PIEDMONT
COMMUNITY COLLEGE

2024 – 2025
Faculty Handbook

The entire Piedmont Community College Policy Manual can be found at
https://www.piedmontcc.edu/about/policies-procedures/

Contents

INTRODUCTION

The *Faculty Handbook* is intended to provide faculty with information on the mission, purpose, and organization of Piedmont Community College (PCC). This document is not designed to take the place of the College's Policy Manual but should be used as a supplement. Sections of the *Faculty Handbook* contain information from some College policies; policy information included is abbreviated and is the information most needed by faculty. The *Faculty Handbook* will be reviewed and revised annually to include up-to-date information.

Each full-time and part-time faculty member will receive an electronic copy of the handbook as part of their orientation. All faculty, staff, and administrators are invited to suggest improving the Faculty Handbook's format and contents. All suggestions will be reviewed periodically by the Curriculum Committee, instructional deans, and the PCC Faculty Association (see section titled "PCC Faculty Association").

ABOUT PIEDMONT COMMUNITY COLLEGE

Piedmont Community College (PCC), a two-year comprehensive community college, is one of 58 community colleges that comprise the North Carolina Community College System. PCC is fully accredited by the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) and has been serving students in Person and Caswell counties since 1970.

Courses of study offered at Piedmont Community College have been approved for students eligible for assistance through the Veterans Administration, the North Carolina Department of Vocational Rehabilitation, the North Carolina Department of Social Services, the North Carolina Employment Security Commission, Manpower Administration of the United States Department of Labor, and the United States Department of Education (Social Security and Federal Student Financial Aid Programs).

PCC holds full institutional membership in the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), North Carolina Association of Colleges and Universities, the Southern Association of Community and Junior Colleges, American Association of Community Colleges, Association of Community College Trustees, North Carolina Association of Community College Trustees, and other relevant organizations.

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KEY COLLEGE INFORMATION

HOURS OF OPERATION

The hours of operation of the College and working hours of all personnel shall be determined by the administration, subject to the advice and consent of the Board of Trustees.

The College switchboard operates from 8:00 a.m. - 5:00 p.m. Monday through Thursday and from 8:00 a.m. - 4:00 p.m. on Friday during the Fall and Spring semesters. An automated attendant system is used to handle calls outside normal operating hours. Most of the College's extensions have associated voice mailboxes. While these are the hours of the College's switchboard, classes and other College activities may occur outside of these hours.

Calls may be placed by dialing "9" to get an outside line.

A list of telephone extensions is updated and distributed periodically, though a directory is available from each campus phone.

Caswell County Campus

The Caswell County Campus switchboard operates from 8:00 a.m. - 5:00 p.m. Monday through Thursday and from 8:00 a.m. - 4:00 p.m. on Friday during the Fall and Spring semesters. An automated attendant system is used to handle calls outside normal operating hours. Most of the College's extensions have associated voice mailboxes. Again, classes and other College activities may occur outside of these hours.

COLLEGE CATALOG

The College Catalog for both the current and previous academic year are available online.

COLLEGE DIRECTORY

The College Directory is available online at the College's webpage.

POLICY AND PROCEDURES MANUAL

It is recommended that you read the Policies and Procedures Manual in its entirety, so that you can become familiar with all College policies and procedures. Policies are reviewed and updated regularly, so referring to the online manual will provide the latest information.

FACULTY CREDENTIALS MANUAL

Through the *Faculty Credentials Manual*, the College has established criteria for the recognition of academic and professional preparation of faculty consistent with State regulations, the accreditation criteria of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), other professional accreditation associations, and other applicable guidelines.

The Human Resources and Organizational Department of the College shall keep documentation on file for all full-time and part-time faculty members of their academic preparation and professional credentials, such as official transcripts, documentation of professional and work experience and performance competencies, records of publications, certifications, and other qualification documents. The *Faculty Credentials Manual* is available on SharePoint, in the Learning Commons, and in each dean's office.

PCC FACULTY ASSOCIATION

The Faculty Association has been established at PCC to promote the quality and standards of education for students and faculty, to provide a link between faculty and administration for an official voice in policy, and to promote and further the cause of education through example and teaching. Membership in the Faculty Association organization consists of full-time and part-time faculty at PCC. All Association meetings, events, and information will be sent to faculty emails during the academic year. Information about the Association can also be found in the Piedmont Community College Faculty Association Moodle shell or by contacting the Faculty Association Chair.

Faculty Association Chair: Matthew Sherman, matthew.sherman@piedmontcc.edu 336-322-2205

GETTING STARTED

TEXTBOOKS
Textbook adoptions must be submitted to the appropriate instructional dean/supervisor within the timeframe allotted by the bookstore. Every effort should be made to ensure correct information is provided, e.g., ISBN, author, edition.

