

### **TEACHING AT PVCC**

#### **ACADEMIC POLICIES**

##### **Absence from Class (Faculty)**

If a faculty member must be absent because of illness or emergency, the respective division office must be notified via phone or email prior to the scheduled class session. The faculty member is responsible for class coverage or make-up of missed material. The appropriate dean must approve arrangements for class coverage in advance. Faculty members must have a written plan for instruction and must arrange their files and records so that the division dean can gain access in the event of emergency absence. The College does not compensate substitute instructors.

##### **Academic Calendar**

PVCC offers 16 week, 12 week, 10 week, and two eight week sessions during the fall and spring semesters. During the summer semester, PVCC offers a 10 week session and two five week sessions. The Academic Calendar is available on the PVCC website.

##### **Attendance Verification**

PVCC has an attendance verification process where faculty report on those students who have never attended and those students who have stopped attending classes. Each semester faculty receive an email for each course they teach asking them to list those students who never attended and who have stopped attending. Reporting is mandatory to be in compliance with federal financial aid policies. Students who never or stopped attending will be dropped by the Registrar's Office. Questions about the attendance verification process should be directed to the division dean.

##### **Children on Campus**

PVCC cannot be responsible for the safety and welfare of unsupervised minors. Children must, therefore, not be left unattended while parents are working or attending classes at the College. In addition, except with the permission of the instructor arranged prior to the class session, small children are prohibited from any College classroom in which instructional activities are taking place. Parents of unsupervised children shall be held responsible for any destruction of property or any disruption of the orderly function of the College that their children may cause.

## **Consensual and Familial Relationships**

The VCCS prohibits consensual amorous and/ or sexual relationships between employees and students for whom the employee has direct professional responsibility; familial relationships where a faculty member or supervisor will have a power differential over one's immediate or extended family (activities generally prohibited are instruction, advising, counseling or supervising work activities); other potential conflicts of interest which have a negative impact on college operations.

## **Copyright Law**

Faculty are responsible for being familiar and complying with copyright laws. Copyright laws are posted in the Copy Center and Jessup Library. Information may be obtained from the Director of Library Services. Please contact the Division Offices for a copy of the copyright policy.

## **Eating and Drinking in Classrooms**

Each instructor has the prerogative to decide whether food and beverages will be allowed in on-campus classrooms. Food and beverages will not be permitted, however, in laboratories, the auditorium (M229), the Dickinson Theater, and any classrooms with specialized equipment.

## **Final Examinations**

All courses must have a final exam or some form of an appropriate evaluation of the student learning outcomes listed on the course syllabus. An end-of-course evaluative experience is required in each course and must be given during the designated exam time. A final exam period is scheduled for 16 week classes during the fall and spring semesters. For 12 week, 10 week and eight week classes during the fall and spring semesters, and all summer sessions, final exams are held on the last day of class.

## **Field Trips and Student Activity Trips**

Faculty must contact the appropriate dean to arrange for off-campus field trips and student activities. All students must complete an *Assumption of Risk Form* which is available on the College Website.

## **Guest Speakers**

Faculty members may obtain guest speakers at their own discretion and cost. However, use of these speakers must not comprise the majority of classes. Decisions on the invitation of guest speakers must be coordinated through the division dean. The College does not provide compensation for guest speakers.

## Incomplete Course Grades

The “I” grade is to be used only for verifiable unavoidable reasons when a student is unable to complete a course within the normal course time.

To be eligible to receive an “I” grade, the student must (1) have satisfactorily completed more than 60% of the course requirements, and (2) must request the faculty member assign the “I” grade and indicate why it is warranted.

The student must initiate the process by completing the student section of the Incomplete Grade Form and request that the instructor complete the form.

The faculty member assigning an “I” grade must complete the faculty section of the form by stating (1) the reason for assigning the grade; (2) the specific work to be completed and its percentage in relation to the total work of the course; (3) the date by which the work must be completed; and (4) the default grade (B, C, D, F, P, R, or U) based upon course work already completed. The “A” grade may not be awarded as a default grade. All incompletes must be completed by the subsequent semester (to include the summer term) or a failing grade will be automatically assigned.

## Off-Campus Sites

**PVCC’s Eugene Giuseppe Center** is located in Greene County at 222 Main Street, Suite 201, Stanardsville, VA 22973. To contact the Giuseppe Center please call 434.990.1131 or e-mail [greene@pvcc.edu](mailto:greene@pvcc.edu).

**PVCC’s Jefferson School Center** is located in downtown Charlottesville at 233 Fourth Street NW, Charlottesville, VA 22903. To contact the Jefferson Center please call 434.961.5255 or e-mail [jefferson@pvcc.edu](mailto:jefferson@pvcc.edu).

## Office Hours

**Adjunct faculty members** are required to be available to students at least one hour per week for each course taught. This time may be scheduled before or after the normal class hours or by mutual agreement with the students. Office hours must be announced to the class via the course syllabus and be on record with the division dean. Adjunct faculty members may use the adjunct office space provided in Room M260 in the Main Building or the adjunct office space in the Dickinson Building (Room D231).

**Full-time faculty members** are required to hold a minimum of 10 office hours per week for working with students. Within the first week of each term, these office hours shall be posted outside the faculty member’s office and shall be recorded in the office of the appropriate division dean. In the last week of class before the exam period each term, faculty members shall post their exam schedules and the hours they are available to see students during the exam period.

## **Privacy Rights of Students (FERPA)**

Faculty may not post grades on office doors, outside of classrooms, or other public areas. Faculty should use the Blackboard course management system to post course quiz, test grades, and final course grades. This will allow students to see their individual course progress throughout the semester. The Student Information System will provide students access to their official end of course grade.

Graded papers should not be returned to students in a manner such that other students can see the grades. Nor should graded papers be left outside of offices for students to pick up. Grades must not be given out to anyone other than the student. Contact the dean of student services, registrar, or vice president for instruction and student services if you have any questions regarding students' privacy rights.

As provided by the Family Educational Rights and Privacy Act (FERPA), colleges may disclose the following VCCS directory information items without the student's prior consent:

- Student's Name
- Participation in officially recognized activities and sports
- Address
- Telephone Listing
- Weight and height of members of athletic teams
- Electronic mail address
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Number of credit hours enrolled

Students must provide official notification to the Office of the College Registrar to prevent the disclosure of directory information. Students may restrict disclosure of this information by editing their personal information in PeopleSoft or by submitting written notification to the registrar to prevent the disclosure of directory information.

## **Publicity**

All news releases concerning the College or events are made through the Marketing and Media Relations Office, and no individual member of the faculty, administration, or staff is to issue press releases except through this office.

## **Purchase of Additional Educational Supplies**

Often students must purchase educational supplies (beyond textbooks) for a course, including film, computer media, calculator, paints, clay or stethoscope. Instructors must

provide students with a list of supplies needed at the beginning of a course. While instructors may provide information to students about where supplies may be purchased, they may not favor or promote one business over another, including a business they own, operate or by whom they are employed. Instructors may not compel student to purchase supplies from a specific business.

### Professor Emeritus Policy

The status of Professor Emeritus is an honorary title for retired faculty bestowed for meritorious service to students and the college. The title of Professor Emeritus is reserved for those retired faculty who have had distinguished careers and whose significant contributions set them apart from their peers. Achieving the status of Professor Emeritus is the highest honor the college may bestow upon a faculty member.

#### Minimum Eligibility Requirements

- a. Official retirement from the college
- b. At least 10 years' service at PVCC, 15 years of professional service all together

#### Selection Process

##### Teaching/Professional Faculty

In February, each dean or supervisor will prepare a list of associate and full professors who meet the minimum requirement for length of service, and who are retiring either in the current calendar year or who retired in an earlier calendar year, and who have not already been considered for selection to emeritus status. The names of the eligible retirees will be referred to the next convened Teaching Faculty Promotions Committee meeting for consideration for emeritus status.

##### Administrative Faculty

In February, each vice president or supervisor will prepare a list of associate or full professors who meet the minimum requirement for length of service, and who are retiring either in the current calendar year or who retired in an earlier calendar year, and who have not already been considered for selection to emeritus status. The names of the eligible retirees will be referred to the next convened Administrative Faculty Promotions Committee for consideration for emeritus status.

##### Alternate Routes

A faculty member who does not hold an associate or full professor rank, but who does have the required years of service may apply for emeritus status to

the appropriate dean or supervisor. Application materials should include the following:

- 1) Letter of application highlighting achievements and service to the college
- 2) Supporting documents illustrating contributions to the college over the course of many years
- 3) Recommendations from supervisors, colleagues, and if applicable, former students or clients

The dean or supervisor will submit the materials to the appropriate committee for consideration of emeritus status.

### Criteria for the Awarding of Emeritus Rank

Granting professor emeritus status confers recognition for many years of outstanding service and is considered an honor bestowed on persons who have made significant contributions to the college. Each year the Teaching Faculty Promotions Committee and the Administrative Faculty Promotions Committee will consider granting professor emeritus status to those whose names have been referred. Considering the candidate's existing professional file, to which the candidate is allowed, but not expected, to add recent materials such as letters, the committee will evaluate each of the following:

#### Professional Responsibilities

*Teaching Faculty:* Evidence of outstanding teaching, including student evaluations, letters from the dean of the division, colleagues, and students; and other supportive materials including yearly evaluations and records of multi-year appointments and promotions.

*Professional and Administrative Faculty:* Evidence of outstanding service, including student evaluations, if applicable, letters from supervisors, colleagues, and students or clients; and other supportive materials such as records of multi-year appointments and promotions.

#### Service to the College Community

Evidence of leadership in, or service to, the college, the community, and professional discipline.

#### Professional Development

Evidence of currency in the field over the course of the career, involvement in professional organizations, and scholarship.

The committee is charged with weighing these components of a person's career to determine the extent to which the person has made a significant and sustained contribution to the mission of the college. Meritorious contributions may be exemplified in different ways. Some professors may be recognized for excellence in one area; others may make outstanding contributions in diverse activities. It is expected that the committee will look for a record of achievement that establishes the candidate as a faculty member of extraordinary distinction.

### Decision-Making Process

The committee will make recommendations to the President. Final approval for emeritus status is granted by the President.

The title granted will be at the rank held at the time of retirement (i.e., Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus).

### Retired Faculty Policy

To recognize the many achievements of retiring faculty and to assist retired faculty in maintaining a connection to the College, PVCC bestows upon faculty who retire with 10 years of service at PVCC the following benefits.

- Invitation to participate in public ceremonies (commencements, other convocations, and academic processions) with academic regalia provided
- Invitation to attend College social functions open to faculty
- PVCC email account
- Physical facilities for College-related projects
- Faculty parking, with permit (not individually reserved spaces)
- Use of recreational facilities
- Unofficial enrollment in College courses, subject to availability of space and consent of the dean
- Faculty/staff health fair offerings, such as flu shots, blood pressure checks, etc.
- Off-site access to library databases for College-related business
- PVCC identification card
- Discounts available to faculty at the PVCC bookstore; travel agencies (for professional travel); special events such as athletic, dramatic, musical, and other cultural events of the institution or made possible by the institution, such as eligibility for membership in the University of Virginia fitness and recreation program
- Receive appropriate campus publications
- Up to two free tickets per semester for PVCC voucher sponsored events.

