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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 northern 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.

**GENERAL EDUCATION GOALS**

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

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

The associate degree programs within the Virginia Community College System support a collegiate experience that focuses on the above definition and attendant areas.
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 English, 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.

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**

Piedmont Virginia Community College maintains and promotes equal employment and educational opportunity in its educational programs and activities without regard to race, color, sex or age (except where sex or age is a bona fide occupational qualification), religion, handicap, national origin, sexual orientation, or other non-merit factors. Inquiries concerning the affirmative action policy should be addressed to PVCC’s human resources officer.

**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.

Please click on link for more information on [Virginia Conflict of Interest laws](#).

**ACADEMIC FREEDOM AND RESPONSIBILITY**

Please click on link to view the [VCCS policy regarding academic freedom and responsibility](#) (Section 3.5.5).

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. Personnel and Benefits
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. Personnel and Benefits
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, which can be found on the College Senate Web site.

**Associations**

**The Faculty Senate**

This 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 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.

**Adjunct Faculty Council**

The Adjunct Faculty Council’s purpose is to be a communication conduit between PVCC administration and the over 200 adjuncts teaching at PVCC. The council meets periodically and, at their request, with the vice president for instruction and student services. The council is composed of seven representatives, serving for a term of one year: one from each academic division (Business, Mathematics and Technologies; Humanities, Fine Arts and Social Sciences; Health and Life Sciences), one from Workforce Services, and three at-large representatives. Representatives will be selected by the division deans each year in advance of the fall semester.
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. Academic and Career Expressway (ACE);
11. Student Services;
12. Library Services;
13. Instructional Technology Design;
14. Division of Workforce Services;
15. Division of Business, Mathematics and Technologies;
16. Division of Humanities, Fine Arts and Social Sciences; and
17. Division of Health and Life Sciences.
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 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.

Absence from Class (Student)

The policy on attendance and make-up examinations is the prerogative of each faculty member. As a guideline, excessive absence is defined as greater than 20 percent absence in any course. A statement of the instructor’s attendance policy must be provided to students during the first class meeting via the course syllabus.

Academic Calendar

Please click on link to view PVCC Academic Calendar.

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.
Copyright Law

Faculty are responsible for being familiar and complying with copyright laws. Copyright laws are posted in the Copy Center and information may be obtained from the library coordinator. Please click on link to view PVCC’s 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 and classrooms with specialized equipment.

Examinations

All courses must have a final exam or some form of an appropriate common (between course sections) 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. These exams are kept on file by the appropriate dean. A copy of final evaluative experience/instrument must be submitted to the dean each semester.

The exam schedule can be found online on the PVCC Web site.

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 in Forms Central under Faculty and Staff on the College Web site.

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 respective 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 50% 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 (found in Student Forms Central) and requesting 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 summer term).

**Off-Campus Sites**

To meet student learning needs throughout the PVCC service area, the College often holds classes off campus.

Instructors should work closely with their respective division administrative assistant on matters such as mail delivery, grades, rosters, and use of media equipment. Suggestions for courses or programs should be directed to the appropriate dean.

**Classrooms**

Smoking is prohibited in all classrooms at off-campus sites. Instructors must make certain that the classroom and any other space utilized is left exactly as found.

**Emergency Procedures**

Instructors must follow all emergency procedures at the off-campus site. This includes following procedures for fire drills, vacating the building for any reason, or any other emergency.

**Delivery of Mail**

Faculty need to collect mail from their on-campus mailboxes. The off-site coordinator for classes held at Charlottesville High School (CHS) will pick up mail from PVCC to be delivered to CHS on a weekly basis.

**Equipment Use**

Audiovisual use at other off campus sites must be coordinated in advance with the dean or off-site coordinator.
Inclement Weather

If PVCC classes are canceled on the main campus for inclement weather, off-campus site classes are canceled.

If PVCC is open, but the local school system closes due to inclement weather or for another reason, classes held at the regional site will be cancelled if arrangements cannot be made to move the classes to PVCC’s campus.

Points of Contact

If the building or classroom is locked, instructors should contact the off-campus site coordinator to arrange for assistance.

