



Adjunct Faculty Handbook

Website:
www.patrickhenry.edu

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EQUAL EMPLOYMENT OPPORTUNITY

Patrick Henry Community College does not discriminate on the basis of race, color, national origin, sex, religion, sexual orientation, gender identity, disability, age, or veteran's status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policy: Affirmative Action Coordinator, Francis T. West Hall, room 148, (276) 656-0214. This includes access to electronic information and services.

Affirmative Action Coordinator
Office: West Hall, Room 148
Phone: 276-656-0214

Inquiries concerning Title IX (sexual harassment, sexual assault/domestic violence/dating violence, and stalking) may be directed to:

Title IX Coordinator
Office: West Hall, Room 158
Phone: 276-656-0205

GENERAL INFORMATION

THE COLLEGE

Patrick Henry Community College (PHCC) is one of 23 community colleges in Virginia and was founded in 1962 as a two-year branch of the University of Virginia's School of General Studies. PHCC became an autonomous two-year college of the university two years later. The college enrolled its first students in the old Northside Elementary School in Martinsville and moved to its present campus in the fall of 1969 with the completion of the administration building. The Learning Resource Center (LRC) was completed in the spring of 1971, and the college became part of the Virginia Community College System on July 1, 1971. Serving Martinsville, Henry County, and Patrick County, PHCC is a comprehensive open-door institution, accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees.

Patrick Henry offers many associate degree programs, certificate programs, and career studies programs, which include a variety of non-traditional programs such as industry-recognized certifications, developmental and transitional programs, and personal enrichment courses.

RECOGNITION AND ACCREDITATION

Patrick Henry Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097, Telephone number 404-679-4501) to award the associate degree.

As a member of the Virginia Community College System, Patrick Henry Community College is approved by the State Board for Community Colleges; the associate degree curricula offered in the college have also been approved by the State Council of Higher Education for Virginia. The college is a member of the American Association of Community Colleges and is an Achieving the Dream Leader College. The associate degree nursing program, practical nursing certificate program, and the nurse aide training program are all approved by the Virginia State Board of Nursing. The associate degree nursing program is accredited by the Accreditation Commission for Education in Nursing. The EMS-Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

MISSION

PHCC is a comprehensive community college committed to enriching the quality of life in its service region through academic excellence, student success, workforce development, community engagement, and lifelong learning.

VISION

Student success **IS** Patrick Henry Community College.

DIVERSITY AND INCLUSION

Diversity Statement:

Patrick Henry Community College embraces a culture of diversity and inclusion that empowers anyone from anywhere to be successful in their academic and professional pursuits. We strive to provide an environment that is enriching to all by understanding and appreciating our dimensions of diversity, becoming global citizens, and welcoming new ways of engaging the unique contributions of all people.

Diversity Defined:

Patrick Henry Community College defines diversity as the traditional categories of race, ethnicity, gender, age, sexual orientation, socio-economic status, religion, national origin, disability status, and all intersections of identity and cultural backgrounds.

CORE VALUES

PHCC values excellence, innovation, diversity, and continuous improvement. We demonstrate these values in the following ways:

1. **Teaching and Learning.** Teaching and learning are paramount at PHCC and simply the heart of everything we do.
2. **Integrity and Respect.** Our people are our most valuable asset. To promote a culture of integrity and respect for students and employees, PHCC develops, nurtures, and sustains an engaged, diverse, and talented workforce.
3. **Communication and Collaboration.** We effectively communicate and collaborate with both internal and external stakeholders. Furthermore, we seek to foster relationships and build partnerships that enhance the success and quality of life of all constituents.

VIRGINIA COMMUNITY COLLEGE SYSTEM CODE OF ETHICS

Statement of Purpose: The Virginia Community College System is committed to providing comprehensive higher education and workforce training programs and services that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth.

These values serve as a guide for the members of the VCCS community when ethical issues arise.

- We are committed to learning environments that foster academic integrity.
- We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the state and to the communities we serve.
- We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so.
- We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties. We will avoid even the appearance of a conflict of interest.
- We will offer good faith and fair dealings to all those we serve and with each other. Our communications will be civil and professional.
- We will offer employment opportunities in accordance with State, Federal, and System policies supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, age, disability, veteran status, sexual orientation, or political affiliation.
- We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation of these principles.

ORGANIZATION

Patrick Henry Community College is organized and administered under policies of the State Board for Community Colleges. The State Board is responsible for the establishment, control, administration, and supervision of all community colleges in Virginia, but it has delegated many of its administrative and supervisory responsibilities to the Chancellor of the Virginia Community College System, local community college boards, and, through the Chancellor, to the president of each community college. Contact the Human Resources Department for a copy of the PHCC Organizational Chart

ACADEMIC FREEDOM

For information related to Academic Freedom, please see VCCS policy 3.5.5

POLICY LINKS

Please review the links below:

PHCC's Statements and Policies:

<http://www.patrickhenry.edu/statements-policies>

PHCC Student Conduct Policy:

https://www.patrickhenry.edu/index.php?option=com_content&view=article&id=110

PHCC Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking:

<http://catalog.patrickhenry.edu/content.php?catoid=3&navoid=132>

Computer Use Guidelines:

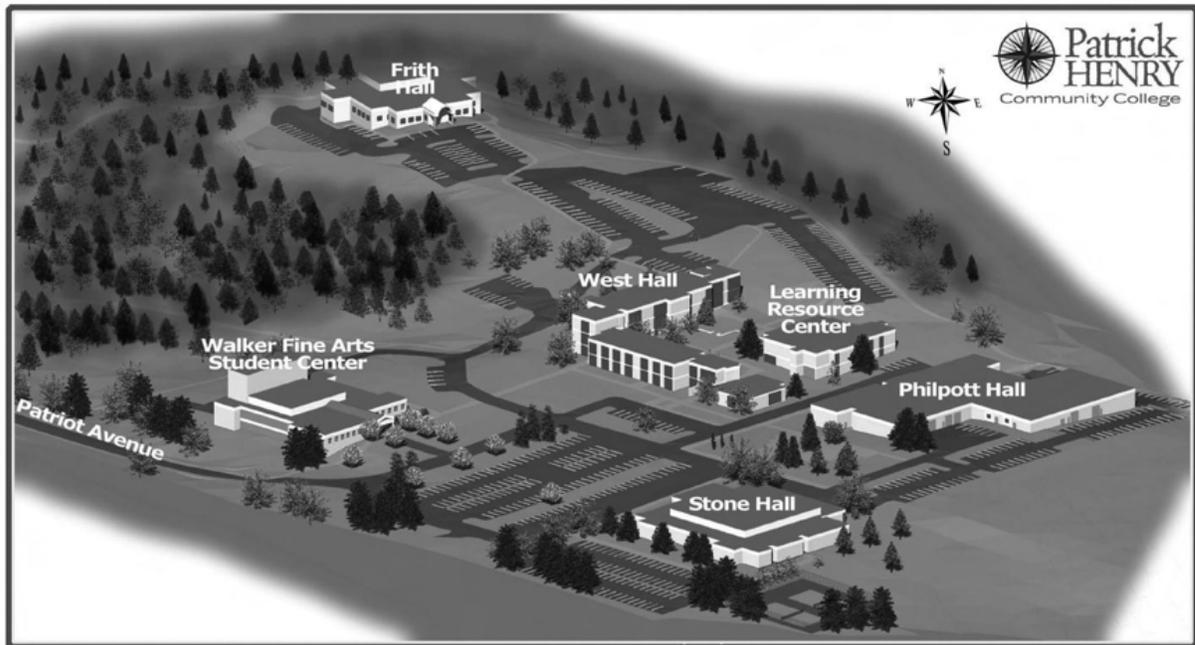
<http://www.patrickhenry.edu/images/forms/2017/Computer-Use-Guidelines.pdf>

Continuous Learning:

https://www.patrickhenry.edu/index.php?option=com_content&view=article&id=107

FACULTY SUPPORT SERVICES

Facility	Location	Telephone Number
Library	Learning Resource Center 2 nd floor	(276) 656-0228
Testing Center	Learning Resource Center 1 st floor	(276) 656-0358
IT/Audio-Visual Support	West Hall 131A	(276) 656-0411
Distance Learning Support	West Hall 130	(276) 656-0275
DMAC	West Hall B102	(276) 656-0466
Adjunct Faculty Office	Walker Building 203	(276) 656-0346



LOCALITIES AND FACILITIES

Below is a listing of all buildings on our main campus and the year built with departments and offices listed, and the listing of off-campus sites with addresses:

West Hall –1969

- Business Office
- Communications Specialist and Social Media Manager
- Dean of Technology
- Facilities Director
- Human Resources
- Faculty Offices, Computer Labs, & Classrooms
- Information Technology Department
- Instructional Media Services Department
- Math Lab
- Media Director
- Office of the President
- Police and Security Department
- Switchboard
- Vice President of Financial & Administrative Services
- Director of Institutional Research and Effectiveness

Learning Resource Center–1971

Faculty Offices, Computer Labs, & Classrooms
Dean of Academic Success and College Transfer
Coordinator of Library Services
Director of Student Support
Services disAbility Resources
Testing Center
Transfer Counseling
Writing Center
Director Student Success Center
Patriot Pantry
Patriot Closet
Student Success Center

Stone Hall–1974

Athletic Director
Gym
Fitness Center
Faculty Offices
Faculty Offices, Computer Labs, & Classrooms

Philpott–1985 & an addition in 1995

Dean of STEM, Health and Applied Programs
Director of Nursing and Allied Health
Nursing Computer Lab
Nursing, PTA, and EMS Labs
Coordinator of Dual Enrollment
Faculty Offices, Computer Labs, & Classrooms

Walker Fine Arts/Student Center–1990

Dean of Student Success and Enrollment Services
Admissions and Records
Adjunct Services Office
Office of the Vice President of Academic and Student Success
Coordinator for Alliance for Excellence
Faculty Offices, Computer Labs, & Classrooms
Coordinator for Advising
Coordinator of Financial and Veterans Affairs Office
Coordinator of the Upward Bound/Upward Bound Math & Science Program
Coordinator for MHC After 3 Program
Coordinator of Campus Life & Fine Arts | Patriot Players Artistic Director
EOC Financial Aid Specialist
Registrar's Office
PHCC Bookstore
Workforce, Economic & Community Development Career Center

J. Burness Frith Economic Development Center–1999

Vice President of Workforce Development and Continuing Education

Coordinator of Workforce Programs
Coordinator of Non-Credit Programs
Coordinator of Workforce Transitional Programs
Director of Development / PHCC
Foundation Executive Director
Grants Coordinator
Faculty Offices, Computer Labs, & Classrooms

EXTENDED CAMPUS LOCATIONS:

Manufacturing and Engineering Technology Complex (MET)
The Racing College of Virginia

67 Motorsports Drive
Martinsville, VA 24112
Faculty Offices, Computer Labs, & Classrooms
Coordinator of Advanced Manufacturing Workforce Training

Dalton IDEA Center

26 Fayette Street
Martinsville, VA 24112
Coordinator of Community Development Programs

PHCC – Patrick County Site

Patrick County Community Center DeHart Park, Stuart, VA 24171
Site Facilitator
Faculty Offices, Computer Labs, & Classrooms

TYPES OF PROGRAMS

General Education

General education encompasses the common knowledge, skills, and attitudes required by each individual to be more effective as a person, a worker, a consumer and a citizen. VCCS degree graduates will demonstrate competency in the following general education areas:

5.0.2.2 VCCS GENERAL EDUCATION GOALS AND STUDENT LEARNING OUTCOMES

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

Critical Thinking

Critical thinking is the ability to use information, ideas, and arguments from relevant perspectives to make sense of complex issues and solve problems. This may include identifying relevant and irrelevant information utilizing adaptive questioning and flexible thought processes to make new connections and enhance self-awareness to facilitate changes. Degree graduates will locate, evaluate, interpret, and combine information, to reach well-reasoned conclusions or solutions.

Critical Thinking Outcomes

- Locate information utilizing a variety of resources (to include electronic or online means)
- Evaluate information to determine whether it is credible or not
- Interpret information as a means of supporting a logical argument
- Synthesize all information to reach a well-reasoned conclusion or solution

Written Communication

Written Communication is the development and expression of ideas in writing, involving many genres, styles, and audiences. Degree graduates will be able to express themselves effectively in a variety of written forms.

Written Communication Outcomes

- Write to a specific content, purpose, and audience. The student will use relevant and compelling content to convey understanding of the subject, to clearly identify the purpose, and to deliver to a specific audience.
- Write to a specific structure: the student will organize and support the main idea in a logical, well-developed arrangement necessary for the intended genre
- Write to a specific style: the student will use graceful, skillful language with clarity and fluency to deliver writing that is virtually free of grammatical errors

-Write to offer evidence and support: the student will demonstrate skillful use of high-quality, credible sources that are relevant and appropriate to the purpose

-Write for publication: the student will write with the intention of sharing with an intended audience in real-world settings, such as the classroom, clinical site, or workplace

Quantitative Literacy

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will be able to calculate, interpret, and use numerical and quantitative information in a variety of settings.

Quantitative Literacy Outcomes

-Identify valid and reliable information (to include electronic or online means)

-Calculate by accurately solving mathematical problems

-Interpret mathematical representations by accurately explaining its relevance in context

-Represent information as mathematical forms to support an argument or conclusion

Civic Engagement

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and values necessary to become informed and contributing participants in a democratic society.

Civic Engagement Outcomes

-Demonstrate civic knowledge by summarizing fundamental principles and debates about democracy and citizenship, both within the United States and in other countries

-Demonstrate civic identity by reflecting on personal social/civic identity and how that identity differs from others in their communities (to include diverse feelings, perspectives, and life experiences)

-Demonstrate civic discourse by deliberating on issues and problems to advance or achieve a civic aim through lenses such as ethical implications, civic actions, or social challenges at the local, national, or global levels

-Demonstrate social justice by identifying person and collective actions that could be taken to address injustices in society

Scientific Literacy

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to apply the scientific method, and evaluate empirical information.

Scientific Literacy Outcomes

- Explain the scientific method of inquiry that leads to evidence-based knowledge
- Identify elements of research design
- Plan, design, and conduct scientific investigations in a collaborative environment
- Test hypotheses and communicate procedures and results, based on scientific evidence

Professional Readiness

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will be able to demonstrate skills important for successful transition into the workplace and/or pursuit of further education by way of professionalism and self-management practices and behaviors.

Professional Readiness Outcomes

- Demonstrate commitment to the company or team
- Demonstrate ethical behavior and respond to unethical behavior
- Adapt to changes
- Demonstrate a positive attitude
- Demonstrate reliability
- Demonstrate professional etiquette
- Demonstrate dependability and punctuality
- Define time management practices
- Identify time management pitfalls
- Identify health maintenance skills
- Identify stress management skills
- Identify workplace stressors

ADJUNCT FACULTY RESPONSIBILITIES

Contracts and Workload

Contracts are made in accordance with the requirements of the Virginia Community College System ("VCCS") Policy Manual and applicable state and federal law. Patrick Henry Community College requires you to attend an orientation meeting at the beginning of the fall semester each year. Also, adjunct faculty must complete security awareness training provided by the college. The College reserves the right to cancel or transfer any course to another faculty member. The College will notify the adjunct in this event adjusting your workload credit hours and total gross pay. Contracts and workload reports will be mailed after the census date for the class or classes taught. Lecturers must return the signed workload reports and white and blue copies of their contracts to the Office of the Vice President for Academic and Student Success Services within five days of receipt; the green copy is to be retained by the lecturer for personal records.

Per VCCS Policy, Adjunct Faculty are limited to teaching no more than 12 credit hours each fall and spring semesters and 8 credit hours in the summer semester.

Determinates of Rank and Salary

In the Virginia Community College System, a "lecturer" (adjunct faculty member) is an individual employed to teach less than a full-time faculty load or to teach less than a full session regardless of teaching load. Minimum qualifications for lecturers are based on qualifications for the regular ranks from assistant instructor through professor. The equated ranks determine the salary. The division dean recommends the selection and salaries of lecturers. These recommendations are submitted to the Vice President for Academic and Student Success Services for approval, who in turn, prepares the Appointment Proposals.

Procedures on Hiring Adjunct Faculty

Virginia Community College System Qualifications of Faculty Explanation of Policy

1) Minimum Qualifications for hiring and promotion are comprised of State Board for Community Colleges' Policy as stated on this page, the VCCS-29 chart, and the following Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC).

“The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.”

- 2) **Emphasis on Continuous Improvement:** Faculty qualifications for promotion must emphasize enhancement of knowledge, skills, and abilities through supplemental education beyond the minimum required for initial hiring and through the accrual of successful full-time teaching experience. For this reason, faculty must complete credit hours beyond the current highest degree attained and/or additional years of full-time teaching experience as partial criteria for promotion.
- 3) **Equality of Rank across Disciplines and Programs:** Each faculty rank carries comparable levels of responsibility and requires comparable levels of content expertise relative to the discipline/program. To this end, faculty in both transfer and career and technical disciplines retain comparable privileges of and, relative to the discipline, must meet comparable expectations for each rank.

