This Adjunct Faculty Handbook, a publication of Patrick Henry Community College, brings together much of the information part-time instructors need to know in order to fulfill effectively their professional responsibilities. It provides a summary of the policies and procedures of Patrick Henry Community College that most directly affect them.

1. ACADEMIC FREEDOM
Patrick Henry Community College supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. The faculty member is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce teaching matters which have no relation to his or her field. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

Patrick Henry Community College also recognizes that commitment to every freedom carries with it attendant responsibilities. The faculty member must fulfill responsibility by manifesting academic competence, professional discretion, and good citizenship. When she or he speaks or writes as a citizen, he or she will be free from institutional censorship or discipline, but the special position in the community imposes special obligations. Faculty should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that she or he is not an institutional spokesperson. At no time shall the principles 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. As a professional educator, the faculty must remember that the public may judge his profession and his institution.

2. AFFIRMATIVE ACTION
Patrick Henry Community College does not discriminate on the grounds of race, sex, color, national origin, religion, sexual orientation, age, veteran status, political affiliation, or disability in the administration of any of its programs, or with respect to admissions and employment. Inquiries may be directed to the Affirmative Action Coordinator, located in Francis T. West Hall, Room 103, (276) 656-0212.

3. ATTENDANCE AT MEETINGS
Lecturers are required to attend one orientation meeting per year as scheduled and also to attend at least one "teaching-learning" workshop or conference to remain current on the college's lecturer roster. Adjunct faculty may choose to attend one of the two teaching-learning workshops offered each year by Patrick Henry Community College or one of their choosing. The Vice President of Academic and Student Development Services announces the dates for the orientation and workshops early in the year. Lecturers are also encouraged to attend departmental meetings if invited and to attend in-service programs offered to full time faculty.

4. CANCELLATION OF CLASSES
Cancellation of day classes due to extenuating circumstances is announced on local radio and television stations usually between 6:30 to 8:00 a.m. Cancellation of evening classes is announced on local radio stations and television stations usually by 4:00 p.m. If classes are delayed, instructors are to follow the delayed opening schedule. Unless classes are cancelled,
all faculty are required to be on campus and to conduct class(es). Adjunct faculty are strongly recommended to register for the PH Alert System to receive notification of changes in the schedule.

5. 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 format 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 chalkboards, and turn off lights after each class.

Thermostats are locked and 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.

Please notify your division dean if you note any classroom or equipment problems, so they may be remedied.

6. CLASS ENROLLMENT
Normally a class taught by a lecturer must have an enrollment of at least 12 students. The determination of salary for classes with less than twelve (12) credit students will be based on the official enrollment determined on the last day to add a class for a given semester. The college reserves the right to re-assign a full-time faculty member to a course taught by a lecturer up to the second week. In this event, the lecturer would be paid an honorarium of $50 if a class(es) has been conducted. If a class is cancelled after the first class meeting, an honorarium of $50 will be paid. Exceptions to this policy may be made only with the express permission of the Vice President of Academic and Student Development Services.

7. CLASS ROLLS AND 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. The College Catalog describes the Honor System.

Before the first class meeting each term, adjunct instructors should access class rolls from People Soft. All adjunct faculty are expected to review class rolls and inform students of discrepancies.

Instructors are required to keep class attendance in the Attendance Tracker because of the need to identify students who may be having difficulty and because of requirements placed upon the college by other agencies for reports which specify attendance. All veterans in non-degree programs will need attendance sheets signed by each of their instructors on a monthly basis. Therefore, correct records of their attendance must be maintained.

8. COMPUTER USE
For information regarding policies and procedures related to computer use at PHCC go to

9. DETERMINANTS 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 of Academic and Student Development Services for approval, who in turn, prepares the Appointment Proposals. See Attachment A in this handbook for Procedures on Hiring Adjunct Faculty.