Student Support Services

Faculty should refer students who need academic advising, counseling, career planning, or study skills support to the Admissions and Advising Center (434.961.5264 or layne@pvcc.edu). Staff will then connect students to appropriate resources based on each student’s individual needs.

Students that have questions about their financial aid should be directed to the Financial Aid office in room M136 of the main building (434.961.6545 or finaid@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 the offices in the mobile units located east of the Main Building or the Adjunct Office 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 exams 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

Please click on link to read PVCC Professor Emeritus Policy.

Retired Faculty Policy

Please click on link to read PVCC Retired Faculty Policy.

ACADEMIC 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 Forms Central on the College Web site.

Mailboxes and Mail Procedures

Faculty mailboxes are located in room M214 in the main building. Mail boxes are used for messages, materials, and important College announcements. Students should be informed to leave messages, class papers, tests, etc., with Learning Center 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.

Offices, Location (for Adjunct Faculty)

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.

The mobile unit east of the main building has two large offices with computers, desks, printers, and 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. Contact your division administrative assistant if you need assistance with word processing or duplicating.

2. Check the location of your class and obtain the push-button lock combination for classrooms. This combination changes every semester – fall, spring and summer.

3. Give your current phone number, home address and office hours to your division administrative assistant.

4. Post course syllabus in Blackboard by the Friday before classes begin for the semester.

5. Instructor textbooks and ancillary materials are generally provided through the division office. Address inquiries to the division administrative assistant.

6. Submit supply requests to your division administrative assistant. Be sure to allow time for shipment when you order supplies.

First week of classes

1. Hand out course syllabus to students at first class meeting.

2. Check faculty mailbox and your PVCC e-mail account for important notices.
3. Download your 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 class roster is correct.

   **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 give him/her the memo for “Students Attending but Not Enrolled,” which can be found under the current semester Faculty Updates on the main page of Blackboard.
   - 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. See week two directions for follow-up on non-attending students.
5. All classrooms are electronic classrooms and have computer, document camera (ELMO), data projector, VCR, DVD player, and Internet connectivity. Requests for all other AV equipment, media, and services are to be made directly to the Media Services. Please contact the division office for instruction on the use of this equipment prior to its use.

6. Enjoy your class!

Second week of classes

1. Again, be sure class roster is correct.

   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 and will usually require that the College made an error on the student’s registration. Student error will not be justification for a late add.

   ADMINISTRATIVE WITHDRAWAL OF STUDENTS/ROSTER CLEAN UP: After the add /drop period, no student may add into your class and all students attending your class must be on the roster. VCCS policy states that no student may be added to a class after 15% of class meeting time has been reached.

   There are two circumstances for which faculty initiate an administrative withdrawal.

   a. Administrative withdrawal the second week of classes for the purpose of roster cleanup is REQUIRED. Distance education students who have not made contact with you by this time must be, according to VCCS policy, withdrawn.

   To administratively withdraw (drop) a student who is NOT ATTENDING AND IS ON YOUR ROSTER, complete an Administrative Drop form. You must submit the form to the Admissions and Advising Center by the “drop with refund” date for the course (see academic calendar). You will not have any additional days to submit this paperwork.

   b. Administrative withdrawal after the drop with refund date through 60% of the course is ELECTIVE.

   It is the student’s responsibility to drop a course after the drop with refund date through 60% of the course. Administratively withdrawing a student after the add/drop period is at the discretion of the faculty member. However, the faculty must record all absences for the entire semester. Your syllabus must clearly state whether or not you will administratively withdraw students who fail to attend class beyond your stated attendance requirements.
If the student is still on your roster after the “last date to withdraw with 'W' grade” (see academic calendar) and is not attending class, a grade of “F” must be assigned at the end of the semester. The only exception is a mitigating circumstance, which must be approved by the appropriate academic dean and the vice president for instruction and student services. The Mitigating Circumstances form can be found on Forms Central on the PVCC Web site. Mitigating Circumstances forms can be submitted at any time after the last date to drop with “W” grade and by the end of the semester.