4) **SACS-COC Credential Guidelines**

- a) Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b) Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

In addition to the above two categories of faculty specified by SACS, the VCCS adds the following categories.

- c) Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
- d) Faculty teaching developmental courses: bachelor's degree in a discipline related to the teaching assignment and either teaching/occupational experience related to the teaching assignment or graduate coursework in developmental education.
- e) Faculty teaching Student Development (SDV) courses: A minimum of a bachelor's degree from a regionally accredited institution.

5) **Coverage:** The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank for:

- a) Full-time and adjunct teaching faculty
- b) Administrative and professional faculty (including counselors and librarians)

For administrative and professional faculty:

“Teaching effectiveness” refers to effective performance in the primary area of responsibility; “Teaching experience” includes professional service in the primary area of responsibility;

“Graduate semester hours in teaching field” refers to coursework in one’s occupational field for the purpose of hiring and promotion.”

6) Applicable Policies: The chart will be used and interpreted in conjunction with the above explanation of policy; section 3.2, Faculty Qualifications; section 3.7, Faculty Promotions; and section 3.8.0, Procedure to Determine Faculty Entry Level Salaries in the VCCS Policy Manual.

7) Minimum Requirements

- a) Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- b) Minimum degree requirements for original appointments and promotions must be met.
- c) The following are appropriate substitutions that may be used at the discretion of the college:
 - (1) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of full-time teaching experience being considered equivalent to a required year of full-time occupational experience.
 - (2) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of full-time, related occupational experience being considered equivalent to a required year of full-time teaching experience.
 - (3) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.
 - (4) For Columns 3 and 5, business, industry, and professional certifications may substitute for educational requirements. These equivalencies must be documented, approved by the president, and placed in the personnel file.
 - (5) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor’s degree be related to the teaching field.

8) Program Accreditation Requirements: In cases where program accreditation agencies recommend specific graduate courses for faculty, those courses should be considered to be “in the teaching field” for VCCS- 29 purposes regardless of the course prefix or other criteria normally used to determine the status of coursework.

9) Measurement of teaching effectiveness: For initial appointments teaching effectiveness is determined through references. Measurement of performance evaluation for promotions

is determined by whether teaching faculties have achieved a “Meets Expectations” summary rating on their most recent faculty evaluation. Administrative and Professional faculty must receive at least a “good” summary evaluation rating on the most recent evaluation to qualify for promotion eligibility. (Per VCCS Policy 3.7.0.1.0, fulfillment of normal minimum criteria does not guarantee promotion to a given faculty rank.)

10) For Promotions Only: Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a) or b) below or a combination of both during employment with the VCCS.

- a) Active participation in given learning experiences (continuing educational unit classes, workshops, conferences, seminars, etc.) when part of a written professional development plan, approved in advance by the president applying the following formula: 45 contact hours is equivalent to one semester credit hour.
- b) Non-teaching work experience directly related to the faculty member’s field at a rate not to exceed 1.25 semester credit hours per month of full- time equivalent work experience and not to include work experience applied toward initial appointment, when part of a written professional development plan approved in advance by the president of the college.

11) Human Resource Delegated Authority Agreements: Any exceptions to the criteria as outlined in the [VCCS- 29](#) must be fully justified and documented in accordance with the community college’s Human Resource Delegation Agreement.

Procedures For Receiving Paychecks

Lecturers are paid by direct deposit in the lecturer’s bank account during the semester. The final payment is made at the end of the semester. Actual pay dates are determined and set through the VCCS and the Commonwealth of Virginia and are announced after all paperwork is complete. A direct deposit can be delayed if all paperwork has not been received and on file in the Human Resources Department. Find the Adjunct Pay Calendar and Employee Resources at this link: <https://www.patrickhenry.edu/employee2018/1554-employee-resources>

Procedure to Follow When Unable to Attend Class

The division dean must be notified if lecturers are unable to attend classes because of illness or emergencies. Lecturers should not assume a telephone message on an impending absence will suffice. Because written messages may not reach the supervisor immediately after they are taken, it is the lecturer's responsibility to contact both the division dean and administrative assistant. If neither the dean nor assistant can be reached, the lecturer should call the college's Security Department at 276-732-2406, and ask a representative to put a note on the door of the classroom to alert any students who do not get the message ahead of time that their class has been canceled. Faculty should also send a mass email to their students.

At the Patrick County Site, the lecturer should contact the Site Director, at (276) 694-8778 or other PHCC staff members located at the site.

Please schedule make-up time with students in the event you must miss a class and submit a memo or an email to the appropriate dean or site director how you plan to make up missed class time. This can be done in a variety of ways. See your division dean.

Inclement Weather/Delayed Class Schedule

If PHCC experiences a delay, classes will begin operating on their normal schedules once the campus opens - regardless of the time that is. For example, if classes begin at 10:00 a.m. because of a 2-hour delay, classes scheduled from 10:00 a.m. forward take place at their regularly scheduled time. Any classes that were scheduled before 10:00 a.m. would not meet that day. Your instructors provide information regarding assignments during any missed class time.

If the opening time is during your normally scheduled class then the class meets for whatever duration exists after the school opens. For example, you have a class that begins at 9:30 a.m. and finishes at 10:45 a.m. If there is a 2-hour delay in opening the college, you should attend your class beginning at 10:00 a.m., which provides you 45 minutes of instruction. The general rule is for classes that have 30 or more minutes remaining in their scheduled time, you should attend that class when the college opens. Questions regarding specific class should be directed to the instructor.

Off-Campus Students

Classes at the Patrick County site follow the same inclement weather schedule as the main PHCC campus in Martinsville, unless otherwise

E-mail

Adjunct faculty members are assigned an official PHCC e-mail address to correspond with their students and with the staff of the college. Adjunct faculty must use a college-assigned or VCCS-assigned e-mail address for all student communications in order for the college to comply with Federal [FERPA](#) guidelines.

Federal [FERPA](#) guidelines:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Care of Facilities

Students may be prohibited from consuming food and drinks in classrooms at the discretion of the instructor. Classroom furniture can be moved to improve the classroom environment; however, if furniture is moved, it must be restored to its original layout before the class is dismissed.

Needs such as additional desks or chairs should be given to the division dean. Instructors are requested to keep the room in order, ensure that trash is picked up, erase whiteboards, and turn off lights after each class.

Thermostats cannot be regulated. If there is a heating or cooling problem with a room, please notify your division dean. Windows should be closed after each class.

The adjunct instructor should notify the division dean if any problems with classroom or classroom/lab equipment is noted.

Office Hours

Part-time faculty are required to provide for student consultation and related activities a minimum of one (1) hour per week for each course taught; these hours should be posted in the course syllabus and on the learning management system. Whenever possible, lecturers should arrange to be available 1/2 hour prior to the beginning of each class for student consultation.

Class Rosters and Attendance

Before the first class meeting each term, adjunct instructors should access class rolls from PeopleSoft. All adjunct faculty are expected to review class rosters and inform students if they are not listed on the roster. Do not let students continue to attend class if they cannot provide proof of registration (student copy of the registration form).

Instructors are required to keep class attendance. Each instructor should establish an absence policy and should include it in the course syllabus provided to students. This policy should be explained during the first class session.

Certification Roster / Non-Attendance Policy

During the first two weeks of the course, a student must have attended a minimum of one class meeting or participated in the distance learning course. In a distance learning course, initial student attendance is determined by course participation as measured by accessing and using course materials, completion of a class assignment, participation in a course discussion, or other evidence of participation. Students who enroll in a course but do not attend a minimum of one class meeting or in the distance learning course participated by the census date, may be deleted from the course by the college.

VCCS policy requires that any student who enrolls in a course attend their face-to-face courses or demonstrate participation in their distance learning courses by the last date to drop for a refund.

Failure to do so requires the student to be administratively removed from the class roster. In order for PHCC to be successful in following this policy, faculty will report non- attending students via the certification roster once a semester for each class taught. The Office of the Registrar will check this roster on a daily basis and remove students indicated as “never attended” from your class roster.

Certification Roster Instructions

VCCS policy requires that any student who enrolls in a course attend their face-to-face courses or demonstrate participation in their distance learning courses by the last date to drop for a refund. Failure to do so requires the student to be administratively removed from the class roster. In order for PHCC to be successful in following this policy, faculty will report non- attending students via the certification roster (instructions below) once a semester for each class taught. The Office of the Registrar will check this roster on a daily basis and remove students indicated as “never attended” from your class roster.