10. DEVELOPMENTAL STUDIES
Please see below for information regarding developmental studies.

The developmental studies program helps students gain basic skills needed to pursue their college and career goals and to meet course prerequisites. The program serves those who may not be ready for college level courses and need to improve basic academic skills. Students who are enrolled in any degree, diploma, or certificate program and score below established cut scores on the college's placement test must enroll in the appropriate developmental course before enrolling in any on-level English or math course and certain other courses (see pages 106-109 of the catalog). There are some on-level courses in which developmental students may enroll with advisor approval. Students whose placement test results indicate a need for developmental studies should read carefully the section on "Entry Placement Requirement" and schedule an appointment with a developmental advisor.

11. E-MAIL
Adjunct faculty members are assigned an official PHCC e-mail address. Division deans will instruct faculty on how to obtain the address.

12. EMERGENCIES
In the event of an emergency during the day, please notify the Vice President of Academic and Student Development Services, or the Vice President of Financial and Administrative Services. Night emergencies should be reported to the guard on duty (276-732-2406) or Wayne Cardwell, Buildings and Grounds Supervisor (276-656-0215).

13. EVALUATION OF LECTURERS
As part of our desire to gather information for decision making, we may ask lecturers to administer opinion surveys to students. Please handle these surveys expeditiously, as they are an important part of our information system.

The Student Evaluation of Faculty is incorporated into a comprehensive Adjunct Faculty Evaluation. The evaluation is completed and signed by the evaluator, reviewed, and signed by the instructor and the Division dean.
Overview of the Adjunct Faculty Evaluation Plan

The primary purpose of adjunct faculty evaluation is to examine the performance and competence of all adjunct faculty members and to make comparisons with established criteria. An adjunct faculty evaluation system is also beneficial to the college as the process enables the college to measure the fulfillment of its mission of comprehensive and strategic goals. Self-improvement is the foundation of Patrick Henry Community College’s adjunct faculty evaluation system. The college will make every effort to provide professional opportunities for adjunct faculty. Objectivity and controlled subjectivity are accurate descriptors of the plan.

Consistent with these purposes, the adjunct faculty evaluation plan is designed to:

1. provide meaningful information for adjunct faculty growth and development in teaching skills;
2. facilitate input into making personnel decisions so that performance is appropriately rewarded through the promotion, retention and salary determination processes.

Patrick Henry Community College’s adjunct faculty evaluation system consists of three major components: Teaching Effectiveness, Professional Activities, and Communication. The point value for each of the three components is as follows:

<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>Professional Activities</th>
<th>Communication</th>
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<tbody>
<tr>
<td>80 points</td>
<td>10 points</td>
<td>10 points</td>
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</table>

The total points earned from each of the three categories will be totaled to obtain the final rating.
<table>
<thead>
<tr>
<th></th>
<th>1.00</th>
<th>59.99</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60.00</td>
<td>69.99</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>70.00</td>
<td>79.99</td>
<td>Good</td>
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<tr>
<td></td>
<td>80.00</td>
<td>89.99</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>90.00</td>
<td>100.00</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

**Teaching Effectiveness (80 points)**

Teaching effectiveness consists of student ratings, self evaluation, and division dean evaluation. Student ratings count 60 percent of the points in this category, self-evaluation counts 15 percent of the points in this category, and division dean evaluation counts 25 percent. Points awarded in this section are based upon ratings from students, division dean, and self. It is necessary to convert the ratings from a 5-point scale to a 100-point scale through use of a formula which takes your rating and multiplies it by 20. This permits all ratings and all points earned in all sections to be valued on the same scale. Since the highest point total is 100, it is also necessary to convert numbers to percentages where applicable.

**For example,** to convert a student rating of 5.00 to points, you have selected Teaching Effectiveness as 80% of your total evaluation, the formula is:

5.00 x 20 = 100 x 80% = 80 x 60% = 48 points

5.00 is the overall student rating

20 is the factor to convert the rating to a 100-point scale

80 points—80% is the percentage you selected for Teaching Effectiveness (80% of your overall evaluation)

60% is the percentage that the Student Rating counts (80% of your Teaching Effectiveness is determined by students)
Adjunct faculty are required to administer the approved student evaluation instrument to all classes. The mean for each of the classes selected will be determined by the mean of the ratings of the student evaluation instrument’s Core Items and the Selected Items and the overall class average. The student evaluation results are only ONE of the components to evaluate the adjunct faculty member’s teaching effectiveness.