2. Continue to check mailbox and e-mail.

Third week of classes

1. Be sure class roster is correct.

2. Continue to check mailbox and e-mail.

Weeks 12-14

Course evaluations are conducted beginning in week 12. For 2011-2012, students will complete evaluations online using CourseEval III. Close to the time of the evaluations, you will receive an e-mail with instructions.

Exam week

1. All courses must have a final exam or some form of an appropriate common (between course sections) 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. These exams are kept on file by the appropriate dean. A copy of final evaluative experience/ instrument must be submitted to the dean each semester.

The exam schedule can be found on the College Web site. 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 found on Blackboard under Faculty Updates. THIS DEADLINE MUST BE CLOSELY OBSERVED. Grades are posted in PeopleSoft. Assistance with this process is available from the Blackboard administrator, at the help desk and in the division offices.

3. Turn in one copy of final examination to the division office.
COURSE DEVELOPMENT

Please click on link for information from the VCCS Policy Manual on the procedures for new course development (starting on page 5-13). 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. Additional information is available from your division dean.

Online (Web-Based) and Hybrid Courses

Online courses are those in which instruction occurs via the Internet asynchronously, when student and instructor are not in the same place. A hybrid course blends online instruction with traditional face-to-face instruction. This does not reduce the amount of content learned in the classroom; however, it does reduce the amount of time spent in the classroom by offering a combination of distance learning with traditional instruction. Distance learning can be delivered in various formats including: (a) online instruction, (b) synchronous (real-time) or asynchronous (self-paced) learning through web conferencing software, and (c) video streaming (interactive audio/video). Students must have access to the Internet.

Online and Hybrid Course Development Process

1. The instructional designer will meet with the vice president for instruction and student services as well as the academic deans to determine which courses to develop online or as a hybrid. This will be done annually, or more often, depending upon student and college needs.

2. Faculty members interested in developing an online or hybrid course must contact their academic dean for approval. In addition, academic deans may recruit faculty to develop an online course.

3. A contract for course development is created and signed by the faculty member and division dean. For specifics on the intellectual property rights policy, please consult the VCCS Policy Manual, Section 12, Intellectual Property.

4. In order to ensure standards of quality, instructors developing an online or hybrid course must successfully complete the VCCS Teaching Online Project (TOP) distance education certification course or demonstrate that they meet the PVCC Quality Assurance in Online Learning competencies through attendance of a similar course at another institution.

5. Upon completion of course development, the instructor will meet with the academic dean and instructional designer to review course and complete PVCC Quality Assurance in Online Learning rubric.
6. Faculty who develop new courses are required to teach the newly developed course the first time it is offered in the class schedule.

**Online and Hybrid Certification Program for Faculty**

In order to support the design and delivery of online and hybrid courses, PVCC provides training, support, and resources for our full-time and adjunct faculty. Additionally, in order to meet the Best Practices for Electronically Offered Degree and Certificate Programs guidelines published by SACS, faculty who teach distance or hybrid courses must know best practices in the design, development, and teaching of an online class to ensure that quality learning and teaching is maintained. The VCCS TOP distance education certification course is a program developed to accomplish these goals. This program is designed to provide faculty who teach online and hybrid courses with a rubric so they can evaluate their online or hybrid course. The rubric will be submitted to the academic dean and filed with the course syllabus.

The program is designed to provide current pedagogy and instructional technology pertaining to best distance learning and teaching practices for our faculty. The program will consist of:

1. Completion of Introduction to Blackboard workshop *(PVCC’s current course management system)*.

2. Completion of the three-credit VCCS TOP Distance Education Certification Course taught by trained faculty. Upon completion of the VCCS TOP Distance Education Certification Course, each faculty will have satisfied the PVCC Quality Assurance in Online Learning competencies.

Upon completion of the Online and Hybrid Certification Program, faculty who are interested in teaching or developing an online or hybrid course will complete the **PVCC Quality Assurance in Online Learning rubric** and submit it to the academic dean upon completion of the course.