Retired faculty, who have at least six months break in service after retirement, are eligible to teach at PVCC based upon the staffing needs as determined by the appropriate division dean. Retired faculty are eligible to teach up to determined adjunct faculty limits as defined by VCCS policy. They will be paid at the maximum rate allowed

by the VCCS (at the time the course is taught) for the rank held upon retirement. In matters related to hiring or teaching assignment, the decision of the division dean is final.

## **RESOURCES**

### **Administrative Assistant Support**

Limited administrative assistant support for faculty members is available through the appropriate division office. Availability of administrative assistant support varies between divisions; please check with your respective division dean.

### **Faculty/Staff Lounge**

A lounge is available for all employees in room M214 in the main building. A microwave and refrigerator are provided for employee use.

### **Forms**

Additional forms required to complete College business can be obtained on the College Web site by logging into PVCC Central and searching Employee Forms.

### **Mailboxes and Mail Procedures**

Faculty mailboxes are located in room M214 in the Main Building. Mailboxes are used for messages, materials, and important College announcements. Students should be informed to leave messages, class papers, tests, etc., with the division office staff rather than use the faculty mailbox for this purpose. Outgoing college-related mail should be placed in the “out” box located in each division.

### **Adjunct Faculty Office Locations**

Adjunct office space is available on a first-come, first-served basis. Locations include:

**In the Dickinson Building, Room D231** has desks, computers, a printer and several filing cabinets.

**In the Main Building, Room M260** has 10 workstations with computers, a networked printer, and two filing cabinets.

### **Professional Development**

Faculty members are encouraged to participate in the College’s professional development activities. These activities include professional development workshops held during the College’s fall and spring convocation weeks as well as numerous sessions on a variety of subjects held throughout the academic year. There is also on-

campus professional development support for various classroom technology resources. Limited funding is available for in-state and out-of-state conferences/seminars/workshops. Contact your division dean to access available funds.

## **COURSE AND CLASSROOM MANAGEMENT**

### **Room Assignment**

Division deans make room assignments. Faculty are not authorized to change room assignments without approval of the appropriate division dean.

### **Checklist for Classroom Management**

#### **One week before classes begin**

1. Check the location of your class and obtain the push-button lock combination for classrooms from your division administrative assistant. This combination changes during the fall and spring semesters.
2. Give your current phone number, home address and office hours to your division administrative assistant.
3. Post course syllabus in Blackboard at least two days before classes begin for the semester.
4. Instructor textbooks and ancillary materials are generally provided through the division office. Address inquiries to the division administrative assistant.
5. Submit supply requests to your division administrative assistant.

#### **First week of classes**

1. Hand out the course syllabus to students and thoroughly review at first class meeting.
2. Check your faculty mailbox located in the Faculty/Staff Lounge in the Main Building and your PVCC e-mail account for important notices.
3. Download your class roster from PeopleSoft (student SIS system) and take to first class meeting.

It is essential that you take attendance every time your class meets to assure that every student attending is on the roster.

To be in compliance with Federal guidelines governing Title IV funds (Pell grants), colleges must determine a student's enrollment in classes to establish eligibility for Title IV funds. Therefore, there are significant implications for students and the

college if these procedures are not followed and a faculty member cannot document class attendance. **Therefore, noncompliance to properly maintain attendance records will necessarily result in disciplinary action. Faculty members will receive a warning on an initial offense; a second offense will be reported on the faculty member's evaluation.**

4. Be sure the class roster is correct. Notify your division dean if there are errors.

**IT IS ESSENTIAL THAT FACULTY TAKE ATTENDANCE EVERY TIME A CLASS MEETS TO ASSURE THAT EVERY STUDENT ATTENDING IS ON THE ROSTER.** Faculty will need to download a new roster before each class meeting to make sure they are working with the most current information. It is important from many perspectives to assure that every student attending is enrolled. ***Blackboard does not provide accurate up-to-date enrollment data.***

IF A STUDENT IS ATTENDING AND NOT ON THE ROSTER:

- Allow the student to remain in the class (for that meeting only) and tell the student he/she must register for the course and pay before the next class meeting. If the student says he/she did register and pay, the student should go to the Admissions and Advising Center before the next class meeting to resolve why he/she is not on your roster.
- If the student attends subsequent classes and is not on the roster, do not allow him/her to remain in the class.

IF YOUR COURSE IS FULL, but you believe there is room for an additional student in the class, send the student to the appropriate dean for approval. Only a dean can approve and make the override. Do not send the student to the Admissions and Advising Center.

IF A STUDENT IS NOT ATTENDING AND IS ON THE ROSTER:

The first week of classes is add/drop week. Record all student absences and wait until the second week of classes to see if the student shows up. Record the students who have never attended in the attendance verification process.

5. All classrooms are electronic classrooms and have computer, document camera (ELMO), data projector, VCR, DVD player, and Internet connectivity. Some classrooms have lecture capture capabilities. Requests for any additional AV equipment, media, and services are to be made directly to Media Services. Please contact the division office for instruction on the use of this equipment prior to its use.

[Second week of classes](#)

1. Again, be sure class roster is correct. Notify your division dean if there are errors.

The second week of classes is beyond the registration period. Student requests to add a class during the second week will need the approval of the appropriate dean. Approval will be at the dean's discretion.

### ADMINISTRATIVE WITHDRAWAL OF STUDENTS WHO NEVER ATTENDED:

After the add /drop period, no student may add into your class and all students attending your class must be on the roster.

PVCC's attendance verification process will identify those students who have never attended your class. You will receive an email from PVCC attendance asking you to identify all students who have never attended. You will receive one email per class you are teaching. Those students identified as having never attended will be dropped from your class by the Registrar's Office. Distance education students who have not made contact with you by this time must be identified through the attendance verification process and withdrawn as having never attended.

**In your syllabus you should clearly state that students who have never attended your course will be administratively withdrawn from the course.**

2. Continue to check mailbox and e-mail.

### Third week of classes

1. Be sure class roster is correct. Notify your division dean if there are errors.
2. Continue to check mailbox and e-mail.

### Weeks 12-14

### ADMINISTRATIVE WITHDRAWAL OF STUDENTS WHO STOPPED ATTENDING:

Students who have stopped attending courses between the add/drop period and through 60% of the course must be administratively withdrawn from classes. You will receive an email from PVCC attendance asking you to identify all students who stopped attending. You will receive one email per class you are teaching. Those students identified as having stopped attending will be dropped from your class by the Registrar's Office. Distance education students who have not made contact with you in a significant number of weeks should be identified through the attendance verification process and withdrawn as having stopped attending.

**In your syllabus you should clearly state that students who have stopped attending your course will be administratively withdrawn from the course.**

[Course Evaluation](#) Course evaluations are conducted beginning in week 12. Students will complete evaluations online using CourseEval software. Close to the time of the evaluations, you will receive an e-mail with instructions.

### [Final Exam Week](#)

All courses must have a final exam or some form of an appropriate evaluation of the student learning outcomes listed on the course syllabus. An end-of-course evaluative experience is required in each course and must be given during the designated exam time.

A final exam period is scheduled for 16 week classes during the fall and spring semesters. For 12 week, 10 week and eight week classes during the fall and spring semesters, and all summer sessions, final exams are held on the last day of classes. The final exam schedule for each semester is located on the PVCC website under Academic Calendar.

For classes that meet on a time not listed in the exam schedule, please consult your academic dean.

Only the appropriate division dean may give permission for exceptions.

2. Be sure that grades have been submitted by the date indicated on the academic calendar. **THIS DEADLINE MUST BE CLOSELY OBSERVED.** Grades are posted in PeopleSoft and should also be posted in Blackboard. Assistance with this process is available from the Blackboard administrator, at the help desk, and in the division offices.

## **COURSE DEVELOPMENT**

Faculty interested in developing new courses should work directly with their division dean. The VCCS guidelines must be followed when developing new courses. All new courses must be approved by the College Curriculum and Instruction Committee and the President's Staff prior to being sent to the VCCS's Dean's Course Review Committee for approval.

## **DISABILITIES/SPECIAL NEEDS ACCOMMODATIONS**

Piedmont Virginia Community College must provide reasonable accommodations to students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students needing accommodations will identify themselves to you and provide you with an accommodation letter early in the semester. Accommodations are designed to assist students with disabilities and allow equal access to educational opportunities. Accommodations do *not* require that you alter the fundamentals of your course or pass a student with a disability who has not demonstrated the knowledge/ competencies

needed. Faculty may not make any accommodation unless prescribed by the disability services counselor.

### Tips for Teaching Students with Disabilities

1. Include a statement in your syllabus every semester instructing students to inform you of any special needs as soon as possible to ensure that accommodations are met in a timely fashion. Sample wording:

“If you are a student with a disability who needs classroom accommodations, you are required to meet with PVCC’s disability services counselor to request accommodations. For an appointment, e-mail the disability services counselor at shannifan@pvcc.edu, stop by the Admissions and Advising Center (Room M144) or call 434.961.5264. To receive academic accommodations for this class, please obtain the proper forms from the disability services counselor and then meet with me at the beginning of the semester.”

2. Do not honor accommodations requested directly by students who have not obtained the proper documentation from the disability services counselor.
3. Regard all disability-related discussions with confidentiality.
4. When in doubt about how to assist, ask the student directly. He/she is the expert about the disability.
5. The disability services counselor is available for consultation.

### Tips for Working with a Sign Language Interpreter When you Have a Deaf Student in Class

- Remember the interpreter’s role is to facilitate communication. It is inappropriate to address the interpreter directly.
- Maintain eye contact with the person who is deaf, not the interpreter. Allow the interpreter to be positioned near you. This will allow the person who is deaf to watch the interpreter and your expressions.
- The interpreter usually sits or stands to the side and a little behind the speaker. Constant moving around while speaking may cause the student and interpreter to become confused or distracted.
- The interpreter is bound by a Code of Ethics, which requires all communication be interpreted, whether it be signed or spoken. This includes any phone calls or comments you make in the presence of a person who is deaf. It is inappropriate for you to request that the interpreter keep anything from the person who is deaf.

- Provide the interpreter with a copy of any reading material, including outlines, notes, lists of new technical terms, and printed transcripts of audio and audio-visual material. Interpreters must review material in advance to be effective.
- If the lights are dimmed (such as during a video or slide presentation), make sure there is enough light to illuminate the interpreter.
- Interpreters work a few words behind the speaker, and should be allowed sufficient time to finish the speaker's sentences. Speak in normal tones using complete sentences and speak clearly.
- When changing topics or speakers, allow for a brief pause to give the interpreter time to finish before the next topic or speaker begins.

### Frequently Asked Questions

#### **What is a disability?**

The Americans with Disabilities Act defines a person with a disability as an individual who has a physical or mental limitation that “substantially limits one or more major life activities.” Major life activities include reading, learning, writing, performing calculations, walking, seeing, hearing and speaking. An eligible student must provide current comprehensive documentation of a disability that requires accommodation.