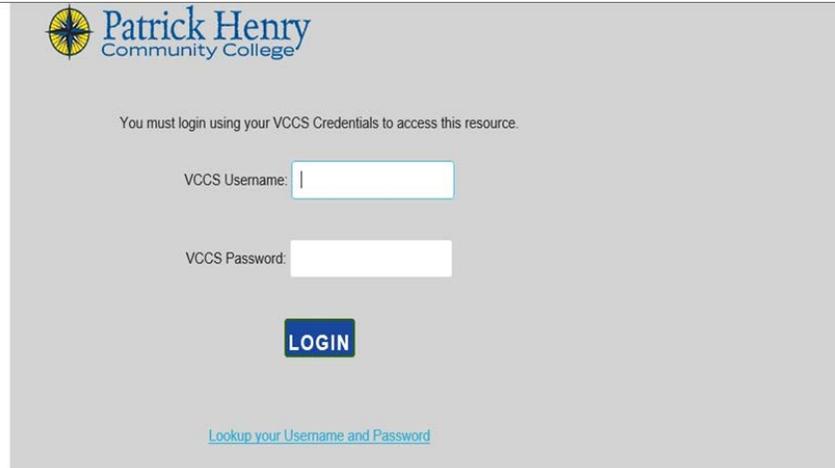
- Drop deadlines for regular sessions are published in the college catalog and the Academic Calendar.
- The drop date for all other courses (dynamic) are available via the designated departmental Administrative Assistant or by contacting the Office of the Registrar.

** Please remember the following:

- Failure to report non-attending students has a serious and negative impact on students, administration and the institution.
- Faculty can no longer initiate withdrawals for students who attend but fail to continue after the census date of the course. Faculty may however communicate with the student and advise them of withdrawal dates and procedures.

Certification Instructions

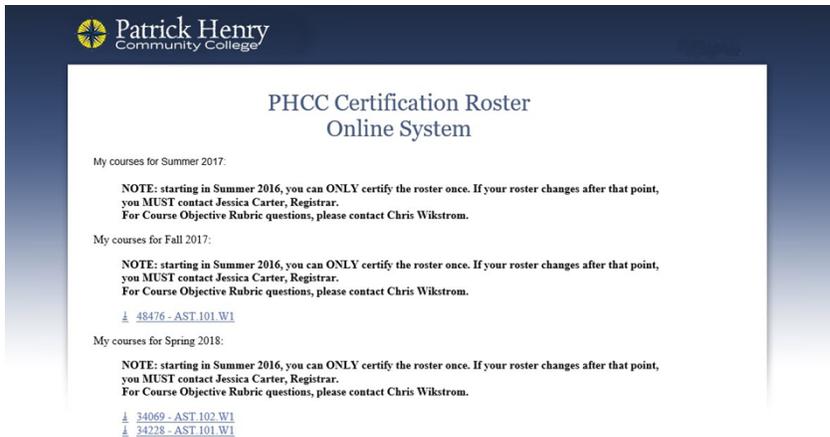
Navigation: www.patrickhenry.edu. Once there, click on Employees, Resources and then select Certification Roster.



The image shows the login page for Patrick Henry Community College. At the top left is the college's logo, a yellow sunburst with a blue compass rose, followed by the text "Patrick Henry Community College". Below the logo is the instruction: "You must login using your VCCS Credentials to access this resource." There are two input fields: "VCCS Username:" with a white text box and a blue border, and "VCCS Password:" with a white text box and a blue border. Below these fields is a blue button with the word "LOGIN" in white capital letters. At the bottom of the page is a blue link that says "Lookup your Username and Password".

Enter your user name and password

All courses that you teach will reflect on this screen. Click on a course.



The image shows the "PHCC Certification Roster Online System" page. At the top left is the Patrick Henry Community College logo. The main heading is "PHCC Certification Roster Online System". Below this, there are three sections, each starting with "My courses for [Season] 2017/2018:" followed by a "NOTE" and a link to "For Course Objective Rubric questions, please contact Chris Wikstrom." The first section is for Summer 2017, the second for Fall 2017, and the third for Spring 2018. Each section lists course numbers with links: Summer 2017 has a link to "48476 - AST 101 W1"; Fall 2017 has a link to "34069 - AST 102 W1"; and Spring 2018 has a link to "34228 - AST 101 W1".

Select one radio box for each student and submit.

You must choose the appropriate selection for each student.

My students for SDV.108.19

Student	Days Missed
Anthony, Erika [REDACTED]	<input type="radio"/> I certify this student has attended this course at least once <input type="radio"/> Drop this student (never attended)
Arden, William [REDACTED]	<input type="radio"/> I certify this student has attended this course at least once <input type="radio"/> Drop this student (never attended)
Becerra-Alvarado, Claudia [REDACTED]	<input type="radio"/> I certify this student has attended this course at least once <input type="radio"/> Drop this student (never attended)
Davis, Morgan [REDACTED]	<input type="radio"/> I certify this student has attended this course at least once <input type="radio"/> Drop this student (never attended)

Please be aware that the certification roster is not real time and is updated on a daily basis to reflect late addition and drops. If the certification roster for the assigned course is not accurate, please contact Mark Nelson at 276-656-0275.

All other questions and concerns should be addressed to the Office of Registrar.

Off-Campus Students

Classes at the Patrick County site follow the same inclement weather schedule as the main PHCC campus in Martinsville, unless otherwise announced.

GRADES AND GRADE REPORTING

At the end of the term, faculty must record students' final grades in the Student Information System (PeopleSoft). Detailed instructions are emailed to all adjunct faculty and can be found on pages 25-26. Questions can be directed to the Registrar or your division dean. Instructors are expected to turn in grades by the deadline specified. A delay caused by one instructor postpones the distribution of grades to all of the colleges' students.

Grade Scale

Instructors of credit courses may give grades of A,B,C,D and F (no plusses or minuses). Instructors of developmental courses must use grades of S (Satisfactory), U (Unsatisfactory), and R (Repeat)

Patrick Henry Community College does have a standardized grading scale that all faculty full-time and adjunct adhere to unless directed by the division office to deviate. The scale is as follows:

A	90 – 100
B	80 - 89
C	70 - 79
D	60 – 69
F	59 – below
or S R U	(for developmental)

Grade Entry Information

Instructors will enter grades via the grade roster found in the **Faculty Center**. Depending upon the grading basis of the class, grades of A, B, C, D, F, P, S, R, and U may be entered.

Under certain circumstance, instructors may also enter a grade of “I” for Incomplete. The “I” grade should be used only for verifiable, unavoidable reasons when a student is unable to complete a course within the normal course time. **When an “I” grade is awarded, a completed ‘Incomplete Grade Contract’ (available in your Division Office or at the Office of the Registrar) must be completed and submitted to the Office of the Registrar prior to the grade due date (see academic calendar).** The student must initiate the request and the form must include the following:

- the reason for assigning the grade
- the work to be completed and indicate its percentage in relation to the total work of the course
- the date by which the work must be completed
- the default grade based upon course work already completed. Completion dates may not be set beyond the last day of class in the subsequent semester (including the summer term).
- the student and faculty signature.

A grade of “W” cannot be entered by faculty. Before entering grades, please review the **Important Information** found below.

Important Information

- When entering a grade of F, U, or R the **Last Date of Attendance** field must be populated. Failure to populate this field correctly will prevent you from completing the grade entry process.
- When entering a grade of “S” in either ENF 1 or ENF 2 the **Recommendation Field** must be populated. Failure to populate this field correctly will prevent you from completing the grade entry process.

Sign into **My PHCC** by clicking on the [MyPHCC](#) link on the left side of the PHCC homepage.

1. Click **VCCS SIS: Student Information System**.
2. Click **Self Service, Faculty Center, My Schedule**. Your schedule for the designated term will be displayed. To change the term, click **change term**. Select the term and click **CONTINUE**.

Click the **Grade Roster** icon  located in the **My Teaching Schedule** area of the screen. The Grade Roster page will be displayed. Please note that the Grade Roster icon will not be available until the Records Office has generated the grade roster.

My Teaching Schedule > 2016 Spring > Patrick Henry Community Colleg						
View All  						First  1-2 of 2  Last
	Class	Class Title	Enrolled	Days & Times	Room	Class Dates
 	AST 101-W1 (57793)	Keyboarding I (Lecture)	8	TBA	TBA	Jan 11, 2016- May 9, 2016

1. To enter grades, the **Grade Roster Type** must be **Final Grade** and the **Approval Status** of the grade roster must be **Not Reviewed**.
2. Use the drop-down menu in the **Roster Grade** column and select the **Grade**.
 - When faculty selects a grade of F, U, or R, the **Last Date of Attendance** field appears.
 - The last date the student attended class or logged on (for online courses) should be entered when recording grades of F, U or R.
3. When all grades have been entered, click **Save**.
4. **Return to the top of the Grade Roster page to the Approval Status drop-down menu and select Approved.**
5. **Click Save a final time.**
6. To submit grades for another class, click the Faculty Center and select another class.
7. To exit, click **Sign Out**.