The adjunct faculty member is also rated on knowledge, course organization and planning, communication and delivery, and policy and procedures by both self and division dean. These categories have specific criteria and the method which will be used in determining self and division dean ratings. The rating scale is based upon a five point scale: Excellent=5 points, Very Good=4 points, Good=3 points; Fair=2 points and Unsatisfactory=1 point. Adjunct faculty members and division deans are required to justify ratings of Excellent, Fair, and Unsatisfactory.

The remaining 20 points in the evaluation process should come from a portfolio the adjunct faculty member develops throughout the year listing and describing activities in two areas below. The adjunct faculty portfolio may be developed using the form provided online for documentation or by choosing one’s own format:

**Professional Activities (10 points)**

Professional activity points can be obtained through related work experience, participation in professional organizations, further education and degrees, scholarly and/or creative activities related to the adjunct faculty member’s discipline, grants, awards, artistic commissions, and/or fellowships, performance, productions, and/or laboratories and other activities that directly contribute to professional growth. There are over 40 activities where a participating adjunct faculty member can earn points.

**Communication (10 points)**

Communication points can be obtained from activities that relate to contact with students, full-time faculty, other adjunct faculty, college administrators, classified college staff, and/or other persons related to the adjunct’s faculty course or courses.

14. **GRADES AND GRADE REPORTING**

At the end of the term, faculty must record students’ final grades in the Student Information System (People Soft). Detailed instructions are emailed to all adjunct faculty. 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.

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). PHCC does not have a standard scale of numerical grades that correspond with the letter grades. Faculty may develop their own.

15. 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 test 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.

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

17. 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: http://www.ph.vccs.edu/content.cfm?c=0&path=283,157,389
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.

18. LEARNING LAB
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 contract 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
generated 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.

19. 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.

20. 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.

21. 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.

To locate the standard course syllabus, please do the following:

- Go to the “S” drive.
- Click on “Shared.”
- Click on Standardized Syllabus.
There you will find both the syllabus as well as the VCCS Core Competencies. 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:

http://fpwww.ph.vccs.edu/bbsupport/syllabusinfo/syllabusinfo.htm#academic

The bookmarks are:

#Academic
#Plagiarism
#Student Services
#Computer Rights
#Children
#Important Dates
#Email
#Lab
#Weather

22. 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.

23. MISSION AND GOALS
PHCC's Mission and Goals can be accessed here.  http://www.ph.vccs.edu/content.cfm?c=3&path=17,259

24. 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 Blackboard. Giving students home telephone numbers is the lecturer's choice. Whenever possible, lecturers should arrange to be available 1/2 hour prior to the beginning of each class for student consultation.

25. ORDERING TEXT AND MATERIALS
The Patrick Henry Community College Bookstore is operated under a contract with Follett/United Bookstores, Elmhurst, Illinois. Under this contract, all new and used books and supplies sold or rented in the college for profit must be sold through the bookstore. Faculty members, therefore, should not order books or supplies for their students directly from an agent or publisher. Text copies are not provided by the bookstore; each instructor should request these from the division dean, along with any special textbooks or materials required. Normally textbooks and materials have been ordered for your classes.

26. 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.

27. 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.

28. 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 Kris Landrum, Public Relations Coordinator, in room 231 of the West Hall administration building (Ext. 259).
29. PHYSICAL FACILITIES
Patrick Henry Community College (PHCC) is one of 23 community colleges within the state of Virginia. The campus moved to its present location in the fall of 1969 with the opening of the Administration Building. This building is now called West Hall.