#### **I just received an accommodation letter from a student. What do I do?**

Students are encouraged to meet with faculty members individually to discuss accommodations. The purpose of this meeting is for faculty members to become acquainted with the student and his/her needs and to work out the details regarding the provision of accommodations. Any questions regarding how to implement the accommodations or any concerns you may have about the appropriateness of certain accommodation requests should be directed to the disability services counselor.

#### **During my meeting, the student explained that he/she has “test anxiety” and has difficulties concentrating. Don’t all students struggle with these issues?**

The difficulties you mentioned may be experienced by many students, but they typically do not rise to the level of a disabling condition. All students who receive accommodations through the Disability Services Office have had their documentation reviewed to ensure that they have a significant limitation and that the accommodations are appropriate.

#### **I have a student in my class who I believe has a disability. How do I refer the student to the disability services counselor without making it uncomfortable for the student?**

This can be a sensitive subject to discuss with a student. For students who continue to struggle despite what appears to be their best effort, you may want to refer them initially to determine whether or not their study habits or time management skills are appropriate. It is not advisable to say to a student, “I think you have a disability and

need some help.” A better approach is to be supportive and just inform the student of the resources on campus, including disability services.

## **DISRUPTION IN CLASSROOM**

The continued presence of any student whose behavior in any way adversely affects the class is not permitted and may be a violation of the Student Code of Conduct. The responsibility for classroom discipline rests with the faculty member. Faculty members are encouraged to ask for guidance from the appropriate dean if unusual classroom situations occur.

Every effort should be made to resolve classroom disruptions through informal methods, such as individual conferences and/or written communication. Consult the dean of student services, for assistance in handling student conduct issues. Contact Campus Police at 434.981.6362 for any situation that threatens the safety of students or faculty. Make sure to complete the Incident Report after any disruption in the classroom.

## **DISTANCE LEARNING COURSES**

**The online and hybrid course instructor is expected to:**

- Use the Blackboard course management system.
- Use the PVCC e-mail address in Blackboard for all course communication.
- Maintain no longer than 48-hour turnaround response time to student course e-mails, discussion board posting, student queries, etc., excluding weekends, holidays, or by previously posted announcement by instructor regarding unavailability.
- Use the agreed upon course common assessment tool taught in a face-to-face mode in order to ensure comparability of outcomes.

**The online and hybrid course student is expected to:**

- Complete the Blackboard & Distance Learning online orientation before the start of class.
- Use the VCCS Gmail address in Blackboard for all course communication. Make initial contact, according the syllabus in the course within seven days of the beginning of the course.
- Adhere to course attendance policies and syllabus.

### **Attendance Policies for Online Courses**

The College Attendance Standard should be used for all online courses. The student is responsible for making initial contact with the instructor in the course. If a student has not completed any work or made contact with the instructor after the first week of class, the instructor should attempt to contact the student. If the student never attends or stops attending, the faculty member should note this during the attendance verification process.

## ELECTRONIC DEVICES POLICY

PVCC is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment. Any use of technology that disrupts the learning environment or promotes dishonesty is prohibited. The course instructor decides whether any student behavior is disruptive. Violations are subject to disciplinary action for disruptive conduct as stated in the PVCC Code of Conduct.

## EMERGENCIES

Each classroom is equipped with an *Emergency Quick Reference Guide* that lists the proper procedures for handling a crisis situation. The Department of Public Safety and Campus Police can be reached via cell phone at 434.961.6362 or internally at extension X5319. Each classroom is also equipped with a phone. From classroom phones, the Department of Public Safety and Campus Police can be reached by speed dial by pressing 1.

Copies of the *Emergency Quick Reference Guide* can be found at the Department of Public Safety and Campus Police located in Room M218 of the Main Building.

## EXPRESSIVE ACTIVITY

This policy applies to all buildings, grounds, and other spaces owned or controlled by Piedmont Virginia Community College (PVCC). The term “expressive activity” includes:

- Meetings and other group activities of students, student organizations, faculty, staff, and outside groups;
- Speeches, performances, demonstrations, rallies, vigils, and other events by students, student organizations, faculty, staff, and outside groups;
- Distributions of literature, such as distributing leaflets and pamphlets; and
- Any other expression protected by the First Amendment to the U.S. Constitution. 2)

College property is primarily dedicated to academic, student life, and administrative functions. However, it also represents the vitally-important function of providing a “marketplace of ideas,” and especially for students, many areas of campus represent a public forum for speech and other expressive activities. PVCC will place restrictions on expressive activities occurring indoors that are likely to create a significant disruption to normal college operations, but the outdoor areas of campus remain venues for free expression, including speeches, demonstrations, and the distribution of literature. Indoors or outdoors, PVCC shall not interfere with the rights of individuals and groups to the free expression of their views or regulate their speech based on its content or viewpoint. Even though PVCC has established reasonable time, place, and manner restrictions on expressive activity in order to prevent significant disruption of normal college operations, such restrictions are content-neutral, narrowly tailored to serve a significant college operational interest, and allow ample alternative channels for communication of the information.

No event or expressive activity shall be permitted to violate or hinder the rights of others within the campus community or substantially disrupt normal college operations. Hindering the rights of others, however, shall not be defined as promoting ideas that others find disagreeable, offensive, or even repulsive. Promoting unpopular ideas is fully protected. Examples of hindering the rights of others include, but are not limited to, preventing others from expressing their views; threatening violence against another person (something more than hypothetical) or engaging in violent acts; acting aggressively to try to force others to take leaflets or brochures after the person has declined; blocking others' paths anywhere on campus; and other similar acts to deprive others of their rights.

**Spontaneous Expressive Activity:** For outdoor campus facilities and areas, students, student organizations, and their sponsored guests may freely engage in spontaneous expressive activities as long as they do not (a) block access to campus buildings, (b) obstruct vehicular or pedestrian traffic, (c) substantially disrupt previously scheduled campus events, (d) substantially disrupt college operations, (e) constitute unlawful activity; or (f) create a clear and present threat to public safety, according to the college's police or security department.

The Bolick Student Center, North Mall Meeting Room, Dickinson Theater, and Fried Community Room are indoor areas that are available for spontaneous expressive activity, as long as noise levels do not become excessive to the degree that it interferes with classrooms and labs, the library, and offices in their ability to operate efficiently. Because of the configuration of the Bolick Student Center, it will not be available for any expressive activity, spontaneous or otherwise, that requires it to be blocked off from other areas during the activity because of the significant disruption in college operations this would create.

The following indoor areas/facilities are not available for expressive activity:

- Library
- Administrative/business offices
- Classrooms and labs (during instructional hours)
- Bookstore
- Café
- Hallways
- Entrances to buildings within 25 feet of doors

## **FACULTY DEVELOPMENT AND EVALUATION PLAN FOR FULL-TIME TEACHING FACULTY MEMBERS**

The evaluation process for each full-time faculty member includes an annual written individual development and performance plan (IDPP), participation in student evaluation of instruction each semester for all courses taught, self-assessment of performance,

required classroom observation by an academic dean, optional peer observation, and a conference with the dean.

There are three main parts of PVCC's Faculty Development and Evaluation Plan

1. The Individual Development and Performance Plan (IDPP)
2. Performance Evaluation
3. Rewards and Recognition Program

## **INTELLECTUAL PROPERTY POLICY**

Piedmont Virginia Community College adheres to the policies of the Virginia Community College System (VCCS) relative to intellectual property, copyright issues, and revenue derived from the creation of intellectual property. The VCCS policy determines ownership rights and responsibilities regarding intellectual property produced by a student and/or an employee of VCCS. The policy is found in the VCCS Policy Manual, Section 12, Intellectual Property.

The Vice President for Instruction and Student Services and the Vice President for Finance and Administrative Services are responsible for administering the intellectual property policies for Piedmont Virginia Community College. Any questions or issues arising in the academic and student support services program area are the responsibility of the Vice President for Instruction and Student Services. Questions in any other area of the college (e.g. Information Technology) fall under the Vice President for Finance and Administrative Services and are addressed by that officer. Should a faculty member, staff member or student question the decision of either one of these administrative officers, a campus committee comprised of the two vice presidents, two faculty members selected by the College Senate and a classified staff member selected by the College Senate will hear the question concerning the administration of the intellectual property policy. Should there be an appeal beyond the four member committee, the college President will refer the issue to the VCCS System Attorney.

Instructional material created by a faculty member, including lecture plans and notes, class lesson plans, discussion prompts, class projects, exams and quizzes, and any class sessions recorded for student and faculty use will not be used by PVCC outside of the class section and contract year for which it was developed without the consent of the faculty creator. Exceptions to this statement are:

1. Course syllabi
2. Tests, quizzes and other forms of student assessment explicitly created for departmental use across course sections
3. Instructional materials created explicitly for departmental use across course sections

The use of the above is strictly limited to instructional use at PVCC and may not be sold or commercialized by PVCC without a written agreement with the faculty creator.

## TEACHING OVERLOAD POLICY

Per VCCS Policy 3.8.4 a full-time teaching faculty member may be offered a teaching overload not to exceed 10 hours per academic year (fall and spring semesters). Per VCCS Policy 3.8.2 the maximum teaching credit load for full-time faculty for the summer term is 10 credits. Teaching faculty members may be offered a teaching overload of not more than three (3) credits during the summer term. Academic deans shall establish all overload assignments. Overload assignments are offered to full-time teaching faculty based on college need, and shall not be routinely assigned. Overloads are approved by the Vice President for Instruction and Student Services in advance of the start of each semester. A faculty member who is requested to assume an additional course(s) as an overload may decline the assignment.

In accordance with VCCS Policy 3.8.4, extra pay for an overload assignment shall be compensated at the rate of the faculty member's nine-month salary multiplied by 0.015 for each overload credit hour. Overload is not finalized until the completion of faculty teaching load assignments and review of actual hours taught for the entire academic year. Final approval for payment shall be provided by the Vice President for Instruction and Student Services.

Per VCCS Policy 3.5.0, all full-time faculty members are required to teach between 12-15 credit hours and 15-20 contact hours in the fall and spring semesters. The number of required credit hours for a faculty member is determined by the academic dean. Each lecture hour shall equate to one (1) credit hour and one (1) contact hour; and each clinical, laboratory, or studio instruction hour shall equate to one-half (1/2) credit hour and one (1) contact hour. Reassigned time (release time) is included in the workload calculation, and each reassigned credit equates to one (1) credit hour and one (1) contact hour.

Per VCCS Policy 3.8.6, a full-time faculty member may teach non-credit courses as part of workload upon approval of the dean of workforce services and the academic dean. One credit hour equates to fifteen (15) contact hours for lecture courses, or thirty (30) contact hours for laboratory/skills courses offered by Workforce Services. 2 For nine (9) month faculty, teaching loads are calculated for the fall and spring semesters, with a teaching load of less than, or more than 12-15 credits in the fall semester being adjusted in the spring semester.