The Records Office appreciates your grade entry in a timely fashion.

Incomplete Grades

To assign a temporary grade of “I” (Incomplete), lecturers must get prior permission from their division dean. These forms are available in the Registrar's office and from division administrative assistants. It is the responsibility of the adjunct faculty member to evaluate student work and submit the final grade by the specified deadline.

ADJUNCT FACULTY GROWTH AND EVALUATION PLAN

Recognizing that adjunct faculty are a valuable part of our academic community, the purpose of this plan is to create an environment for adjunct teaching faculty that promotes professional growth and high performance resulting in measurable student success. It is intended to provide useful information about a faculty member's professional growth and instructional performance.

Plan Summary

This plan defines the process by which adjunct faculty members will attain and remain in "Good Standing." This designation identifies an adjunct faculty member as engaged in professional growth and committed to quality instruction while making a faculty member eligible for professional recognition through each college's recognition process. A "Good Standing" designation is an indication of quality at the individual college level. A "Good Standing" designation neither guarantees nor implies future employment.

The Adjunct Faculty Growth and Evaluation Plan covers four domains: Adjunct Faculty Growth and Development, Teaching Effectiveness, Institutional Responsibility, and Adjunct Faculty Recognition.

- 1) **Adjunct Faculty Growth and Development.** As the scholarship for teaching and learning grows, so too must the skills of adjunct faculty grow. Each college shall identify and/or create, as needed, a range of professional development opportunities to support adjunct faculty growth and development. Adjunct faculty members will engage in growth and development in accordance with the timeline specified in this plan.
- 2) **Teaching Effectiveness.** Teaching is a craft. Adjunct faculty members are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Through the use of tools and data sources (e.g. classroom observation, student course evaluation data, student success metrics, etc.), adjunct teaching effectiveness will be reviewed in accordance with this plan.
- 3) **Institutional Responsibility.** In addition to instructional duties, adjunct faculty members are required to meet minimum requirements of institutional responsibility (e.g. preparation and distribution of syllabi, posting final grades on time, adherence to policy, completion of administrative instructional tasks, etc.).
- 4) **Adjunct Faculty Reward and/or Recognition.** Each college shall devise a plan to provide reward and/or recognition of outstanding service for adjunct faculty members whose performance exemplifies the highest standards of educational excellence within the classroom or in service to the college community.

Although this plan is in effect system wide, local policies, processes, and professional development offerings require different interpretations of the implementation of the plan at each college. A designation of "Good Standing" is a local college determination and is not be defined across colleges.

Initial Status

Within the shorter of twelve months or the first three terms of contracted service, adjunct faculty members must:

- Complete at least one professional development activity;
- Be observed in the classroom observation within their first 3.0 credit hours of instruction; *and*,
- Receive feedback on their service from a dean, or designee determined by the dean.

Good Standing Status

Upon successful completion of the ‘Initial Status’ items, the faculty member will earn a “Good Standing” designation. No less often than every three years, adjunct faculty members must:

- Complete at least one professional development activity annually;
- Complete one classroom observation process
- Receive written evaluation by a college’s designee

Once a ‘good standing’ status timeline begins, the specified length of time will be in place regardless of continued or intermittent contract awards. Adjunct faculty members whose break in contractual service results in a “new hire” status shall return to Initial Status.

Plan Detail

This plan specifies minimum requirements for growth and evaluation of adjunct faculty members while engaging with the college in a professional capacity. Although typically completed by a Dean or Department Chairperson, administrative roles in this process may be conducted by any approved designee of the college’s Chief Academic Officer, including but not limited to the following:

- Dean;
- Associate Dean;
- Department Chairperson;
- Program Head/Coordinator; *or*,
- Other designee.

Adjunct faculty who teach at more than one college will be evaluated at each, but the professional development requirement is met once at either institution to remain in good standing.

Adjunct Faculty Growth and Development

Each college shall identify and/or create, as needed, a range of professional development opportunities to support adjunct faculty growth and development. Every effort should be made to provide no cost, flexible-delivery opportunities for development. Professional development opportunities may include but are not limited to the following:

- Adjunct Faculty Orientation;

- Department, Division, Campus, or College meetings focused on faculty growth or development;
- VCCS events, peer group meetings, and conferences;
- Professional conferences;
- Activities required for licensure or industry certification required for adjunct faculty employment;
- Academic preparation or coursework;
- Individually identified activities such as research readings within one's discipline; and
- Career enhancing activities as required or supported by one's employer.

Teaching Effectiveness

Adjunct faculty members are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Through the use of tools and data sources (e.g. classroom observation, student course evaluation data, success metrics, etc.), adjunct teaching effectiveness will be reviewed in accordance with the timeline specified in this plan.

Classroom Observation

Observations of Adjunct Faculty will follow the same process as full-time faculty evaluation identified in the [PHCC Faculty Evaluation Plan](#) with the following exceptions:

- Only **Part 2: Assessment** is required; *and*,
- All other components and associated timelines are optional.

Data Sources

The college will collect and review various information from a variety of data sources to inform and indicate adjunct faculty teaching effectiveness. The data sources must include a classroom observation, and may include, but are not limited to the following:

- Student course evaluations;
- Course grades and withdraw rates;
- Utilization of student success tools (e.g. SAILS, Canvas, etc.);
- Peer feedback; *and*,
- Informal and formal student feedback.

Feedback

Adjunct faculty shall have an opportunity to engage in a feedback process that is designed to establish and maintain dialogue on their teaching effectiveness. Feedback may address not only teaching effectiveness but also the following:

- Planning for professional development and growth;
- Impact of professional development activities;
- Completion of tasks related to Institutional Responsibility;
- Determination of promotion eligibility (or VCCS-10 reevaluation); *and*,

- Substantiation of adjunct faculty recognition.

Feedback may take place via a phone call, an in-person meeting, or by written correspondence. Feedback that is more frequent may be requested by either party. Each college determines how performance feedback for adjunct faculty is documented.

Institutional Responsibility

Largely determined by the local college, tasks and responsibilities in this domain address administrative tasks in support of instruction and institutional operation. Enumerated in each college's faculty handbook, common items may include:

- Adherence to laws, policies, and procedures of, and applied to, colleges and the VCCS;
- Collegiality;
- Office hours; *and*,
- Administrative tasks (e.g. posting of syllabi, maintenance of online course resources, etc.).

Adjunct Faculty Reward and/or Recognition

Each college shall devise a plan to provide reward for and/or recognition of outstanding service for adjunct faculty members whose performance exemplifies the highest standards of educational excellence within the classroom, or in service to the college community. Adjunct Faculty members must be in "Good Standing" to be eligible for reward and/or recognition.

Additional Policy Considerations

This policy applies to dual enrollment faculty and faculty who teach online as well. Each institution shall develop internal policies to address clinical part-time faculty and internship/externship supervision. Nothing in this policy is intended to supersede SACSCOC or the requirements of various accrediting agencies. Adjunct faculty who are not in 'good standing' may not be eligible to receive new adjunct assignments.

Disputes regarding adjunct teaching faculty evaluations are not heard or reviewed in the grievance process. The appeal of an adjunct faculty evaluation shall follow the normal administrative chain and conclude with the final determination made by the respective college

The student Faculty Assessment instrument will be administered to all classes taught by adjunct faculty. The hiring supervisor will discuss the results with the adjunct faculty member and provide other feedback for the purpose of improving instruction. The academic administrator may solicit feedback from faculty mentors to aid in the assessment of adjunct faculty performance.

The student evaluation faculty assessment instrument will be administered to all classes taught by dual enrollment faculty. The dual enrollment academic administrator will discuss the results with the instructor and provide other feedback for improving instruction. The academic administrator may solicit feedback from school personnel to aid in the assessment of dual enrollment faculty performance.

The college and your instructor are committed to continuous improvement. Please assist our efforts by providing ratings for the items below. Please also take a few moments to include additional feedback in the two comment boxes at the end of the survey. Thank you.