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

**West Hall - 1969**

Office of the President
Vice President of Institutional Advancement
Vice President of Financial & Administrative Services
Coordinator of Institutional Research & Assessment
Director of Public Relations
Facilities Services Department
Business Office
Human Resources
Purchasing Department
Director of Information Technology Services
Instructional Media Services Department
Security Department
Faculty Offices, Computer Labs, & Classrooms

**Learning Resource Center - 1971**

Dean of Instructional Support Services
Coordinator of Library Services
Coordinator of Student Disabilities
Testing Center
Faculty Offices
Computer Labs

**Stone Hall - 1974**

Gym
Fitness Center
Faculty Offices, Computer Labs and Classrooms

**Philpott - 1985 & an addition in 1995**

Dean of Applied Science & Engineering Technology
Coordinator of Nursing and Health Sciences
Tech Prep & Dual Enrollment Coordinator
Faculty Offices, Nursing Computer Lab, and Classrooms

**Walker Fine Arts/Student Center - 1990**
Office of the Vice President of Academic and Student Development Services
Student Development Services
Dean of Student Development Services
Coordinator of Intercollegiate Sports & Intramurals
Deans of Arts/Science & Business Technology
Assistant Dean of Arts/Science & Business Technology
Coordinator of Admissions and Counseling
Registrar's Office
Coordinator of Financial and Veterans Affairs Office
Coordinator of the Integrated Advising, Testing & Career Center
Coordinator of the Upward Bound/Upward Bound Math & Science Program
Coordinator for MHC After 3 Program
PHCC Bookstore
Faculty Offices, Computer Labs and Classrooms

**J. Burness Frith Economic Development Center – 1999**

Dean of Workforce Development and Continuing Education
Coordinator of Workforce Development
Coordinator of Non-Credit Programs
Director of Middle College
Faculty Offices and Classrooms

**EXTENDED CAMPUS LOCATIONS:**

Virginia Motorsports Technology Center
67 Motorsports Drive
Martinsville, VA 24112

Chester R. Lane Vocational Education Building
Martinsville High School
200 Hospital Drive
Martinsville, VA 24112

PHCC School of Craft and Design & Southern Virginia Artisan Center
54 W. Church Street
Martinsville, VA 24112

PHCC - The Franklin Center for Advanced Learning & Enterprise
R50 Claiborne Avenue
Rocky Mount, VA 24151
Site Facilitator
Classrooms & Labs

PHCC – Patrick County Site
Patrick County Community Center
DeHart Park, Stuart, VA 24171
Site Facilitator
Classrooms & Labs

Vending machines are located in every building on campus including the Walker Commons Area located in the Walker Fine Arts/Student Center. Some divisions provide mailboxes for adjunct faculty. Please check with your division dean. If the division does not provide a mailbox, any inter-office or outside mail received for adjuncts will be dispensed from the Division Office through your mentor or mailed directly to you. All adjunct faculty are issued an e-mail address to correspond with their students and with the staff of the college. Please check your e-mail regularly.

30. 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 the division dean or his administrative assistant. If the division dean or administrative assistant cannot be reached, the office of the Vice President of Academic and Student Development Services should be notified at 276-656-0314. If neither dean nor vice president's office 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.

For off campus-campus classes at the Franklin County Site, the lecturer should contact Kay Pagans, Site Director, at (540) 483-0179, or if she cannot be reached, contact Rhonda Hodges, Dean of Continuing Education and Workforce, or her administrative assistant at 276-656-0256 or 276-656-0204. At the Patrick County Site, the lecturer should contact Angie Brown, Site Director, at (276) 694-8778, or if she cannot be reached, contact Bob Clary, Dean of Arts, Science & Business Technology or his administrative Assistant at 276-656-0208 or 276-656-0346.

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.

31. PROCEDURES FOR RECEIVING PAYCHECKS
Lecturer pay is made by direct deposit in the lecturer's bank account with three equal payments 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.