Nine (9) month teaching faculty members shall be considered as working an overload when they teach greater than thirty (30) credit hours in an academic year, or greater than forty (40) contact hours in an academic year, whichever figure results in the greatest amount of overload credit hours. In cases where the number of credit hours for a teaching load falls below twenty-four (24) credit hours in an academic year, a faculty member shall be considered as working an overload when he/she teaches greater than forty-eight (48) contact hours.

Twelve (12) month teaching faculty members are required to teach between 12-15 credit hours and 15-20 contact hours in the fall and spring semesters, and 10 credit

hours in the summer semester. The number of required credit hours for a 12-month faculty member is determined by the academic dean.

Twelve (12) month teaching faculty members shall be considered as working an overload when they teach greater than forty (40) credit hours in the summer, fall, and spring semesters, or 52.5 contact hours in the summer, fall, and spring semesters, whichever figure results in the greatest amount of overload credit hours. In cases where the number of credit hours for a teaching load falls below thirty-two (32) credit hours in a full 12-month period, a faculty member shall be considered as working an overload when he/she teaches greater than sixty-three (63) contact hours.

Each semester, academic deans and supervisors complete and submit the Full-Time Overload Request Form for each full-time teaching or professional faculty member projected to teach an overload. Forms are due to the Vice President of Instruction and Student Services by the following deadlines:

Fall Semester August 1  
Spring Semester December 1  
Summer Term May 1

Pay for teaching overloads during the fall semester and spring semester is disbursed after May 1st of each academic year. If separation occurs after only one semester in the academic year and an overload was taught in that semester, payment for the overload shall be made at the end of that semester.

## **SYLLABUS/COURSE OUTLINE**

Each course section must have a syllabus. Because quality education is a goal of PVCC, course syllabi are updated each semester to maintain content currency in course offerings. All faculty members are to post their course syllabus on Blackboard no later than the week before classes begin for the semester and provide their students with the course syllabus and review it thoroughly at the first class meeting. A current file of all course syllabi is kept in the office of the respective division dean. A syllabus template with all required items has been created and can be found in the PVCC Faculty Forum section of Blackboard.

## **TEXTBOOKS AND EDUCATIONAL RESOURCES ADOPTION POLICY**

The full-time teaching faculty in each discipline select a textbook and/or educational resources for each course in that discipline. In disciplines where there is no full-time faculty member, the division dean will consult with the adjunct faculty on such selections.

If a faculty member chooses to use a traditional textbook, adoptions will be made with sufficient lead time so as to confirm the availability of requested materials, and where possible, to ensure maximum availability of used textbooks. **Deadlines for submission of textbook adoptions are due to the bookstore on the following**

**schedule: April 15 for fall semester, October 15 for spring semester, and March 15 for summer semester.**

Faculty are encouraged to work with the bookstore to determine any less costly but comparable versions of textbooks and/or other educational resources to be adopted including previous editions of textbooks, electronic textbooks, rentals, and open educational resources (OER). Zero- and Low-Cost Course Designations guidelines are available through the Jessup Library for faculty members interested in reducing textbook costs in their classes.(link to document:  
[https://www.pvcc.edu/sites/www.pvcc.edu/files/pvcc\\_zero\\_cost\\_guidelines\\_jan\\_2016.pdf](https://www.pvcc.edu/sites/www.pvcc.edu/files/pvcc_zero_cost_guidelines_jan_2016.pdf)  
f) Faculty members are also encouraged to work with the bookstore on the impact of selecting bundled materials and how those may limit students from utilizing used and rental textbooks and the ability to sell the textbook back to the bookstore.

If a traditional textbook is used, the full-time faculty in each academic discipline with assistance of the part-time faculty in that discipline shall select one (1) textbook for all sections of a course college-wide. With the approval of the division dean, select course sections of a college-wide course may pilot the use of a different textbook or OER for possible future adoption. Faculty should select a textbook that is suitable for the subject matter in a course, that support appropriate pedagogical approaches to teaching within that discipline, that meet the stated student learning outcomes for the course, and that promote the goal of providing a high quality educational experience. Faculty should ensure that a significant portion of each adopted textbook and/or other educational resources will be used in the course. Individual faculty members may select printed books in addition to the one textbook selected for the course with the approval of the division dean. Individual instructors who opt not to use a traditional printed textbook must get approval from the division dean.

It is the responsibility of the faculty in the discipline and the division dean to consult with Information Technology to determine any impact on college computers before the selection is made. Printed textbooks, once adopted, shall be used for a minimum of three (3) academic years. Exceptions must be approved by the division dean.

## **TITLE IX AND THE CAMPUS SAVE ACT**

As a recipient of federal funds, Piedmont Virginia Community College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute sexual discrimination prohibited by Title IX.

Inquiries concerning the application of Title IX may be referred to the College's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. The Title IX Coordinator is the Director of Human Resources, whose office is located in Room M810A on the Main Campus, and may be contacted by phone at 434 961-5245 or by email at [humanresources@pvcc.edu](mailto:humanresources@pvcc.edu).

Piedmont Virginia Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law.

## **SECTION 4**

### **CAMPUS RESOURCES**

#### **ACADEMIC ADVISING AND CAREER SERVICES**

##### **Academic Advising**

PVCC students receive academic advising from both faculty and professional advisors. Full-time faculty provide academic advising services in the Admissions and Advising Center and also see students in their offices during office hours. Advisors help students set academic and career goals, monitor academic progress, refer students to needed resources and support, and help students achieve college success.

Students can access academic advising services at the Admissions and Advising Center on a drop-in basis or they can make an appointment by calling 434.961.5264.

##### **Career Services**

Career Services, located in M128 of the Main Building, offers a comprehensive program to help students realize their academic and career goals through career assessment and exploration activities. Career Services assists students to better understand their strengths, interests, personality, values and skills in relation to potential career options and programs of study offered at PVCC. To contact Career Services, please call 434.961.5264.

##### **Student Success Services**

The College offers a variety of services and resources to help students who are experiencing academic difficulty. Student success advisors and other members of the student services team meet with students to suggest learning strategies, discuss time management techniques and connect students to academic coaching and tutoring in the learning, math and writing centers.

For additional information about student success services, please contact the director of student success and retention, David Lerman, at [dlerman@pvcc.edu](mailto:dlerman@pvcc.edu) or 434.961.5430.

#### **FOLLETT BOOKSTORE – 434.961-5317 OR 434.961.5318**

Hours of Service:

Monday – Thursday	9:00 a.m. – 7:00 p.m.
Friday	9:00 a.m. – 1:00 p.m.

#### **CAMPUS MAPS**

Maps as well as directions to the campus can be found on the PVCC Web site.

## **COPYING SERVICES**

The College operates a central Copy Center in Room M601 of the Main Building. The center is equipped with two black-and-white copiers and a color copier. One of the black-and-white copiers is available for walk-up use. The other black-and-white copier is a high-capacity copier for drop-off jobs. Use of drop-off service is encouraged, in that copies made on the high-capacity copier cost less than copies made on the walk-up copier or on the convenience copiers located around the campus.

The Copy Center is open from 7:30 a.m. to 7:30 p.m., Monday through Thursday and 7:30 a.m. to 5:00 p.m. on Friday, during the fall and spring semesters and hours are adapted for the summer semester.

## **ACADEMIC DIVISION OFFICES**

Each division office is prepared to provide College information and limited administrative assistant support to faculty members. Division offices are open 8 a.m. to 7 p.m., Monday through Thursday, and 8 a.m. to 5 p.m., Friday, during the fall and spring semesters, and hour are adapted for the summer semester.

Business, Mathematics and Technologies Division – 434.961.5347, [bmt@pvcc.edu](mailto:bmt@pvcc.edu)  
Humanities, Fine Arts & Social Sciences Division – 434.961.5381, [hfas@pvcc.edu](mailto:hfas@pvcc.edu)  
Health and Life Sciences Division – 434.961.5445, [hls@pvcc.edu](mailto:hls@pvcc.edu)  
Workforce Services Division – 434.961.5354, [workforce@pvcc.edu](mailto:workforce@pvcc.edu)

## **EMPLOYEE DIRECTORY**

A directory of all employees can be found on the PVCC Web site.

## **INFORMATION TECHNOLOGY SERVICES**

Information technology services are listed below, and further information on any of these services can be obtained from the Information Technology Services help desk at [help@pvcc.edu](mailto:help@pvcc.edu) or 434.961.5261.

*Academic Computing Labs and Classrooms.* Classrooms equipped with networked computers, printers, and other equipment designed to support classroom instruction are located throughout the College. The open computer lab is located in Room M832. Computer classrooms are located in Rooms D234 English; M259 English laptop mobile classroom; K201, K202, K205 science; M173 networking; M154, M823, M829, and M834, G230; Greene laptop mobile classroom; S129 WFS, S131 WFS laptop mobile classroom. Computers can also be found in the Jessup Library and the Learning Center (Room M607).

*Faculty Computers.* All full-time faculty are issued College computers which are located in assigned office space. All adjunct faculty have access to the computers located in the open computing lab (Room M832), the adjunct faculty office space located in Room

M260 in the Main Building, and the adjunct office in the Dickinson Building (Room D231).

Faculty E-mail: All faculty are issued a PVCC e-mail account upon employment. All College business must be conducted via this e-mail account.

Faculty Software. All College computers are provided with computer software to assist faculty with instruction and professional duties. Currently, the College supports Microsoft Office365/2016, which consists of a word processor (Word), a presentation package (PowerPoint), a spreadsheet (Excel), and a database (Access). Faculty can use Office365 for home use on up to 5 devices. Additional software specific to certain disciplines is also available at division offices or through the Instructional Designer.

Faculty Telephone. Telephone and voice-mail service is available to full-time faculty.

Technical Support. Technical assistance designed to help faculty use their computer hardware and software and any classroom equipment is available at all hours the College is open. Faculty may telephone the Information Technology Services help desk at extension 5261 or e-mail at [help@pvcc.edu](mailto:help@pvcc.edu) to request technical support.

Training. Throughout the year, individualized training as well as small group classes and workshops on various computer applications are offered to the faculty.

## LIBRARY

The Betty Sue Jessup Library is located in the Main Building. The following services are available in the Jessup Library:

### Circulation Services

Faculty may reserve materials for their students. They should contact the circulation/access librarian when placing books, articles, videos, DVDs, CD-ROMS, or other materials on reserve. Faculty are responsible for complying with all copyright guidelines for reserve materials.

Videos, DVDs and CD-ROMS only circulate for on-campus classroom use. Faculty should reserve materials in advance at the circulation desk and should return them immediately to the library after class.

Books circulate for 28 days, periodicals circulate for one week (current issues do not circulate), and videos are checked out for use on campus or at an off-campus location. A borrower who loses library materials will be charged the cost to replace the item. Additional circulation information is available on the library's website.

## Reference Services

Reference and information services are available when the library is open. A 24/7 chat service is also available through the LRC Live link on the library home page.

Tours, library instruction classes, and individual instruction may be scheduled by contacting the reference/instructional librarian. Library instruction for off-campus locations can be arranged by contacting Laura Skinner (434.961.5309). Requests for all library classes must be made in advance.

The library creates research guides, called Playbooks, to assist students or faculty and staff with assignments, courses, and research. Links to the Jessup Playbooks can found on the library's homepage. Contact Laura Skinner (434.961.5309) to request a playbook for a class.