Sample Faculty Evaluation Assessment Questions

PHCC Faculty Evaluations For <<Faculty Name>>

<<Current Date>>

	Question	# Responses	Average
1	The instructor consistently showed evidence of careful preparation for this class.		
2	The instructor effectively organized the learning activities, required course materials, and assignments for this class.		
3	The instructor conducted this class in accordance with the course outline and syllabus.		
4	The instructor demonstrated a thorough knowledge of the subject matter.		
5	The instructor communicated the subject matter clearly.		
6	The instructor encouraged participation, discussion, and interaction among students in this class.		
7	The instructor provided helpful answers to my questions.		
8	The instructor fully explained to students the grading system used in this class.		
9	The grading system used by this instructor was fair.		
10	The instructor graded tests and/or other assignments in a reasonable amount of time (usually within one week).		
11	The teaching methods used by this instructor helped me to learn.		
12	The instructor was fair and impartial when dealing with students in this class.		
13	The instructor maintained an environment of encouragement and support for students in this class.		
14	The instructor's enthusiasm for teaching and for the subject matter was evident.		
15	The instructor was usually available to assist me during scheduled office hours.		
16	The instructor responded to my phone, email, and other communications in a timely manner (usually within one business day).		
17	Overall, this instructor was an effective teacher.		
18	I would recommend this instructor to my fellow students.		
		Total Average:	0.0000
		Total Respondents:	

19. Please use the space below to comment on the most effective aspects of the instruction you received in this class:

No rows found

20. Please use the space below to suggest ways in which the instruction you received in this class could be improved:

No rows found

ACADEMIC INTEGRITY POLICY

I. AUTHORITY

- A. The *Academic Integrity Policy* is a formal process governing student conduct at PHCC. The *Academic Integrity Policy* governs student conduct directly related to the academic life of the institution and is in effect during all phases of a student's academic career. The Policy is applicable to any academically related experience involving PHCC students whether on or off the campus. All alleged violations of the *Policy* must be resolved in accordance with this *Policy* and under the direct authority of a PHCC faculty member, PHCC Division Dean or the Vice President of Academic & Student Development as detailed in the *Policy*.
- B. Students agree that by taking courses at PHCC, all required papers may be subject to submission for textual similarity review to a plagiarism detection program such as *safe assign* or *turnitin*, at the discretion of the instructor, for the detection of plagiarism. All submitted papers will be included as source documents in the plagiarism detection software's reference database solely for the purpose of detecting plagiarism of such papers.

II. VIOLATIONS

- A. The PHCC community subscribes to the following fundamental values of academic integrity: honesty; trust; fairness; respect; responsibility. All violations of the *Policy* are violations of the value of honesty but may also create questions related to trust, fairness, respect, and responsibility. The violations of the *Academic Integrity Policy* listed below are typical, but not exhaustive, examples of the acts that constitute breaches of the *Policy*. Both the academic experience and the classification of the student should be considered in the assignment of sanctions. To aid in the assignment of appropriate sanctions for various violations negotiated between the faculty and student, the following examples are provided for first violations. Faculty have discretion in assigning any grade-related sanction. When a student is found responsible of a first violation, whether by accepting responsibility during the Faculty-Student Conference, or through the review process, the faculty member makes the final decision about any grade related sanctions. Additional sanctions, including suspension or expulsion, may only be assigned by the Vice President of Academic & Student Development.
 - 1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Cheating includes but is not limited to unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that a student will do his/her own work, or engaging in any similar act that violates the concept of academic integrity. Cheating may occur on an examination, test, quiz, laboratory work report, theme, out of class assignment or any other work submitted by a student to fulfill course requirements and presented as solely the work of the student.
 - a. **“Spontaneous” cheating** Includes such violations as copying from another student's work

- b. **“Non-Spontaneous” cheating** Includes the following as typical but not exclusive examples: Premeditated copying individually or in conspiracy to copy from another student’s work, obtaining unauthorized copies of the examination to be administered prior to the time of examination, employing unauthorized materials during any academic exercise
 - 2. **Plagiarism:** Representing the words of another, as one’s own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including Web sites, as one’s own work. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges.
 - a. **Failure to cite references** Includes intentional or obvious failures to properly cite sources.
 - b. **Submitting, as one’s own, work done by or copied from another** Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment.
 - 3. **Falsification:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted.
 - 4. **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes acts that may not directly benefit the accused but assist another student in violations of the *Policy*.
- B. Both the academic experience and the classification of the student should be considered in the assignment of sanctions. When determining sanctions, faculty may use the Educational Resolution Program that is further described below. Faculty members may only mandate grade related sanctions. All violations must be reported by the faculty member using the Educational Resolution Program. Students who accept responsibility will agree to the sanctions handed out by the instructor, or may appeal them to the Division Dean.

Charge

Suggested Range of Sanctions

Spontaneous cheating

From redoing an assignment/retaking a test to F on the assignment/test

Non-spontaneous cheating

From F on assignment/test to a F in the course

Failure to cite references

From requiring the student to re-do the paper to a zero on the paper

Submitting, as one's own, work done by or copied from another

From F on assignment to a F in the course

Falsification by a student

From requiring the experience to be re-done to an F on the assignment

Facilitating academic dishonesty

From F on assignment/test to a F in the course

III. PROCEDURES FOR HANDLING ACADEMIC INTEGRITY

- A. **Faculty-Student Conference** In the event of a suspected violation of academic integrity, the instructor will schedule a conference with the student. The following statements outline the proper sequence of events for such a conference:
1. The faculty member contacts the student in writing via hard copy or email to inform him/her that an allegation has been made and a faculty-student conference needs to be held to discuss this matter.
 2. No Faculty-Student conference will be required in the event that the instance is a single infraction on an individual assignment that is communicated to the student during or directly after the event occurs in class, if the student does not dispute the allegation. The penalty for this situation can be no more than an F on the assignment without a Faculty-Student conference. The Academic Integrity Violation Report Form should still be completed, and signed by the student at the following scheduled class meeting.
 3. At the time of this notification, the instructor shall provide the student with the following statement of rights:
 - a. The student has the right to postpone the conference for at most two (2) business days if he/she desires.
 - b. The student should realize that he/she is under no pressure, either overt or implied, to admit responsibility. The student may postpone entering a plea for at most two (2) business days after the conference.
 - c. Before the conference, the student should familiarize himself/herself with the entire *Academic Integrity Policy*. He/she is encouraged to consult the Division Dean and/or the Vice President of Academic & Student Development.
 4. The conference is held. The instructor is encouraged to invite a neutral observer to the conference. A full time faculty member is a suggestion of possible observers. The faculty member should introduce the observer as someone to help insure that the student understands his or her rights, and will witness the student initialing each of his or her rights on the "Academic Integrity Violation Report Form." During the conference, the instructor shall

inform the student of the particulars of the suspected violation and the reason(s) for believing such has occurred (the faculty member is under no obligation at this time to reveal identities of third party individuals who may have reported the allegation). The student should explain his or her perception of the events.

5. **One of four recourses will be pursued:**
 - a. If the instructor believes the alleged violation is not supported by the facts, it will be dismissed;
 - b. If the instructor still believes there has been a violation, and believes the situation warrants the use of the Educational Resolution Program, the instructor will explain this option to the student. The instructor will complete an “Academic Integrity Violation Report Form” concerning the violation. The instructor will select the educational experiences from the options and assign due dates. The instructor may also choose to use a grade related sanction. If the student successfully completes the Educational Resolution Program by the deadlines indicated, upon graduation, or one year after leaving the College, whichever comes sooner, the student’s conduct record will not reflect an Academic Integrity violation. If the student does not successfully complete the educational experiences by the due dates, the Academic Integrity violation will become a permanent record kept by the Vice President of Academic & Student Development.
 - c. If the instructor still believes there has been a violation, and the situation warrants a permanent record of an Academic Integrity violation, he/she will indicate to the student his/her assignment of the appropriate sanction. The instructor will complete an “Academic Integrity Violation Report Form” concerning the violation.
 - d. If the student disagrees with the finding, the instructor will request a hearing by completing the “Academic Integrity Violation Report Form” and forwarding it to their Division Dean within five (5) business days. If the student accepts responsibility but disagrees with the sanction, the student may appeal the sanction to the Division Dean.
6. All completed “Academic Integrity Violation Report Forms” are to be submitted to the Division Dean for appropriate action and/or recording within five (5) business days of completion.
7. If an accused student fails to respond to faculty notification of the Faculty-Student Conference via PHCC email address within five (5) business days, the accused student will forfeit the options described above. In this case the accused student may be found responsible of the violation and any sanctions determined by the faculty member will go into effect. The student will be notified in writing of the outcome by the Division Dean.
8. A student may not withdraw from a course to avoid an academic integrity allegation or assigned sanction resulting from a proven allegation.
9. If the student admits to the violation and accepts the sanction, or is found responsible in the hearing process, and if this is his/her second violation, suspension or expulsion shall be mandatory. The Vice President of

Academic & Student Development's Office shall then report the decision in writing to the student and the faculty member.