Lecturers must return the signed white and blue copies of their contracts to the Office of the Vice President of Academic and Student Development Services within five days of receipt; the green copy is to be retained by the lecturer for personal records. Signed contracts must be returned and on file in the Vice President of Academic and Student Development Services Office before the lecturer will be added to a payroll and/or direct deposit made.
32. 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 part of the Virginia Community College System, Patrick Henry Community College is approved by the State Board for Community Colleges. The associate degree curricula have been approved by the State Council of Higher Education for Virginia. The Associate in Applied Science in Nursing is accredited by the Virginia Board of Nursing and the National League for Nursing.

33. 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.

34. STUDENT FIELD TRIPS
Students are expected to pay any expenses, including transportation costs, for participation in field trips; they must also sign a form releasing the college from any liability. 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.

35. TYPES OF PROGRAMS
In order to fulfill the mission and vision goals, the college offers programs of instruction in:
1. Occupational/Technical Education. The occupational and programs in applied science and engineering are designed to meet the increasing demand for technicians, semi-professional workers, and skilled craftsmen for employment in industry, business, the professions, and government. The curricula are planned primarily to provide workers for the region being served by the college.
2. College Transfer Education. College transfer programs include college freshman and sophomore courses in arts and sciences and in pre-professional education meeting standards acceptable for transfer to baccalaureate degree programs in four-year colleges and universities.
3. 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. Seven elements embody the essence of general education. They are communication, critical thinking, cultural and social understanding, information literacy, and personal development, quantitative reasoning, and scientific reasoning.

5.0.2.2 VCCS GENERAL EDUCATION GOALS AND STUDENT LEARNING OUTCOMES
VCCS 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
1.1 understand and interpret complex materials;
1.2 assimilate, organize, develop, and present an idea formally and informally;
1.3 use standard English;
1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group
discussions;
1.5 use listening skills; and
1.6 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

2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn
from given data;
2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
2.4 weigh evidence and decide if generalizations or conclusions based on the given data are
warranted;
2.5 determine whether certain conclusions or consequences are supported by the information
provided; and
2.6 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
3.1 assess the impact that social institutions have on individuals and culture—past, present,
and future;
3.2 describe their own as well as others' personal ethical systems and values within social
institutions; and
3.3 recognize the impact that arts and humanities have upon individuals and cultures.
3.4 recognize the role of language in social and cultural contexts.
3.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, 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
4.1 determine the nature and extent of the information needed;
4.2 access needed information effectively and efficiently;
4.3 evaluate information and its sources critically and incorporate selected information into his
or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific
purpose; and
4.5 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
5.1 develop and/or refine personal wellness goals; and
5.2 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
6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences
from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine
reasonableness; and
6.6 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
7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.

4. Continuing Adult Education. These programs are offered to enable the adults in the region to
continue their learning experiences, include both degree credit and non-credit courses offered
during the day and evening hours.
5. Developmental Studies. Developmental programs are offered to prepare individuals for
admission to an applied science and engineering technology curriculum or to a college transfer
curriculum in the college. These programs are designed to assist the individual with the development of the basic skills and knowledge necessary to succeed in other college programs.

6. Specialized Community Services. The facilities and personnel of the college are available for specialized services to meet cultural and educational needs of the region. These services include special programs, cultural events, workshops, meetings, lectures, conferences, seminars and community projects designed to provide a variety of cultural and educational opportunities.

36. WITHDRAWAL FROM A COURSE

For purposes of enrollment reporting, the following procedures shall apply:
* If a student withdraws from a class prior to the termination of the add/drop period for the session, the student is removed from the class roll and no grade is awarded.
* After the add/drop period, prior to completion of 60% of a session, a student who withdraws or is withdrawn from a course shall be assigned a grade of "W".
* After that time, if a student withdraws or is withdrawn from a course, a grade of "F" shall be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented and approved by the Vice President of Academic and Student Development Services and a copy of the documentation placed in the student's academic file.

Administrative Withdrawal - It is the responsibility of the student to withdraw, but in the event that he is unable to do so, the instructor may withdraw the student administratively. This may be done by completing the forms and turning them in to the Vice President of Academic and Student Development Services prior to the last add/drop date. If student is administratively withdrawn, a last date of attendance must also be shown on the form. The student must be notified by the adjunct faculty that this has been done.