Interlibrary loan request forms are available on the library's Web site. Interlibrary loan photocopies can be usually be supplied within 48 hours or less. The turnaround time for books and formats other than periodical photocopies is usually one week. This is dependent on the location and speed of the lending library.

Electronic materials available to students, faculty, and staff include resources available through VIVA (the state-wide consortium for college and university libraries), such as EBSCO's databases covering a wide variety of topics and Factiva (full-text news resources). In addition, resources purchased by the VCCS and the PVCC library, including CQ Researcher, Opposing Viewpoints in Context and Literature Resource Center are available. The library Web page provides access to these and other resources.

All full-time and adjunct faculty are encouraged to make recommendations to the director of library services for new materials to be purchased with library funds and for obsolete or outdated materials to be discarded. Requests for new materials must be made through individual academic divisions or by contacting the director of library services.

## Cataloging and Acquisitions

All book or media purchases by faculty using library funds must be ordered by the Cataloging/Acquisitions Supervisor and require the approval of the appropriate division dean. Requests may be submitted via e-mail, publishers' flyers, publishers' catalogs or written requests. Use a highlighter to mark those items to be ordered when submitting publishers' catalogs and/or flyers. If submitting by e-mail, please include all pertinent ordering information such as author, title, ISBN, format, and price, if known.

All book and media materials are catalogued to provide access through QuickSearch, the online library catalog. Faculty who need to borrow a title prior to cataloging are asked to see the Cataloging/Acquisitions Supervisor in Room M701 in the library.

## **Embedded Librarian Program**

The Embedded Librarian Program gives students personalized service from the librarian so instructors can devote their time to teaching instead of assisting students in finding resources. The program works as a secondary instructor or teacher's assistant in an online class or in the online portion of a face-to-face class. Students gain confidence and knowledge of information sources, increase their critical thinking skills, and write better papers with the assistance of an embedded librarian. Laura Skinner is the contact person for this program and can be reached by e-mail at [lskinner@pvcc.edu](mailto:lskinner@pvcc.edu) or contacted by phone at 434.961.5309.

## **Collection Development Policy**

The Collection Development Policy for Piedmont Virginia Community College is a guide to the procedures for the selection, development, and management of the Jessup Library resources. The policy supports the institutional curriculum, the programs of the College, and the various research needs of the student population and the faculty.

## **LOST AND FOUND**

Individuals who find or lose valuable items may contact PVCC's Department of Public Safety and Campus Police in Room M218 or call 434.961.5319, or the security cell phone at 434.981.6362.

## **MARKETING SUPPORT**

The Marketing and Media Relations Office has responsibility for multimedia marketing campaigns, the credit class schedules, PVCC's Web site, and media relations initiatives in accordance with the College's branding standards and guidelines. The office is also responsible for messaging on the large-screen TV messaging system and for PVCC *eNews*, an employee e-newsletter that disseminates weekly during the fall and spring semesters. At the beginning of the fall semester, an updated list of branded tools that faculty may find useful, such as PowerPoint templates and branded publications, is e-mailed to all faculty. Faculty who wish to publicize academic programs should consult with the appropriate dean. Messages for posting on the flat-screen TV messaging system should be submitted through the deans' offices.

## **MEDIA SERVICES**

Media services delivers equipment in classrooms, including multimedia projectors, video cameras, TV/VCR/DVD players, overhead projectors, flip charts and other equipment. Media services or help desk staff will bring classroom equipment to the Main Building, the Dickinson Building, the Keats Science Building, and the Stultz Center for Business and Career Development. If instructors in classrooms experience equipment problems, media services or help desk staff can assist.

The Information Technology Services help desk can be reached at 434.961.5261, and Media Services can be reached at 434.961.5313 or by sending an e-mail to [mediaservices@pvcc.edu](mailto:mediaservices@pvcc.edu).

## **TESTING CENTER**

The Testing Center provides tests for online courses and make-up tests under proctored conditions and according to faculty directions. Students who have permission to take untimed tests are also accommodated. The Testing Center is located in room M607 in the Main Building and can be reached at 434.961.5320 or by sending an e-mail to [testing@pvcc.edu](mailto:testing@pvcc.edu). There is also a testing center located at the Giuseppe Center.

## **ACADEMIC SUPPORT SERVICES**

Academic Support Services are available to all PVCC students. PVCC provides a variety of academic support services including:

### **Academic coaching**

PVCC students are completing coursework, certificates, and degrees to gain full-time employment, advance their careers, and transfer to four-year colleges or universities. Nevertheless, these students confront some challenges along the way, and many of them found that academic coaching helped them discover what it takes to succeed for the long haul, during and after college.

Academic coaching facilitates goal attainment. With the assistance of experienced coaches, students explore their strengths; sharpen their knowledge, skills, and abilities; and implement strategies to manage priorities, access resources, and achieve their desired outcomes. A typical coaching session last about 30 minutes. See [www.pvcc.edu/academic-coaching](http://www.pvcc.edu/academic-coaching) or contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) for more information.

### **Academic interventions for students on academic probation**

In collaboration with the Student Success Office, Academic Support Services assists students on academic probation. Most of these students complete the Learning and Study Strategies Inventory (LASSI) and meet with an academic coach, tutor, or both to help them return to good standing.

### **Classroom presentations**

Academic Support Services facilitates in-class workshops to help students succeed in the college classroom. Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) to schedule a presentation.

### **College success workshops**

Academic Support Services facilitates workshops for student organizations. Although these presentations may resemble classroom presentations, most of these presentations are customized to meet the needs of specific student populations (e.g., Adult Student Life Club). Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) for more information.

### **Coordinated support services**

Academic Support Services partners with faculty and staff to provide wraparound academic support services for PVCC students. Some students require coordinated support from multiple entities to achieve their academic goals. This approach might include an academic coach, college success advisor, instructor, and tutor who meet individually and collectively with the student and share information among the support team for the student's benefit. Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) for more information.

### **E-tutoring**

Smarthinking provides online tutoring across a wide variety of subjects, including business, career writing, computers and technology, mathematics and statistics, nursing and allied health, reading, science, Spanish, and writing. Students on-demand, individual support from expert tutors 24 hours a day. Students may access Smarthinking through Blackboard.

### **First-year seminar**

Academic Support Services and First-Year Programs coordinates Student Development (SDV) 100, the college's first-year seminar. It helps students transition to college life, familiarizes them with campus resources, and helps them develop the knowledge, skills, and abilities to succeed in their program of study transfer to a four-year college or university, or attain immediate employment or workplace advancement. Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) if you are interested in teaching SDV 100.

### **General Equivalency Diploma (GED) preparation**

The First Quadrant Math Center and the Writing Center assist Thomas Jefferson Adult Career Education (TJACE) students preparing for the General Equivalency Diploma (GED) exam. Students may meet with math and writing tutors and use computer-based tutorials to prepare for the GED exam. Students may also watch StudentLingo workshops about test preparation, test-taking strategies, and managing math and test-taking anxiety. See [www.studentlingo.thoughtindustries.com/pvcc](http://www.studentlingo.thoughtindustries.com/pvcc) to access Student Lingo workshops.

### **Life skills**

Academic Support Services helps students develop life skills for success on campus and beyond. Instructors and student organizations may request a workshop on life design; personal effectiveness; personal finance; priority management; or a customized, one-off workshop. Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) for more information.

### **Pearson VUE computer-based testing**

Pearson VUE offers innovative computer-based testing solutions through secure, electronic test delivery. PVCC is a designated Pearson VUE Authorized Test Center. Pearson VUE Authorized Test Centers are privately owned, third-party testing facilities which provide on-site, on-demand testing for certification and professional licensure exams. As one of the only Pearson VUE Authorized Testing Center's in the Charlottesville area, this well-respected authorization gives PVCC the ability to test students and area citizens pursuing key industry certifications such as CompTIA,

Microsoft and important academic exams such as the Virginia Communication and Literacy Assessment (VCLA) and the GED. Contact [testing@pvcc.edu](mailto:testing@pvcc.edu) for more information.

### **Test coordination and delivery**

The Testing Center offers students placement testing, makeup testing and testing for online courses. Contact [testing@pvcc.edu](mailto:testing@pvcc.edu) for more information.

### **StudentLingo**

StudentLingo provides online study skills workshops 24 hours a day. These workshops are particularly helpful for students who cannot make it to campus. Academic coaches and tutors are slow incorporate these online workshops into student appointments, and instructors use them to supplement classroom instruction. See [www.studentlingo.thoughtindustries.com/pvcc](http://www.studentlingo.thoughtindustries.com/pvcc) to access Student Lingo workshops.

### **Supplemental Instruction**

Supplemental Instruction (SI) targets difficult academic courses—those that have a high rate of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer-facilitated group study sessions. SI emphasizes collaborative learning; SI Leaders do not stand in the front of the room and lecture to the students who attend their sessions. Contact [tparks@pvcc.edu](mailto:tparks@pvcc.edu) for more information.

### **Tutoring**

The First Quadrant Math Center and the Writing Center aid students in most PVCC courses. A tutor does not do the work for the student, but instead helps the student learn how to help themselves. Tutors are successful students, not experts. They are not responsible for knowing all the answers. Good tutors model an arsenal of successful student skills by acknowledging when they are unsure and by encouraging students to use one of the many other resources available, such as instructors, other peers, and other resources. Students may schedule an appointment with a tutor or drop in for tutoring services on a first come, first serve basis.

**The First Quadrant Math Center** provides individual and small group tutoring, pre-placement review and computer-assisted review through Algebra I. It also assists students in many business, science, and technology courses. Students are welcome to drop in on an as-needed basis or, if they prefer, to set up an appointment. The First Quadrant Math Center is in M253 in the Main Building and can be reached at 434.961.5284.

The **Writing Center** assists in developing the content and organization of any writing assignment for any class, as well as strategies to address grammar and mechanical problems. It also helps students in many humanities and social sciences courses as well as Spanish. The Writing Center is in M617 in the Main Building and can be reached at 434.961.5499.

Both the Math and Writing Centers host several workshops on specific topics each semester. A schedule is posted for both centers each fall, spring and summer session.

Students may make appointments or drop by the First Quadrant Math Center or The Writing Center.

### **Virginia Placement Test (VPT) preparation**

Students are encouraged to take a practice test prior to taking the Virginia Placement Test (VPT). If students need additional help prior to taking the test, tutoring is available at no cost in the First Quadrant Math Center and the Writing Center. See <https://www.pvcc.edu/admission/placement-tests> to access placement information and preparation resources.

### **Texts and Email Alerts**

PVCC's emergency text and email messaging service is available to students, faculty and staff. A cell phone with text messaging capabilities is all that is needed. There is no charge for users. Individual cell phone plans will apply normal charges for text messages. For more information click on <http://www.pvcc.edu/security-safety/register-for-text-email-alerts>.

## SECTION 5

### STUDENT/ACADEMIC INFORMATION

#### ACADEMIC DISHONESTY

Piedmont Virginia Community College sets high standards for academic integrity, and takes academic dishonesty very seriously. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the College or instructors, and the forgery, alteration or use of College documents or instruments of identification with the intent to defraud are considered academic dishonesty and are subject to disciplinary action.