*For specifics on the intellectual property rights policy please consult the VCCS Policy Manual, Section 12, Intellectual Property.*

Faculty are required to teach the newly developed course the first time it is offered in the class schedule.

**COURSE EVALUATION**

See **Faculty Evaluation Handbook** for course evaluation documents.

**DISABILITIES AND/OR SPECIAL NEEDS**

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 144) 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. Select a textbook that is available in electronic format.

5. When in doubt about how to assist, ask the student directly. He/she is the expert about the disability.

6. 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 disabiling 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. 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 Mary Lee Walsh, dean of student services, for assistance in handling student conduct issues. Contact Security at 434.981.6362 for any situation that threatens the safety of students or faculty.

**DISTANCE LEARNING COURSES**

The online and hybrid course instructor is expected to:

- Use the VCCS Enterprise 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.
- Administer at least ONE (1) proctored learning activity/semester.
- 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 7 days of the beginning of the course.

- Adhere to course attendance policies and syllabus.

**Attendance Policies for Online Courses**

The instructor should clearly outline an attendance policy for each online course and how attendance will be determined. 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 instructor is unable to make contact, and/or if the student does not respond, the instructor must withdraw the student from the course by the last date to drop with refund (see academic calendar).

**Proctored Learning Activity Policy**

At least one proctored learning activity will be administered each term under the direct supervision of an approved proctor in an approved setting. The College Testing Center meets these criteria. Any other proctor and/or site must be preapproved by the College’s testing specialist. To set up a proctored learning activity, contact the testing coordinator (434.961.5320 or rmchenry@pvcc.edu).

**Learning Activity Proctors**

If a student lives outside of the PVCC service region (the city of Charlottesville, and the counties of Albemarle, Fluvanna, Greene, Louisa, Nelson, and northern Buckingham County), the student is responsible for identifying a qualified proctor. Students should use the Learning Center at the nearest VCCS College. If a student lives out of state then he/she should find an educational institution (e.g., community college) or someone in academia to act as a proctor. After locating a suitable proctor, the student must contact the testing specialist with the proctor’s name, title, institution, and contact information. Learning activity information will then be sent (electronically or USPS) to the proctor. If a paper copy is required, the student is responsible for providing the instructor with a sufficient number of postage paid envelopes (for overnight or two-day delivery) to accommodate both resending and return of the proctored materials.

**FACULTY EVALUATION**

Please click on link to access the Faculty Evaluation Handbook.

**SYLLABUS/COURSE OUTLINE**

Each course must have a syllabus. Because quality education is a goal of PVCC, course syllabi are updated annually to maintain content currency in course offerings. All
faculty members are to post their course syllabus on Blackboard by the Friday before classes begin for the semester and provide their students with the course syllabus 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 Blackboard.

**TEXTBOOKS (GUIDELINES FOR SELECTION)**

In an effort to minimize the cost of textbooks while maintaining the quality of education and academic freedom, and in compliance with § 23-4.3:1 of the Code of Virginia amended in 2006, the following are guidelines for selection of textbooks:

1. Faculty textbook adoptions are made with sufficient lead time to the Bookstore so as to confirm availability of the requested materials and, where possible, ensure maximum availability of used textbooks. *(The Bookstore requires textbook list submissions by April 15 for fall semester, October 15 for spring semester, and March 15 for the summer session).*

2. In the textbook adoption process, the intent to use all items ordered, particularly each individual item sold as part of a bundled package, is confirmed by the faculty member before the adoption is finalized. If the faculty member does not intend to use each item in the bundled package, he/she shall notify the bookstore, and the bookstore shall order the individualized items when their procurement is cost effective for both institutions and students and such items are made available by the publisher.

3. Faculty members affirmatively acknowledge the bookstore’s quoted retail price of textbooks selected for use in each course.

4. Faculty members are encouraged to limit their use of new edition textbooks when previous editions are available and do not significantly differ in a substantive way as determined by the appropriate faculty member.

Full-time faculty are responsible for selecting textbooks for courses in their disciplines. In disciplines where there is no full-time faculty member, the division dean will consult with the adjunct faculty for textbook selection.
ACADEMIC ADVISING AND CAREER SERVICES

Academic Advising

PVCC students receive academic advising from both faculty advisors and student services staff. 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 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 or e-mail aluck@pvcc.edu.