A grade of Withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, or that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

37. SCALE (Southern Center for Active Learning Excellence). SCALE is a direct result of the college's participation in Achieving the Dream.

http://www.ph.vccs.edu/content.cfm?c=0&path=17,625,881

http://www.scaleinstitute.com/

39. QEP (Quality Enhancement Plan)

Patrick Henry Community College
QEP
Learning Outcomes and Suggested Teaching Practices
Outcome #1 - The student will conceptualize and construct deductive and inductive arguments.

Measurement Instrument: Deductive Reasoning and Inductive Reasoning subcategories of the CTCTS

Examples of teaching practices might include:

- Read and analyze a text or passage containing arguments paying special attention to structure, types, and functions of claims made by the passage.
- Use technology (computer, CPS, etc.) to construct games that center on logic and reasoning. (Jeopardy, etc.).
- Determine the cause and consequences of a given choice or set of actions.
- Case Studies
- Student presentations with critiques from other students
- Action plans - analyze data, determine problem, identify steps to correct, implement steps, evaluate results, and revise as needed.
- Look at a desired result and work backwards for evidence of mission steps, incorrect information, etc.
- Use reading notes to extract important ideas and information from the text
- Students develop test questions
- Discovery lab experiments
- Study of actions and consequences (ex: littering, smoking, etc.)
- Study of why people are unsuccessful with job search (resume, interviewing skills, economy, etc.,)
- Make students responsible for Blackboard – grades, registration ,etc.
- Analyze and comprehend textbook for interpretation of meaning – not just recall

Outcome #2 – The student will evaluate the credibility of sources of information and opinion and will determine when additional information is needed for a given purpose.

Measurement Instrument: Measurement subcategory of the CTCTS

Examples of teaching practices might include:

- Conduct a group discussion or lecture in which two or more parties are in conflict over a specific issue (i.e., academic controversy). Assessments are made of the credibility of the parties based on the information given by opposing positions.
- The teacher provides a conclusion and some facts regarding a position or argument. The student must then explain and/or generate what additional information would be needed for the conclusion to be justified.
- Identify bias and assumptions within a given mode of communication (article, speech, etc).
- Case Studies
- Discussion Board for DL courses
• Analysis of political candidates and their stands on particular issues
• Student debate teams (i.e., academic controversy)
• In-depth career assessment
• Validate the validity of website information
• Utilize a flow chart to determine if a decision is made and followed correctly
• Analyze media/articles of current issues and events for evidence of bias
• Fact and opinion
• Use opposing viewpoints from peer-reviewed journals for class discussion
• Require students to look for credible sources for research
• Wikipedia – use or not to use?
• Role playing for academic controversy
• Encourage students to question the instructor’s lecture (in a healthy way, of course!)

Outcome #3 – The student will analyze common types of information, generalizations, and reasoning.

Measurement Instrument: Analysis subcategory of the CTCTS

Examples of teaching practices might include:

• Explain basic statistical concepts (mean, median, mode, standard deviation) in the context of specific problem (selecting a college or university to attend, analyzing information about communities to which one might relocate, etc).
• Analyze both written and spoken communications for evidence of purpose, inferences, conclusions, assumptions, etc.
• Teacher presents a commonly held belief and students present information or questions to substantiate or disprove it.
• Analyze things that affect the health of the local population – teenage pregnancy, health, job skills, etc. Provide written reports
• Revisit policy and procedures
• Use of science labs with lab reports
• Analysis of community or industry to determine potential for training, jobs, careers, etc
• Climate change
• Allow groups to analyze the work of other groups in a project

Outcome #4 – The student will synthesize, make inferences, and actively apply learned concepts in different curricula concepts.