1. Plagiarism is the appropriation of passages, either in word or in substance, from the writings of another and the incorporation of those passages as one's own written work offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given to the original author by the use of quotation marks and footnotes or explanatory inserts;
2. Collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit is prohibited unless such collaboration has been specifically approved in advance by the instructor. Examples of collaboration include extensive use another's idea for preparing a creative assignment and receiving undue assistance in the preparation or editing of written materials.
3. Giving or receiving, offering or soliciting information on any quiz, test, or examination is prohibited; this includes the following:
  - a. copying from another student's paper;
  - b. use of prepared materials during the examination;
  - c. collaboration with another student during the examination;
  - d. buying, selling, stealing, soliciting or transmitting an examination or any material purported to be the unreleased contents of a (coming/pending) examination or the use of any such material;
  - e. substituting for another person during an examination or allowing such a substitution for one's self; and
  - f. bribery of any person to obtain examination information.

4. Using electronic or Internet resources without the permission of the instructor, such as a translation program for a foreign language assignment, is prohibited.
5. Knowingly furnishing false information to the College is prohibited.
6. Giving false information as a reason for missing a test or class is prohibited.
7. Forgery, alteration, or misuse of College documents, records, or identification cards is prohibited.

### Academic Dishonesty Procedure

1. All faculty will include the following statement in all course syllabi:

Piedmont Virginia Community College sets high standards for academic integrity, and takes academic dishonesty very seriously. The following misconduct is considered academic dishonesty and is subject to disciplinary action: cheating, plagiarism, knowingly furnishing false information to the College or instructors, and the forgery, alteration or use of College documents or instruments of identification with the intent to defraud.

Students are advised that a written summary of this violation and the resulting penalty will be placed in the student's official College record. After one year of no further occurrences, the student may request that the dean of student services remove the statement from the official record.

2. When a faculty member determines there is evidence of academic dishonesty he/she will schedule a private meeting with the student to discuss the evidence and to hear the student's response to the accusation.
3. If sufficient evidence is found to penalize the student, written notification is given to the student. At this time the faculty must also inform the student of the appeal process, which is as follows:

A student who has been informed that he/she is to be penalized for committing academic dishonesty may appeal the faculty member's decision. The appeal should be submitted in writing to the appropriate academic dean within 10 business days of the date upon which the student was informed of the penalty. The dean will then decide whether to uphold or overturn the instructor's decision. If the student disagrees with the dean's decision, the student may then appeal, in writing, to the vice president for instruction and student services.

4. After resolution of the situation (meeting with the student, implementing the penalty and, if necessary completion of the appeals process) the faculty member will provide

the division dean with a written summary of the incident and penalty levied, using the Academic Dishonesty Report found on Forms Central on the PVCC Web site.

5. The division dean will place the summary in the student's official academic record.
6. If this is the student's second offense (based on documentation in the student's official file) the division dean will notify the dean of student services and the Disciplinary Hearing Process will commence. (See the Student Handbook for details of Disciplinary Hearing Process.)

## **ACADEMIC LOAD FOR STUDENTS**

The minimum full-time load is 12 credits. In order for a student to take more than the normal maximum full-time load of 18 credits, he/she must have the approval of the vice president for instruction and student services or designee.

## **ACADEMIC STANDING OF STUDENTS**

The College keeps students informed of their academic standing. Students are notified if they are academically deficient and when they have regained acceptable academic standing. Students are expected to maintain a 2.0 (C) grade point average to be considered in good academic standing.

### **Academic Warning**

Any student who fails to attain a minimum grade point average of 2.0 for any semester, or who fails any course, receives an academic warning.

### **Academic Probation**

Any student who fails to maintain a cumulative grade point average of 1.5 is placed on academic probation. The statement "Placed on Academic Probation" will be placed on the student's permanent record.

Any student on academic probation is required to consult the student success advisor and usually is required to carry less than the normal academic course load in the next semester following this action.

### **Academic Suspension**

A student on academic probation who attempts 24 semester credits and fails to attain a cumulative grade point average of 1.5 for the next term is subject to academic suspension. Academic suspension normally is for one term. The statement "Placed on Academic Suspension" is placed on the student's permanent record. Under all circumstances of academic suspension, a student must apply for readmission to the

dean of student services by submitting a letter stating solutions for past academic problems.

### **Academic Dismissal**

Students who have been placed on academic suspension and achieve a 2.0 grade point average for the semester following their reinstatement must maintain at least a 1.5 grade point average in each subsequent semester of attendance. The student remains on probation until his or her overall grade point average is raised to a minimum of 1.5. Failure to attain a 2.0 grade point average the first term and a 1.5 grade point average in each subsequent term results in academic dismissal. Academic dismissal normally is permanent, unless, with good cause, the student reapplies and is accepted under special consideration for readmission by the dean of student services. The statement "Placed on Academic Dismissal" will be placed on the student's permanent record.

### **ACADEMIC CREDIT FOR NONTRADITIONAL LEARNING**

VCCS Policy (Policy No. 5.6.5.1) allows for the awarding of credit based on previous academic study or acquired through nontraditional means. This may include, but is not limited to college credit and advancement based upon the administration and evaluation of locally-developed examinations, individual college participation in nationally recognized standardized examinations; experiential learning; and training provided non-collegiate institutions, such as armed forces and service schools.

### **ATTENDANCE STANDARD**

Class attendance is an integral part of a sound academic program for most classes at Piedmont Virginia Community College. Class attendance requirements are found in the course outline, which the instructor provides to students in each course. Piedmont Virginia Community College students are expected to be present and on time at all regularly scheduled classes and laboratory meetings.

Students are not permitted to miss more than the following number of classes in a given semester:

If the class meets one time per week	2 absences total
If the class meets two times per week	4 absences total
If the class meets three times per week	6 absences total

Students who have missed more than permissible number of absences may be withdrawn by the instructor from the course. A grade of "W" will be recorded for all withdrawals completed by "Last Day to Drop a Course with a Grade of W" for the semester. Students withdrawn after this withdrawal deadline will receive a grade of "F" except under mitigating circumstances, which must be documented and approved by the Vice President of Instruction and Student Services.

## AUDITING

In accordance with VCCS policy 5.6.0, students may audit a course and attend without taking examinations. The regular tuition and fees are charged. The official transcript will reflect a grade of “X” for the audited course.

Audit course carry no credit and do not count as part of the student’s course load, do not meet degree/certificate completion requirements, and do not transfer to other institutions. Financial aid cannot be applied towards an audited course. Audited courses may affect a student’s financial aid status, veteran’s benefits, or F-1 visa status.

Audit enrollments are on a “space available basis” and are completed during the add/drop period of the course. Students who wish to attend a course without receiving academic credit must receive permission from the instructor and then the appropriate academic dean. Students desiring to change course status **from audit to credit** must do so during the course add/drop period.

## DEVELOPMENTAL STUDIES

PVCC has a developmental studies program for students who score below the established minimum cutoff on an assessment tests in reading, writing, and/or mathematics. Students are placed in developmental courses that reflect their level of ability. Students may enroll in the same developmental course a maximum of two times, with a third enrollment by permission of the vice president for instruction and student services or the dean of student services. Completion of developmental coursework prior to enrollment in college-level courses is required.

## EXPLANATION OF GRADES

The quality of performance in any academic course is reported by a letter grade. These grades denote the character of work and are assigned quality points.

Grade	Quality Points Per Credit	Explanation
A – Excellent	4	
B – Good	3	
C – Average	2	
D – Poor	1	
F – Failure	0	
P – Passing	0	No grade point credit. Seven credits maximum can be applied to degree programs, four credits toward a certificate, and none toward a career studies certificate.
S – Satisfactory	0	No grade point credit. Used only for satisfactory completion of a developmental studies course (numbered 01-09).
U – Unsatisfactory	0	No grade point credit.

Grade	Quality Points Per Credit	Explanation
W – Withdrawal	0	No credit. A grade of “W” is awarded to students who withdraw or are withdrawn from a course after the add/drop period, but prior to the completion of 60 percent of the course or upon documentation of a <a href="#">mitigating circumstance</a> (defined as life altering event) that prevents a student from completing the course after the 60 percent time frame.
I – Incomplete	0	Used as a temporary grade awarded when student and faculty member agree that for verifiable unavoidable reasons student is unable to complete the course requirements before the scheduled end of class. To be eligible to receive an “I” grade, the student must (1) have satisfactorily completed more than 60% of the course requirements, and (2) must request faculty member assign the “I” grade and indicate why it is warranted by completing the <a href="#">Incomplete Grade Form</a> found in Student Forms Central on the PVCC Web site. Courses for which the grade of “I” has been awarded must be completed by the end of the subsequent semester (to include summer term).
X – Audit	0	No credit. Permission from the instructor and then from the dean is required to audit a course. After the last day for students to withdraw from a class without penalty, the audit grade “X” is invalid for students enrolled in the course for credit.

## GENERAL EDUCATION

As an institution committed to offering its students the strongest possible post-secondary education, PVCC upholds general education as an integral part of the education of all its students, regardless of their ultimate professional objectives. Accordingly, the College will create a learning environment that encourages the student body to benefit from the experiences inherent in general education.

General education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines and honors the connections among bodies of knowledge. PVCC degree graduates will demonstrate competency in the following General Education Areas:

Communication;  
Critical Thinking;  
Cultural and Social Understanding;  
Information Literacy;  
Personal Development;  
Quantitative Reasoning; and  
Scientific Reasoning.

## Student Learning Outcomes for General Education Goal Areas

PVCC degree graduates will demonstrate competency in the following general education areas:

1. **Communication:** A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to:
  - a. understand and interpret complex materials;
  - b. assimilate, organize, develop, and present an idea formally and informally;
  - c. use standard English;
  - d. use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
  - e. use listening skills;
  - f. recognize the role of culture in communication.
2. **Critical Thinking:** A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to:
  - a. discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
  - b. recognize parallels, assumptions, or presuppositions in any given source of information;
  - c. evaluate the strengths and relevance of arguments on a particular question or issue;
  - d. weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
  - e. determine whether certain conclusions or consequences are supported by the information provided;
  - f. use problem solving skills.
3. **Cultural and Social Understanding:** A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to:

- a. assess the impact that social institutions have on individuals and culture-past, present, and future;
  - b. describe their own as well as others' personal ethical systems and values within social institutions;
  - c. recognize the impact that arts and humanities have upon individuals and cultures;
  - d. recognize the role of language in social and cultural contexts;
  - e. recognize the interdependence of distinctive worldwide social, economic, geo-political, and cultural systems.
4. **Information Literacy:** A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively (adapted from the American Library Association definition). Degree graduates will demonstrate the ability to:
- a. determine the nature and extent of the information needed;
  - b. access needed information effectively and efficiently;
  - c. evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
  - d. use information effectively, individually or as a member of a group, to accomplish a specific purpose;
  - e. understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
5. **Personal Development:** An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to:
- a. develop and/or refine personal wellness goals;
  - b. develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.
6. **Quantitative Reasoning:** A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data

and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. Degree graduates will demonstrate the ability to:

- a. use logical and mathematical reasoning within the context of various disciplines;
  - b. interpret and use mathematical formulas;
  - c. interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
  - d. use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
  - e. estimate and consider answers to mathematical problems in order to determine reasonableness;
  - f. represent mathematical information numerically, symbolically, and visually, using graphs and charts.
7. **Scientific Reasoning:** A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena. Degree graduates will demonstrate the ability to:
- a. generate an empirically evidenced and logical argument;
  - b. distinguish a scientific argument from a non-scientific argument;
  - c. reason by deduction, induction and analogy;
  - d. distinguish between causal and correlational relationships;
  - e. recognize methods of inquiry that lead to scientific knowledge.