Student Success Services

The College offers a variety of services and resources to help students that are experiencing academic difficulty. The student success advisor and other members of the counseling and career 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. Faculty refer students who are struggling in the classroom to the Early Advantage Program through the student success advisor, David Lerman (dlerman@pvcc.edu, 434.961.5430).

The Early Advantage Program is a retention tool that connects students to additional help and resources. It exists within the framework of student services, meeting the needs of our students and the needs of our teaching faculty. Students referred through Early Advantage include: students who are experiencing academic difficulties, students that exhibit disruptive classroom behavior, students that have excessive absences or tardiness, or students that have personal problems that impede their ability to succeed in the classroom setting.
For additional information about student success services, contact the student success advisor at 434.961.5264 or counseling@pvcc.edu.

**BOOKSTORE – 434.961-5317 OR 434.961.5318**

Hours of Service:
- **Fall and Spring Semesters**
  - Monday – Thursday: 9:00 a.m. – 7:00 p.m.
  - Friday: 9:00 a.m. – 1:00 p.m.

- **Summer Semester**
  - Monday – Thursday: 8:00 a.m. – 6:00 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 work schedule. Please click on link for more information on PVCC Copying Services.

**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.

- Business, Mathematics and Technologies Division – 434.961.5347, bmt@pvcc.edu
- Humanities, Fine Arts & Social Sciences Division – 434.961.5381, hfas@pvcc.edu
- Health and Life Sciences Division – 434.961.5445, hls@pvcc.edu
- Workforce Services Division – 434.961.5354, 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 or 434.961.5261.

**Academic Computing Labs.** Classrooms equipped with networked computers, printers, and other equipment designed to support classroom instruction are located throughout the College. The main computer lab is located in Room M832, and other labs are located in Rooms M154, M813, M823, M829, and M834. 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 main computing lab (Room M832), the adjunct faculty office space located in the mobile units east of 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. Information about e-mail accounts may be obtained by contacting the Information Technology Services help desk at help@pvcc.edu or at 434.961.5261.

**Faculty Software.** All College computers are provided with computer software to assist faculty with instruction and professional duties. Currently, the College supports Microsoft Office 2010, which consists of a word processor (Word), a presentation package (PowerPoint), a spreadsheet (Excel), and a database (Access). Microsoft Office 2010 software for faculty home use is also available at the Information Technology Services help desk. Additional software specific to certain disciplines is also available at division offices.

**Faculty Telephone.** Telephone and voice-mail service is available to full-time faculty. Adjunct faculty, if interested, may request voicemail service by contacting the Information Technology Services help desk at help@pvcc.edu or at 434.961.5261.

**Technical Support.** Technical assistance designed to help faculty use their computer hardware and software 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 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 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 in the Library Services & Policies section of the Web page.

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.

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 coordinator 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 coordinator of library services.

**Technical Services**

All book or media purchases by faculty using library funds must be ordered by Technical Services 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 the online library catalog. Faculty who need to borrow a title prior to cataloging are asked to see the Technical Services Supervisor in Room M701 in the library.

Please click on links for information regarding **service, staff and telephone numbers** and **library hours of service**.

**Embedded Librarian Program**

The Embedded Librarian Program gives students personalized service from the librarian and 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. At the most basic level, the embedded librarian creates and maintains a collection of course-appropriate resources in a “Library Corner” tab in a Blackboard course, as well as a special web page for the course. Students gain confidence and knowledge of information sources, increase their critical thinking skills, and write better papers. Laura Skinner is the contact person for this program and can be reached by e-mail at lskinner@pvcc.edu or contacted by phone at 434.961.5309. She will install the Librarian’s corner tab in online courses.

**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 Campus Safety and Security Office at 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 investigate and replace classroom equipment in the Main Building, the Dickinson Building, the Kluge-Moses Science Building, and the Stultz Center for Business and Career Development. If instructors in classrooms experience equipment problems, media services or help desk staff will provide replacement equipment.