B. Academic Integrity Hearings

1. An academic integrity hearing will be held if the student does not admit to the violation.
 - a. A request for the hearing shall be made by the faculty member to the Division Dean on the "Academic Integrity Violation Report Form."
 - b. Within five (5) business days after the charge is received, the Division Dean's Office shall contact the accused and provide information concerning scheduling.
 - c. The Division Dean's Office shall proceed to select an ad hoc hearing panel as required, and except as otherwise directed under the Academic Integrity Policy, shall convene and conduct that panel. Any appeal from the decision of the hearing panel will be directed to the Vice President of Academic & Student Development.
2. The authority of the hearing panel is limited to the work and/or course in which the violation has occurred and to a finding of "responsible" or "not responsible." The faculty member retains final discretion in assigning the grade related sanction if the student is found "responsible," unless the student alleges and proves that the faculty member's decision was based upon personal malice or illegal motive.
3. All decisions before academic integrity hearing panels must be decided according to whether it is "more likely than not" (preponderance of evidence) that the alleged violations have occurred. In finding responsibility under this standard of proof, a panelist must be convinced, based upon information presented in the course of the hearing that the conduct described is more likely than not to have occurred.

- C. Peer Reported Violations** If a student suspects another student of a violation of the *Academic Integrity Policy*, he/she is urged to inform the instructor and/or the Division Dean of the alleged circumstance. In such cases, the instructor is urged to arrange a conference with the accused student as provided in the Faculty-Student Conference, above. If a student falsely accuses another student of a violation, he/she will be subject to disciplinary action.

IV. ADMINISTRATION OF THE ACADEMIC INTEGRITY POLICY

- A. An Administrative Coordinator for Academic Integrity** This person shall be the Vice President of Academic & Student Development or his/her designee. Duties shall include the following:
1. The Division Dean's Office shall receive forms recording the agreement that an academic violation occurred and the sanction assigned for those violations handled by faculty member and student.
 2. All requests for hearings on cases of alleged academic violations shall be directed initially to the Vice President of Academic & Student
 3. Development's Office, who shall then be responsible for drawing the ad hoc hearing panel, and notifying the student concerning the allegations and conduct of the hearing process.

4. The Vice President of Academic & Student Development's Office shall maintain all records of academic violations by students whether resolved by Faculty-Student Conference or by the judgment of a hearing panel. These files shall be permanently maintained in the Vice President of Academic & Student Development's Office pursuant to PHCC's Record Retention Schedule.
- B. **A Panel of Faculty and Staff** A Hearing Panel shall be selected for those cases in which hearings are requested.
1. Each Hearing Panel shall consist of three faculty and three students drawn from a pool of panelists identified and coordinated by the Vice President of Academic & Student Development's Office. No panel member may be selected from the accused student's current class schedule. Four panelists evenly divided between faculty and staff must be present for the duration of the hearing in order for the hearing to proceed.

Attendance at the hearing shall be limited to the accused student(s) and one support person who may not interact in any way during the hearing, faculty member(s) making the allegation and Case Coordinator, members of the hearing panel and the Division Dean or his/her designee serving as hearing officer. The Hearing Officer may approve the presence of others as necessary due to the nature of the case or in the interest of training new panelists.



Patrick Henry Community College

AAA-123 (Course name)

Term, Year INSTRUCTOR:

OFFICE LOCATION:

OFFICE HOURS:

OFFICE PHONE:

E-MAIL ADDRESS:

Emails and phone messages will be responded to within 48 business hours.

CLASS MEETING TIME: days and time

CLASSROOM LOCATION: Building name and room #

MODE OF DELIVERY: face to face, hybrid, or distance learning

COURSE CREDITS: TBA

PREREQUISITE(S): TBA

COURSE DESCRIPTION

Official VCCS description of the course (from the PHCC catalog)

A. COURSE OBJECTIVES

*A series of statements (from the students' perspective) highlighting the desired outcomes achieved upon completion of the course. **Note that these must be specific and measurable.** From this list, the faculty member will derive lesson/module objectives. Utilization of Bloom's taxonomy will be critical in objective development. **All sections of the course MUST have the same course objectives!!!!***

B. VCCS GENERAL EDUCATION OUTCOMES

Only those competencies which are taught and assessed in the course should be included. See the separate handout for a bulleted list of General Education Outcomes and breakdowns of each. **These should be the same for all sections of the course.**

C. TEXTBOOK(S) AND REQUIRED TOOLS OR SUPPLIES (Indicate OER/Included) status

Title:

Supplies:

Special Note: The same textbook must be used in every section of the same course unless otherwise approved by the division dean.

A statement should indicate LT\$40 or \$0 if applicable.

D. STUDENT EVALUATION

- The breakdown of the worth of each individual assignment as well as how the final grade will be calculated (the point system or the percentages of each assignment).
- Clearly state how each assignment (including attendance, participation, cooperative learning, group accountability, etc.) will be graded.
- Late assignment policies should be presented and clarified for students.
- Extra credit, if applicable
- Policies regarding incomplete grades, if applicable

Assignments will be graded and grades made available to students within two weeks of the due date.

Grades will be posted to the Learning Management System (LMS) in a timely manner to

allow students to monitor and assess their course progress in advance of important semester deadlines including the last day to withdraw without grade penalty.

Students are advised that any interim class averages posted on LMS are snapshots of ongoing performance which are subject to change. They are not guarantees of final results.

Students needing clarification of their interim class performance are to consult with their instructor.

E. GRADING SCALE:

A	90 - 100	
B	80 - 89	or S R U (for developmental)
C	70 - 79	
D	60 – 69	
F	59 – below	

F. EXPECTATIONS FOR STUDENT SUCCESS (should include such things as)

- Homework policy
- Attendance policy
- Policy for making up a missed test or assignment
- Use of electronic devices in the classroom
- Permissibility of food and drink in the classroom
- Idiosyncratic operating procedures
- General statements regarding courtesy and language
- Student time management both inside and outside the classroom
- Other

Special Note: These are the things that are unique to individual classes and instructors.

Faculty Appointments

Students wishing to meet with their professors to discuss advising or tutoring issues are encouraged to use the **Navigate** system. **Navigate** is a program designed to help you manage all aspects of your college experience. You can connect effectively with the full range of activities and resources available at the college. You can access your to-do list of important tasks and other time-sensitive items and receive personalized guidance from your PHCC advisors.

❶ Login to myPHCC using Google Chrome or Firefox.

❷ Select **NAVIGATE Student** icon:



- ③ Select **Appointments** from the menu on left and click **Schedule An Appointment**

The **Navigate Student** mobile app is also available as a free download.

G. EMERGENCY INFORMATION

Should identify the location of the evacuation poster as well as any other pertinent safety information.

<https://sites.google.com/a/ph.vccs.edu/emergency/>

H. STUDENT SUPPORT/DISABILITY STATEMENT: *If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact the 504/ADA Coordinator (Learning Resource Center #109D, 276-656-0257 or 800-232-7997 ext. 0257, disabilityresources@patrickhenry.edu) to discuss this matter confidentially.*

I. IMPORTANT DATES TO REMEMBER:

Special Note:

- For classes that follow the regular college calendar, a copied calendar is acceptable. This **MUST** include add/drop dates, the last date to drop a class to receive a refund, as well as the last day to drop a course without grade penalty or to change from credit to audit.
- For ALL other courses (referred to as DYNAMIC course), the dates reflected on the regular college calendar are **NOT** accurate. Accordingly, the following **MUST** be included: **the last date to drop a class to receive a refund AND the last day to drop a course without grade penalty or to change from credit to audit.**

J. SPECIFIC COLLEGE POLICIES (All of the following will be on one master syllabus link. Teachers will have the option of including in their syllabus policies that are specifically important to them.)

<http://www.patrickhenry.edu/policies2018>

Testing Center and Learning Lab

The Testing Center and Learning Lab are located on the first floor of the Learning Resource Center (LRC) on the main campus. Students enrolled in face-to-face classes may be required to make up missed tests in the Testing Center. In addition, students who are enrolled in distance learning classes and live within the service region (Martinsville, Henry County, and Patrick County) are required to take all proctored tests in the Testing Center or at the Patrick County site. All students not testing in the main campus Testing Center must complete the Student-Proctor Agreement form (see form for proctor requirements/guidelines). Students living in Martinsville and Henry County may not take proctored assignments anywhere except the Testing Center at the main campus. See the following link for the Testing Center to obtain the Student-Proctor Agreement form and for specific information about the Testing Center including hours of operation and other policies.