## **GRIEVANCES, COMPLAINTS, AND APPEALS**

### **STUDENT COMPLAINTS**

PVCC students and members of the public have the right to file informal and formal complaints against PVCC personnel or actions. Verbal complaints are considered informal and the procedure for informal complaints is to be followed. Written complaints (hard copy and e-mail) are considered formal and the procedure for formal complaints is to be followed.

This policy does not apply to (a) student grade appeals, (b) all human resource policies, (c) all appeal and grievance policies and procedures explicitly described in the *VCCS Policy Manual*, (d) any formal appeal or grievance covered by another PVCC policy (e.g., code of conduct, admissions, financial aid, satisfactory academic progress, etc.).

### **Policy and Procedure for Informal Complaints**

Informal (verbal) complaints by students or members of the public are to be dealt with through a face-to-face discussion between the complainant and the responsible college administrator supervising the area. If through this process, a mutually satisfactory resolution of the complaint cannot be reached, the complainant may put the complaint in writing and move to the policy and procedure on formal complaints or the complaint will be considered inactive.

It is the responsibility of the administrator involved in an informal complaint to write a memorandum for the record detailing the nature of the complaint and the resolution. The administrator is to retain such memoranda in a file accessible to his/her supervisor upon request.

### **Policy and Procedure for Formal Complaints**

1. Formal complaints by students or members of the public are to be dealt with by the responsible college administrator supervising an area. Faculty and staff who receive a formal complaint should forward it to the supervisor of the area(s) involved in the complaint.
2. The administrator handling the complaint is to gather information as necessary. Information must be gathered from the complainant.
3. A written response (hard copy or e-mail) is to be sent to the complainant. A copy of the complaint and the written response is to be sent to the assistant to the president.
4. If the complainant is not satisfied with the response, he/she may file a written complaint to the president. In such cases, the president will gather information and provide a final written response to the complainant with a copy to the assistant to the president.
5. The assistant to the president will maintain a file of all formal complaints and responses.

### **STUDENT GRIEVANCES**

The Student Grievance Procedure is designed to provide an equitable process by which students at Piedmont Virginia Community College may resolve a grievance. A grievance is defined as a written claim raised by a student alleging improper, unfair, arbitrary, or discriminatory action by an employee or a student involving the application of a specific provision of a college rule or regulation. A grievance is defined as a

difference or dispute between a student and a faculty member, administrator, or member of the classified staff with respect to the application of the rules, regulations, policies and procedures of the College or the Virginia Community College System as they affect the activities or status of each student.

Grievable issues must be related to interpretation or application of policy. Personal opinions, matters of taste or preference, and circumstances covered by external rules, laws, or guidelines are not typically grievable under the Student Grievance Procedure. Grade appeals, financial aid appeals, competitive admission program appeals, and Code of Conduct appeals including charges of academic dishonesty, and parking ticket and fine appeals have their own procedures and are excluded from the Student Grievance Procedure.

The college administration and the Threat Assessment Team reserves the right to supersede any step in the PVCC Student Grievance Procedure when doing so is in the best interest of protecting the safety of the college community and the individual(s) involved.

## **Policy and Procedure for Student Grievances**

**Step 1.** The student with the grievance shall first discuss the grievance with the faculty member, administrator, or member of the classified staff involved. Every reasonable effort should be made by both parties to resolve the matter at this step. A grievance must be raised within twenty (20) school days from the time the student reasonably should have gained knowledge of the occurrence.

**Step 2.** If the student is not satisfied with the disposition of the grievance at Step 1, a written statement of the grievance shall be sent to the faculty member, administrator, or member of the classified staff within five (5) school days of the discussion at Step 1. This written statement shall include the current date, the date the grievance occurred, an explanation of the grievance, and a statement presenting the student's recommended action to resolve the grievance. The faculty member, administrator, or member of the classified staff must respond in writing within five (5) school days.

**Step 3.** If the student is not satisfied with the written response obtained in Step 2, or the faculty member, administrator or member of the classified staff fails to answer the grievance, the student shall contact the immediate supervisor within five (5) school days. A copy of the original written grievance and the reply (if available) should be provided to the supervisor. Within five (5) school days of receipt of the student's notification, the supervisor shall schedule a conference with all involved persons in an attempt to resolve the grievance. Notification of the supervisor's decision will be given in writing within five (5) school days after the conference.

**Step 4.** If the student is not satisfied with the disposition at Step 3, a written appeal may be made to the appropriate vice president (or president, if the grievance involves a Vice President or if the VP is involved at earlier steps) within five (5) school days of the

hearing at Step 3. The student has the option of having a conference with the appropriate vice president, or the student may present the case before a selected panel. The panel will include three students, three persons from the appropriate faculty, administrative or classified ranks, and the Dean of Student Services who will serve as Chair of the panel. Selection of the panel will be made by the Vice President for Instruction and Student Services, with approval by the President. The decision of the appropriate vice president or panel is binding. Final notification of the decision at Step 4 will be presented in writing within five (5) school days of the termination of the conference or panel.

## STUDENT APPEALS

### GRADE APPEAL POLICY

Faculty members are responsible for informing students of the basis on which grades in each class will be assigned. Assignment of grades is the responsibility of the faculty member and presumes fairness and best professional judgment. It should be understood that the student who chooses to appeal a grade assumes the burden of proof concerning any perceived error in the grade assigned.

**Step 1.** The student who believes a course grade received to be in error may appeal directly to the instructor within 10 school days after the beginning of classes of the semester following the one in which the grade was reported. Every reasonable effort should be made by both parties to resolve the matter.

**Step 2.** If Step 1 does not resolve the question, the student may file a written appeal to the division dean within five school days after an attempt to resolve the matter with the faculty member. The division dean will conference with the student and faculty member via e-mail, telephone, video, or in person in an effort to resolve the grade appeal. The division dean may within five school days of the conference appoint a committee of three faculty members and two students to review and make a recommendation on the matter. Within five school days of the conference, or if a committee is formed within five school days of the receipt of the committee's recommendation, the division dean will prepare a report of the disposition of the matter with copies to the student, the faculty member, and the divisional record.

**Step 3.** If either the student or the faculty member wishes to appeal Step 2 disposition of the matter, he or she may do so in writing to the vice president for instruction and student services within five school days of the receipt of the division dean's report. If, in the vice president's discretion, the appeal and record of previous actions indicate further consideration of the matter is not warranted, the vice president will so notify the student, faculty member, and division dean within five school days, and the division dean's decision shall be final and binding on all parties.

If the vice president grants the appeal, he or she may schedule a conference via e-mail, telephone, video, or in person with the division dean, faculty member, and student.

Within five school days of the conference, the vice president will prepare a written decision with copies to the student, faculty member, and division dean. The vice president's decision shall be final and binding on all parties.

### **FINANCIAL AID APPEALS**

Students who fail to meet the credit progress schedule, the cumulative grade point average, and/or satisfactory academic progress (SAP) standards and lose eligibility for financial aid have the right to appeal the financial aid suspension (SS). Appeals will be evaluated by the Financial Aid Appeals Panel. The Financial Aid Appeals Panel will include three students, three persons chosen from the faculty, administrative or classified ranks, and the Dean of Student Services who will serve as Chair of the panel. Selection of the panel will be made by the Vice President for Instruction and Student Services, with approval by the President. Decisions of the Appeal Panel are final. Students must make their appeals in writing and be willing to meet with the panel. Students must complete the Financial Aid Appeal Application. Students are strongly encouraged to appeal within seven (7) school days of notification of suspension to allow adequate time for processing and review.

### **STUDENT CODE OF CONDUCT APPEALS**

The Student Code of Conduct enumerates clear expectations of students as members of the college community, the kind of unacceptable behavior that may result in disciplinary action, and sanctions and disciplinary proceedings utilized when the code is not observed. While on college property or at college sponsored/supervised events, all persons, including guests of students, are required to abide by all college policies, procedures, practices, and related rules and regulations. Copies of the PVCC Code of Conduct are available in the Admissions and Advising Center and at the college receptionist area.

Students who have been charged with a student code of conduct violation and who have received a minor or major sanction may appeal to the President in writing within 10 school days of the decision. The President shall take one of three actions: uphold the sanction, reverse the sanction, or dismiss the sanction. The decision of the President is final.

### **COMPETITIVE ADMISSION PROGRAM APPEALS**

Students who are denied admission to competitive admission programs have the right to appeal. Students who are denied admissions should first meet with the appropriate program director to discuss the reasons why the student was denied admission. If this meeting does not resolve the issue, the student may file a written appeal to the appropriate program director. Appeals must be received within seven (7) school days after the meeting with the respective program director.

The appeal should include the reasons why the student feels their application should be reconsidered, what criteria or information the student feels was overlooked and any supporting documentation.

Appeals will be evaluated by the Admissions Appeals Panel. The Admissions Appeal Panel is made up of three faculty from outside of the health and life sciences division, three students including one currently enrolled in a health science competitive admission program, and the Dean of Health and Life Sciences who will serve as Chair of the panel. Selection of the panel will be made by the Vice President for Instruction and Student Services with approval by the President. The decision of the Admissions Appeals Committee is final.

## **GRADE CHANGE POLICY**

The policy for grade changes is based on the following tenets: (a) the College recognizes its continuing responsibility to assess the validity and fairness of grading practices and to take corrective action whenever unfairness or inequities exist; (b) except in cases of incapacity or absence, the instructor has the sole responsibility for initial assignment of grades and may initiate changes; (c) the student shall have the right to appeal. The time limit for changing student grades is one year after the final course grade was awarded.

## **REPEATING A COURSE**

Any student may repeat a previously attempted course. When a student repeats a course, all course grades will appear on the student's transcript; however, only the last grade will be counted in the student's cumulative grade point average. Under no circumstances will credit for a repeated course be used twice toward certification of graduation requirements. Students are normally limited to two enrollments in the same course, except seminars and co-op courses. The vice president for instruction and student services and the dean of student services may make exceptions.

## **SENIOR CITIZEN ADMISSION TO CLASS WITH TUITION-FREE STATUS – CREDIT OR NON-CREDIT COURSES**

PVCC accommodates all tuition-paying students before admitting senior citizens with tuition-free status to either credit or noncredit courses. Therefore, senior citizens seeking this status will be accommodated on a space available basis after the end of the add/drop period. The senior citizen will need to complete the Senior Citizen Waiver for Audit/Credit form and gain permission from the appropriate division dean or they may choose to register and pay for a class to guarantee a seat; however, they may not subsequently change to tuition-free status for that semester. Questions about the admission of senior citizens with tuition-free status should be directed to the registrar.