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.

TUTORING AND TESTING SERVICES
The Learning Center is located in room M617 and provides the following services:

1. Nationally certified tutoring in almost all subjects for walk-ins during posted hours and by appointment. When needed, the center will attempt to find peer tutors for any courses not covered by current tutors.

2. Academic coaching including syllabus analysis, study skills, time and stress management, and test-taking skills.

3. Presentations in classes on brain-compatible learning and study skills at the request of faculty. Contact Laura Symons at 434.961.5310 or lsymons@pvcc.edu for more information and to arrange for a class visit.

4. 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. Please click on link for details and downloadable test cover sheets.
5. Message service between faculty and students for study guides, written reports, or other material normally left in a faculty mailbox. Please see staff members for guidelines.

6. Services to students with special needs, access to reading software and private test-taking rooms and help in reading or scribing tests, by appointment.

7. Placement tests for all incoming curricular students.

8. Resources for students and faculty on the Learning Center Web site.

Math and Writing Centers

The Math and Writing Centers provide instructional support to students with math and writing needs. The centers are staffed by full- and part-time faculty and trained tutors.

Math Center assistance includes individual and small group tutoring, pre-placement review and computer-assisted review through Algebra I. Students are welcome to drop in on an as-needed basis or, if they prefer, to set up an appointment.

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.

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 online from the PVCC Web site: http://www.pvcc.edu/tutoring_learning/. For assistance with making appointments, students may call the Learning Center: 434.961.5320 or e-mail Learningcenter@pvcc.edu.

Academic and Career Expressway (ACE)

The Academic and Career Expressway (ACE) program prepares adult and displaced workers for success in postsecondary education and the workplace. The ACE program provides college and career preparation to adult students who plan to enter certificate, associate degree, and/or workforce services programs at PVCC. Academic coaches and tutors train students for college and career success through individualized, competency-based, self-paced learning in basic reading, writing, math, computer literacy, and student development coursework. Prospective participants should ask their pre-enrollment advisor about eligibility requirements for ACE. For more information contact Stuart Wright at 434.961.6583 or swright@pvcc.edu.
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 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 circum-
stances 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.

**ADVANCED STANDING**

The College’s advanced standing program provides an opportunity for students to receive academic credit for learning acquired through non-college experiences prior to entering or returning to PVCC. Credit may be granted in approved areas upon successful completion of accepted national examinations, industry certification and licenses. A detailed description of the advanced placement program is found in the PVCC Catalog.

**AUDITING**

The College does not encourage students to enroll in credit courses on an audit basis. Students who wish to attend a course without receiving academic credit must receive permission from the instructor and then from the appropriate division dean, submit an approved petition to audit form, and register for the course during the add/drop period on a space-available basis. Audit students must register and pay the regular tuition.

Audited courses carry no credit and do not count as part of the student’s course load. Students desiring to change status in a course from audit to credit must do so within the refund period of a course. Students must adhere to the instructor’s attendance policy when they audit.

**DEVELOPMENTAL STUDIES POLICY**

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 a major factor in the academic success of its students and is therefore 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Excellent</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>B – Good</td>
<td>3</td>
<td>No grade point credit. Used only for satisfactory completion of a developmental studies course (numbered 01-09).</td>
</tr>
<tr>
<td>C – Average</td>
<td>2</td>
<td>No grade point credit.</td>
</tr>
<tr>
<td>D – Poor</td>
<td>1</td>
<td>No grade point credit.</td>
</tr>
<tr>
<td>F – Failure</td>
<td>0</td>
<td>No grade point credit.</td>
</tr>
<tr>
<td>P – Passing</td>
<td>0</td>
<td>No grade point credit.</td>
</tr>
<tr>
<td>S – Satisfactory</td>
<td>0</td>
<td>No grade point credit. Used only for satisfactory completion of a developmental studies course (numbered 01-09).</td>
</tr>
<tr>
<td>U – Unsatisfactory</td>
<td>0</td>
<td>No grade point credit.</td>
</tr>
<tr>
<td>W – Withdrawal</td>
<td>0</td>
<td>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 mitigating circumstance (defined as life altering event) that prevents a student from completing the course after the 60 percent time frame.</td>
</tr>
<tr>
<td>I – Incomplete</td>
<td>0</td>
<td>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 50% of the course requirements, and (2) must request faculty member assign the “I” grade and indicate why it is warranted by completing the Incomplete Grade Form 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).</td>
</tr>
<tr>
<td>X – Audit</td>
<td>0</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

GRADE APPEAL PROCEDURES

Instructors 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 instructor 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 believed error in the grade assigned.