<https://www.patrickhenry.edu/academics/295-testing-center>

K: Other (at the discretion of the faculty member or division)

(OPTIONAL) *Any students who face challenges securing food or housing and believe this may affect their course performance are urged to notify the professor if they are comfortable in doing so. This will enable me to provide or recommend resources.*

L. Online Tutoring (still to be determined)



Brainfuse is an online tutoring service PHCC students may use free of charge 24/7. Students may access Brainfuse through Canvas or at their MYPHCC portals. Through this tutoring service, students can communicate with tutors synchronously (live or near real time) or asynchronously (delayed or not simultaneously).

M. AFFIDAVIT

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student Signature

Date

Faculty should request a statement from students indicating that they have read and understood the syllabus. This could be part of the “participation” assignment.

This syllabus conforms to the Patrick Henry Community College syllabus guidelines.

GUIDELINES FOR CLASSROOM COPYING

Single Copies - a single copy may be made of any of the following by or for a teacher at his individual request for scholarly research for use in teaching or preparation to teach a class:

- ★ A chapter from a book
- ★ An article from a periodical or newspaper
- ★ A short story, short essay or short poem, whether or not from a collective work
- ★ A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

Multiple Copies - multiple copies (not to exceed in any event more than one copy per person in a course) may be made by or for the teacher giving the course for classroom use or discussion - provided that:

- ★ The copying meets the tests of brevity (less than 250 words for a poem; less than 2,500 for an article, story or essay).
- ★ Each copy includes a notice of copyright.

EXAMPLE:

From Adult Education in Rhode Island, March 1978.

Reprinted in ABE Newsletter, Volume 2, No. 5, May 1978.

INSTRUCTIONAL MEDIA

The Instructional Media Services Department is located in the basement of West Hall. The department provides a variety of audio-visual equipment to include 1/2" and 3/4" video; audio-cassette recorders; record players; PA system, 16mm, slide, filmstrip and overhead projectors. Computers and an LCD Projection system are also available. Services include off-aid (local and satellite) videotaping, audio and video tape duplication, video productions, equipment and lamination.

Please note: Requests must be made two days prior to need by using an Audio-Visual. Request form can be found at:

Forms may be obtained in the Audio-Visual Department or from the division offices. Adjunct faculty are encouraged to visit the AV Department for information or any special request.

LEARNING LAB IN THE LEARNING RESOURCE CENTER

PHCC provides a well-equipped Learning Lab for its students and staff. The lab's collection includes a variety of self-instructional materials in a variety of formats both audio-visual and computer-based. Services offered by the lab include:

- ★ Administer distance learning credit courses.
- ★ Provide testing service. The lab will administer tests during regularly scheduled hours. Emphasis of this service are for make-up and distance learning tests. Faculty utilizing the make-up testing service are required to: a) have the faculty member's name on every test left in the lab; b) leave specific instructions on every test; c) deliver and pick-up all tests.

Walk-in Computer Centers. There are two separate areas in the LRC that house computers. Software is available for both areas in most subject areas.

- ★ Off-Campus Resources - The LRC strives to provide equivalent resources to the college's off-campus sites as those found on the college campus.
- ★ Please contact Library staff for information regarding acquisition of materials and services for classes scheduled at off-campus locations. **Note:** Off-campus sites are equipped with TVs, VCRs and overhead projectors.

Typing, correspondence, duplication, and other clerical services for part-time faculty are provided by the administrative assistants assigned to the divisions. Part-time faculty should arrange with their administrative assistant to have these services provided, submit legible copy, and plan their work so that "rush jobs" may be avoided. Evening lecturers should give the material to their faculty secretary or leave it in her mailbox at least 3 DAYS in advance. Lecturers may request that completed materials be left in a specially designated place.

Adjunct faculty may reproduce their own copies utilizing PHCC equipment located in various places throughout the campus.

LEARNING RESOURCE CENTER

Patrick Henry Community College provides a comprehensive Learning Resource Center that has a vast array of instructional support services to faculty, staff and students. The areas providing the support include the library and learning lab. Adjunct faculty are encouraged to stop by the LRC to receive orientation to the facility and services available.

LIBRARY

The Library has a collection of books, periodicals, government documents both in print and non-print formats, and an extensive collection of audio-visual materials to include video, filmstrip, audio and slide formats. In addition, the staff can access additional materials through the interlibrary loan system. On-line searchers are available but limited. Please see a staff member for assistance, this link provides more information for the library:
<https://www.patrickhenry.edu/library2018>.

MATERIALS REQUIRED TO SUBMIT

A standardized syllabus and a copy of each exam must be submitted to the division dean. The format for a course outline is included in the appendix of this handbook. If you need assistance, please consult with the division dean.

All adjunct faculty are required to use the PHCC standardized syllabus.

Please note that it is imperative that all sections of the same course (Eng 111, Eng 112, ITE 115, etc.) include the same Course Objectives (Letter “A” on the syllabus) and the same VCCS Core Competencies (Letter “B” on the syllabus). Please see the standardized syllabus outline for further information.

Also, please note that the Core Competencies that are included in the syllabus are the ones that are taught and assessed (not just “covered”). This is critically important as we draw closer to our midterm SACS evaluation and must show compliance with 14 critical standards of accreditation.

Finally, you will note in the outline that we are allowed to “link” some of the information that is covered in every syllabus. You may certainly include any and all of these in your syllabus, but you may also use the link as well. It is as follows:

<https://www.patrickhenry.edu/policies2018>

The bookmarks are:

- # Academic Integrity
- # Plagiarism/Cheating
- # Support Services Available/Disability Statement
- # Computer Rights and Responsibilities
- # Children on Campus Policy
- # Email Policy
- # Inclement Weather

MENTORS

Full-time faculty serve as mentors to adjunct faculty. The division dean matches adjunct faculty with the appropriate full-time faculty member. Mentoring is designed to improve communication and give the adjunct faculty member a point of contact to discuss curriculum and student issues.

ORDERING TEXT AND MATERIALS

The division office is responsible for textbook ordering. Please contact the division office for assistance.

EMERGENCIES

PHCC Emergency Action Plan

Please review the PHCC Emergency Action Page (<https://sites.google.com/a/ph.vccs.edu/emergency/>) to become familiar with the actions you need to take in case of an emergency in your classroom or on campus.

PARKING

Park wherever you can find an available space. PHCC does not reserve parking except for the handicapped. Please observe parking regulations. All areas marked in yellow are restricted parking areas. The speed limit on the entrance road is 25 MPH, and is reduced to 15 MPH in the parking areas and on the service roads. Please be reminded of the following: parking in front of West Hall is reserved for visitors, and parking on the side of the Walker Building is 30-minute parking and handicapped parking.

PHCC PUBLICATIONS

To become knowledgeable about college information, administrative policies and procedures, and academic programs, each lecturer should review the current college catalog, class schedules, and brochures. College newsletters will be distributed through the campus email. Should you have ideas for publicity about your class(es) or need promotional assistance, brochures, fliers, etc., contact the Public Relations Specialist, West Hall in room 233 (Telephone number: 656.5478 or Marketing & Media Director in West Hall, room 106 (Telephone number: 656.0229).

SMOKING

Smoking or use of other tobacco products, including e-cigarettes, is not permitted in buildings, or within 25 feet of entrances, or in college vehicles. Please smoke only in designated locations.

STUDENT FIELD TRIPS

Students are expected to pay any expenses, including transportation costs, for participation in field trips. If a field trip is a required activity of a course, students will be notified, made aware of additional costs involved, and provided with appropriate substitute assignments if they cannot participate.

SCALE (Southern Center for Active Learning Excellence)

SCALE is a direct result of the college's participation in Achieving the Dream.

www.scaleinstitute.com

The Southern Center for Active Learning Excellence (SCALE) provides current and relevant professional development and resources for Active and Cooperative Learning, Critical Thinking, and Student Academic Risk Assessment.

QEP (Quality Enhancement Plan)

Patrick Henry Community College

QEP

Mindset for Success Manual

Message to the students: We want you to be successful, so we are focusing on cultivating a Mindset for Success with strategies related to professionalism and self-management.

Self-Management	Professionalism
Demonstrate dependability, punctuality and a positive attitude as a sense of responsibility	Demonstrate commitment to the company or team
Define time management practices	Demonstrate ethical behavior and respond to unethical behavior
Identify time management pitfalls	Adapt to changes
Identify health maintenance skills	Demonstrate a positive attitude
Identify stress management skills	Demonstrate reliability
Identify workplace stressors	Demonstrate professional etiquette