## **STUDENT CODE OF CONDUCT**

Piedmont Virginia Community College is an academic community and all members and visitors share the duty and responsibility of securing and maintaining the freedom to

learn within that academic college community. Freedom carries responsibilities; chief among these is the respect for the rights and the values of others. In order to provide and preserve this freedom on the College campus and at College-sponsored and College-supervised functions, the student code of conduct was developed by a committee of students, faculty, staff, and administrators.

Within the College community, individuals are accorded respect in a learning environment that is free of discrimination on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability or any other characteristics protected by law or by the policies and practices of PVCC. All students are expected to exhibit and practice appropriate behavior when participating in instructional settings, including field experiences, internships, athletic and cultural events, or any other related college endeavor.

The College faculty and staff recognize their role in developing this sense of responsibility through example and guidance. Additionally, every student is presumed to have sufficient maturity, intelligence, and concern for the rights and values of others and to preserve the standards of the academic community. This code enumerates clear expectations of students as members of the College community, the kind of unacceptable behavior that may result in disciplinary action, and sanctions and disciplinary proceedings utilized when the code is not observed. While on College property or at College-sponsored/supervised events, all persons, including guests of students, are required to abide by all College policies, procedures, practices, and related rules and regulations.

**It is the student's responsibility to become familiar with the PVCC Code of Conduct.** Lack of awareness is no excuse for noncompliance with PVCC policies and regulations. The PVCC Code of Conduct can be found in the Student Handbook on the College Web site and hard copies will be provided by request in the Admissions and Advising Center. All new students are oriented to the Code of Conduct in the PVCC Orientation course, and the Code of Conduct is referenced on the course syllabus in all classes.

## **WRITING INTENSIVE COURSES**

PVCC believes in the value of writing as a tool for learning and as a tool for Communicating. **Students entering all associate degree programs are required to take one Writing Intensive Course in order to graduate. All Writing Intensive Courses have an ENG 111 and ENG 112 prerequisite.**

Courses that meet the Writing Intensive Course (WIC) requirement will include various writing activities designed to improve both writing and knowledge of course content.

Curriculum sheets indicate the Writing Intensive Course (WIC) requirements for each associate degree program.

## **SECTION 6**

### **REMUNERATION**

#### **APPOINTMENT OF FACULTY**

Appointment proposals are offered by the president of the College. The president issues the appointment proposal for full-time faculty and the vice president for instruction and student services issues the appointment proposal for adjunct faculty. Included in the proposal are: dates of employment, the remuneration level, the course(s) to be taught, and special conditions to be considered. Acceptance of the appointment proposal by the faculty member includes acceptance of the general conditions of employment set forth in this handbook and the VCCS Policy Manual. Additionally, each appointment is subject to the terms and conditions of the Appropriations Act of the Virginia General Assembly and the applicable law of the Commonwealth of Virginia. Appointment for subsequent semesters is subject to the needs of the College and acceptance by the College for future employment.

#### **COMPENSATION**

##### **Full-time Faculty Members**

Information on full-time faculty compensation from can be found in Section 3.8 of the VCCS Policy Manual. Full-time faculty are paid twice monthly.

##### **Adjunct Faculty Members**

The following information applies to Adjunct Faculty Members:

1. When a new adjunct faculty member is appointed, the appropriate dean uses the VCCS-29 to determine the adjunct faculty member's initial rank and step. The dean completes a VCCS-10 and forward this form along with the appropriate documentation to the vice president for instruction and student services for approval. Upon approval, the vice president for instruction and student services forwards the VCCS-10 and accompanying documentation to Human Resources.
2. Adjunct faculty salary rates are based upon the minimum criteria for faculty rank listed on the VCCS-29 in the VCCS Policy Manual. These criteria include education (degrees earned), teaching, and occupational experience.
3. Adjunct faculty will be paid according to their rank and step on a 15-step pay scale. The vice president for finance and administrative services will issue a revised adjunct faculty pay scale each year at such time as the VCCS makes new adjunct faculty pay rates available. Additional information about the adjunct salary scale may be obtained from the appropriate dean.

4. Human Resources maintain a record of the rank and step for each adjunct faculty member. Faculty will not be hired or paid at a rate other than that which applies to the rank and step at which they are placed.
5. Human Resources maintains a record of credits taught at PVCC by each adjunct faculty member. Once three full-time equivalent years are credited, adjunct faculty members can request a step increase through the appropriate dean.

The crediting and recording of any other accumulation of teaching or other experience which applies to: 1) movement to another step on the salary scale, or 2) qualification for promotion to another rank will be *at the initiation of the faculty member* working through the appropriate dean. By July 15 of each calendar year, adjunct faculty will contact their respective dean with information that warrants consideration for a promotion or step increase in the upcoming fall semester:

- Additional graduate course work completed;
- Receipt of an advanced degree; and/or
- Teaching assignments of three (3) full-time equivalent years. (For calculation purposes, 30 semester hours of teaching are equivalent to one year.)

As appropriate, adjunct faculty members will be moved to the next step on the pay scale, to be effective the semester after the qualification is met.

When an adjunct faculty member is promoted to a higher rank, the faculty member will be placed at the same step on the pay scale as they occupied at their old rank. For example, an instructor who is at Step 5 and who is promoted to assistant professor will be paid as an assistant professor at Step 5.

### Annual Contract

The effective period for the full-time nine-month faculty contract is August 16 to May 15. Human Resources mails the contracts to faculty around July 1, and faculty must return the signed contract to Human Resources within 10 days of receipt. The effective period for the full-time twelve-month faculty contract is July 1 to June 30. Adjunct faculty receive a contract each semester.

### **ORIENTATION**

The vice president for instruction and student services and the deans meet with their new adjunct faculty members prior to the start of classes to discuss College policies and procedures, provide information about instructional support services, and answer questions. Information is posted in "Faculty Forum" on Blackboard. The vice president and deans are available throughout the semester to provide guidance and to discuss faculty concerns that may arise.

## **PAYCHECKS**

Adjunct faculty teaching full sessions are paid four times for fall and spring terms and twice for the summer term. Pay is direct deposited into faculty members' accounts.

## SECTION 7

### EDUCATIONAL/SABBATICAL LEAVE

Information can be obtained from Section 3.10.5 of the VCCS Policy Manual.

By November 15 of each year, full-time faculty educational/sabbatical leave openings shall be announced by the president for the following academic year. In the announcement, the president may identify areas of institutional need and specify priorities for support of education/sabbatical leave requests. Eligible faculty interested in making application for leave shall be required to submit a formal application by January 31.

As specified on the Faculty Educational/Sabbatical Leave Form, applicants must describe in detail their proposed leave program. They must also state their professional development goals and objectives, and present evidence of activities to date which have supported those goals and objectives. Applicants must state clearly the goals and objectives of the proposed leave program, and relate those goals and objectives to the needs of the institution and to the applicant's own professional development. Where possible, a list of specific activities should be presented. Recommendation from the applicant's immediate supervisor is required.

An ad hoc committee of teaching and professional faculty shall review applications from teaching and professional faculty. The committee shall be appointed by the vice president for instruction and student services or the vice president for finance and administrative services, depending upon the specific faculty category of the applicants. The committee shall make recommendations to the vice president, and the vice president shall formulate a recommendations based, in part, on the work of the committee. The vice president shall forward recommendations and the committee's recommendations to the president. Based on the input of the committee and the vice president, the president shall take final College action on the leave applications.

An ad hoc committee of administrative faculty shall review applications from administrative faculty. The committee shall be appointed by the College president and make recommendations to her on each of the applicants. If the applicant falls under the purview of a vice president, the vice president shall also provide the president with a recommendation. Based on the input of the committee and, where appropriate, the vice president, the president shall take final College action on leave applications.

The president shall announce the educational/sabbatical leaves approved for the following academic year by March 11.

## **The Effect of Educational Leave at Half-Salary on Faculty Status, Salary and Benefits**

VCCS information on the effect of educational leave on salary and service can be obtained in Section 3.4.0.3 from the VCCS Policy Manual (page 3-19).

The most up-to-date information on health care coverage, Virginia Supplemental Retirement Benefit, life insurance coverage, seniority, multi-year contracts, promotion, and salary increases can be accessed on the PVCC Web site at Human Resources, or you may contact the PVCC Human Resources Office.

## **Educational Assistance**

PVCC supports the professional development of the teaching faculty by supporting relevant graduate coursework. Full-time faculty interested in educational assistance should consult with the division dean. Please click on link for information on PVCC's Educational Assistance Policy and needed forms. Educational assistance is available only to full-time teaching faculty.

## **SECTION 8**

### **COLLEGE POLICIES**

Piedmont Virginia Community College is part of the Virginia Community College System (VCCS). As such, PVCC is subject to the policies and procedures established by the VCCS System Office. Instruction and Student Services follows policies included in Section 5 and Section 6 of the VCCS Policy Manual.

The College also issues local policies to comply with and implement State and VCCS policies, and to address issues that are not fully addressed by higher authority. These policies can be found on the College Web site.

### **Content Disclaimer**

Piedmont Virginia Community College (PVCC) provides its Web site, catalog, handbooks and any other printed materials or electronic media for your general guidance. PVCC does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the Domain Naming System (DNS) registrations of [www.pvcc.edu](http://www.pvcc.edu), [www.facebook.com/Piedmontvacc](http://www.facebook.com/Piedmontvacc), [www.twitter.com/Piedmontvacc](http://www.twitter.com/Piedmontvacc), or [www.youtube.com/pvccvirginia](http://www.youtube.com/pvccvirginia), are up-to-date, complete and accurate. Individuals assume any risks associated with relying upon such information without checking other credible sources.

### **An Equal Employment Opportunity/Affirmative Action Institution**

It is the policy of both Piedmont Virginia Community College (PVCC) and the Virginia Community College System (VCCS) to maintain and promote equal employment and educational opportunities without regard to race, color, sex or age (except where sex or age is a bona fide occupational qualification), religion, disability, national origin, marital status, veteran status, political affiliation, sexual orientation, or other non-merit factors.

### **Non-Discrimination Statement**

Piedmont Virginia Community College is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. PVCC does not discriminate on the basis of age, color, disability, family medical history or genetic information, military service, national origin, parental status, political affiliation, race, religion, sex (including pregnancy and gender identity), sexual orientation or any other non-merit base factor.

The College also prohibits sexual harassment including sexual violence or misconduct. Student or prospective students who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment or inaccessible conditions, should present their concerns to either of the following:

Title IX Coordinator, Teresa Willis, Human Resources Director. 501 College Drive, Main Building, Room M810A, Charlottesville, VA 22902. [humanresources@pvcc.edu](mailto:humanresources@pvcc.edu); 434.961.6567

Department of Education, Office of Civil Rights. 400 Maryland Avenue, S.W., Washington, D.C. 20202-1100; [www.ed.gov](http://www.ed.gov).