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.

2. If the question is not resolved by step 1, the student may file a written appeal to the dean within five school days after an attempt to resolve the matter with the instructor. The dean will schedule a conference with the student and the faculty member in an effort to resolve the grievance. The 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. However, within five school days of the conference or if a committee is formed within five school days of receipt of the committee’s recommendation, the dean will prepare a report of the disposition of the matter with copies to the student, the faculty member and the divisional record.

3. If either the student or the instructor 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 after the receipt of the 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 for instruction and student services will so notify the student, faculty member and dean within five school days, and the dean’s decision shall be final and binding on all parties. If the vice president grants the appeal, he or she will schedule a conference with the dean, instructor, 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 dean. The vice president’s decision shall be final and binding on all parties.
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 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.
SECTION 6
REMUNERATION

APPOINTMENT OF FACULTY

Appointment proposals shall be 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 (starting on page 3-38).

Full-time faculty are paid twice monthly.

Adjunct Faculty Members

The following information applies to Adjunct Faculty Members:

1. Adjunct faculty salary rates are based upon the minimum criteria for faculty rank listed on the VCCS-29 in the VCCS Policy Manual (page 3-7). These criteria include education, teaching and occupational experience.

2. 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.

   Please click on link to see the Adjunct Faculty 15-step Pay Scale.

3. The first step on the PVCC scale shall be the VCCS minimum, with $12 increments through Step 14. Step 15 is reserved for retired full-time faculty. Human Resources maintain a record of the rank and step for each adjunct faculty
member. Step 4 of the appropriate rank is the maximum at which new adjunct faculty members may be appointed. 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.

4. Human Resources maintains a record of credits taught at PVCC by each adjunct faculty member. Once three full-time equivalent years are credited, the adjunct faculty member will receive an automatic step increase. The appropriate dean will be notified, and a note placed in the adjunct faculty member’s personnel file.

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 10 and who is promoted to assistant professor will be paid as an assistant professor at Step 10.

**Annual Contract**

The effective period for the nine-month faculty contract is August 16 to May 15. Human Resources mails the contracts to faculty by June 30, and faculty must return the signed contract to Human Resources within 10 days of receipt.

**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. This information will also be posted in “Faculty Notices” on Blackboard. The vice president and deans are available throughout the semester to provide guidance and to discuss faculty concerns that may arise. In some disciplines, adjunct faculty will also meet on a regular basis with full-time faculty.
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.

The following must be completed within 10 days of the end of the semester:

1. Receipt of official graduate and undergraduate transcripts.

2. Syllabus and copy of final examination submitted to the appropriate division office.

3. Final grades submitted in PeopleSoft. (Deadline for submission of final grades is indicated on the academic calendar.)

4. Incomplete grades documented on the “Incomplete Grade Form” to include the following information: (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.

5. If the assigned duties are not completed within 10 days of the end of the semester, you may not be retained for the next semester.
SECTION 7
EDUCATIONAL/SABBATICAL LEAVE

Information can be obtained from Section 3.10.5 of the VCCS Policy Manual, starting on page 86.

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 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**

Please click on link for information on PVCC’s Educational Assistance Policy and needed forms. Educational assistance is available only to full-time faculty.
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.
Nothing herein shall be interpreted as creating any right or benefit not duly authorized as provided by law, or which is contrary to any law, policy, rule or regulation of the Commonwealth of Virginia or of the State Board for Community Colleges. Nothing herein shall be interpreted as restricting the Community Colleges as conferred by the Virginia General Assembly.