Measurement Instrument: Inference subcategory of the CTCTS

Examples of teaching practices might include:

• Emphasize writing across the curriculum.
• Utilize problem solving and data synthesis in both math and non-math related courses.
• Present various and opposing viewpoints of an issue or problem. Students must then integrate the best evidence and reasoning into a joint position and present those conclusions.
• Develop and test hypotheses.
• Research papers within various academic areas.
• Apply information literacy across the curriculum
• Writing and grammar used in all curriculum areas
• Use prior skills to create a business plan, marketing plan, etc.
• Use of projects, papers, and other means of authentic assessment in lieu of multiple-choice tests
• Require oral presentation worth significant credit
NOTIFICATION OF HIRED ADJUNCT FACULTY FORM

Procedure For Hiring Adjunct Instructors
- Division Chairman sends this completed form and VCCS-10 to human resource office
- Requests the Instructor to have original transcripts sent to the human resource office
- Refers the employee to the human resource office to complete hiring paperwork

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Hiring Division Chairperson ___________________________ Date ____________

PLEASE REFER PERSON TO THE HUMAN RESOURCE OFFICE TO COMPLETE THE FOLLOWING FORMS:

For Personnel Use Only:

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Human Resource Office ___________________________ Date ____________

(Revised October 2000)
**INCOMPLETE GRADE CONTRACT**

645 Patriot Avenue, Martinsville, VA 24112  
Phone: 276.638.8777 / Fax: 276.656.0247

*Please see instructions on reverse side*

| **Student Name:** |  |
| **Student ID:** |  |
| **Course:** | Course: __________________ Number: __________ Section: __________ |
| **Semester:** |  |
| **Last date student attended class:** |  |
| **Has the student satisfactorily completed more than 50% of the course requirements?**  
Yes ☐ No ☐  
*If no, then Incomplete should not be awarded.* |  |
| **Assignments that student has not completed:** |  |
| **Percentage of remaining work in relation to total work of the course:** |  |
| **Reason for the Incomplete:** |  |
| **Date student must complete work (cannot exceed the last day of class of the following semester):** | By signing below, the student indicates an understanding that the Incomplete cannot be extended, nor will work be accepted by the instructor beyond this date. |
| **If the student fails to complete the remaining coursework, the default grade is:** |  
B ☐  C ☐  D ☐  F ☐  P ☐  R ☐  U ☐ |

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**Student Signature**  
**Instructor Signature**

**Date**  
**Date**

Records Office: 04/10
INSTRUCTIONS FOR INCOMPLETE GRADE FORM

A copy of this form must be completed by the instructor and the student in order to award a grade of “I” (Incomplete). This form must be submitted to the Records Office and the division office for record keeping.

The VCCS policy identifies an incomplete grade as “No grade point credit. The “I” grade is to be used only for verifiable, unavoidable reasons that 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. request the faculty member to assign the “I” grade and indicate why it is warranted.

The faculty member has the discretion to decide whether the “I” grade will be awarded. Since the "incomplete" extends enrollment in the course, requirements for satisfactory completion shall be established through consultation between the faculty member and the student. In assigning the “I” grade, the faculty member must complete documentation that:

1. states the reason for assigning the grade;
2. specifies the work to be completed and indicates its percentage in relation to the total work of the course;
3. specifies the date by which the work must be completed; and
4. identifies the default grade (B, C, D, F, P, R, or U) based upon course work already completed. (Default Grade = What the student’s grade would be in the absence of the work to be completed.)

Completion dates may not be set beyond the subsequent semester (to include summer term) without written approval of the Chief Academic officer of the campus, or his designee. An “I” grade will be changed to a “W” only under documented, mitigating circumstances which must be approved by the Chief Academic Officer of the campus, or his designee.

IMPORTANT NOTE:

If the work is not completed by the end date of the subsequent semester, the student will be awarded the “default grade.” The default grade will be final. The instructor should not accept the work after this date unless there are exceptional and mitigating circumstances, and only with the approval of the Chief Academic Officer of the campus, or his designee.

Once the student has completed the coursework and the instructor has changed the student’s grade, an official grade change must be submitted to the Registrar. The Grade Change Form will then be placed in the student’s academic file.