TEXTBOOK GUIDELINES
Choosing textbooks and related learning materials should be based on the relevance to course objectives and the cost to the student. The following guidelines should be followed when considering texts for adoption:

- Choose the lowest cost textbook without sacrificing educational quality; when possible, please use Open Educational Resources to further reduce student costs.
- If a course requires a textbook, the textbook should be an essential component of the course.
- The same textbook shall be adopted for all sections of a given course within the College; exceptions will be granted only by the appropriate instructional dean.
- Support materials required for any class should contribute to student learning outcomes, and cost should be considered.
- The text information should be available to students as early as possible to give them opportunities to explore options for reducing costs.
- When possible, instructors should attempt to utilize textbooks/materials in multiple classes within a program.

In selecting course texts, it is crucial to consider educational learning outcomes, how text(s) will help students achieve desired outcomes, and cost. By taking these factors into consideration, we can ensure we are providing students with the best educational experience, while simultaneously trying to reduce costs.

SYLLABI
The approved PCC syllabus for curriculum courses has two parts: Syllabus Part 1 and Syllabus Part 2 are in the Faculty Resources Course in the Learning Management System (LMS). One part (Part 2) has information and general content which is consistent across the College and should not be altered. Part 1 of the syllabus is to be completed by each instructor and contains content specific to the course and instructor. This document should accurately reflect expectations, practices, and grading information for the classroom environment. Both parts of the course syllabus should be posted to each course in the LMS. Also, each course syllabus must be submitted to the appropriate instructional dean before classes start. The syllabus will be used to ensure that course policies are being followed.

SUPPLIES
All instructional supplies should be available through your administrative assistant and questions about textbooks, classroom access, copy codes, key requests, etc. should be directed to your dean or administrative assistant.

INSTRUCTIONAL SCHEDULE

All full-time curriculum faculty will complete an instructional schedule which identifies their In-Class Hours and Office Hours for the semester. This schedule should be sent to the appropriate dean and posted on the faculty office door.

- Full-time faculty must work at least 28 hours per week on campus.
- Faculty should be on-campus at least 4 days per week.
- Whenever possible, office hours should be spread out throughout the work week to provide students ample opportunity to meet with faculty.
- Office/student hours should not begin before 8 a.m.
- The remaining 11 hours per week are not required to be on campus and should be used for course preparation, instruction, institutional service, and assessment.

For more information, please see *PCC Policy 5.22 Teaching Load.*

SELF-SERVICE ACCESS

Faculty will use Self-Service to access and verify course rosters, enter student attendance, and submit midterm and final grades.

Self-Service tutorials and how-to guides are available in the Faculty Resources Course in the Learning Management System.

Because Self-Service is where you access official rosters, post grades, and find electronic pay advices and tax information, it is a very important resource, one you will need to visit several times throughout the semester.

COURSE ROSTERS

Faculty should view their course roster(s) through Self-Service prior to the first class meeting to view student enrollment. Faculty also should verify through the census date that their course roster matches their LMS roster. It is important to continue this process through the course census date.

Your official roster in Self-Service should match your course roster in the LMS. If a student is not on your official Self-Service roster, they should not have access to your course in the LMS.

MOODLE

The official Learning Management System (LMS) at PCC is Moodle. All curriculum courses have a Moodle shell that faculty should use to house content and record/post grades.

It is important to cross-check that your roster in Moodle matches your official roster in Self-Service. Any student not on the official Self-Service roster is not enrolled in the class. **Only students officially enrolled in the course should have access to the Moodle course.**

While it is important to ensure that only enrolled students have access to the Moodle course, instructors should not delete any students from the gradebook.

The College has extensive resources and trainings on using Moodle. Feel free to peruse the Faculty Resources Course in Moodle for additional information. If you need additional assistance, please contact our Distance Education Instructional Design Specialist, Donna Whitlow at donna.whitlow@piedmontcc.edu or Shannon Turner, Faculty Support Specialist, at shannon.turner@piedmontcc.edu.

CHECKING ROSTER AGAINST MOODLE THROUGH CENSUS
Though mentioned previously, it bears repeating-- faculty should verify through the census date that their course roster matches their LMS roster and make the course unavailable to students if they are not on the official course roster. Unlike in semesters past, this should be an automated process in Moodle (i.e. If a student drops a class, the student should, within a matter of hours disappear from your Moodle course. If you withdraw a student, once that paperwork is processed, the student will disappear from your Moodle course. You will not have to make courses unavailable as you had to do in the past.)

CENSUS DATES

One of the most important things you need to know at the beginning of the semester is the census date for your course. The census date is determined to be the 10% point from the first-class meeting for curriculum courses. This date marks the end of the add/drop period for a course section. Faculty are required to enter attendance in Self-Service by the census date to verify students' entry in the course.
- For a seated (or traditional) course, the student must be physically present by the census date to remain enrolled in the course.
- For a blended or hybrid course, the student must be physically present or complete online enrollment verification by the census date to remain enrolled in the course.
- For a fully online course, the student must complete online enrollment verification by the census date to remain enrolled in the course.

When a student first enters a course, the instructor will designate that with a "P" in Self-Service. To remain in the class, all students should have a "P" on or prior to the census date. Any student who does not enter by the census date will be marked as a "Never Attended" in Self-Service. For a blended or hybrid course, faculty should designate the point of entry for both the online and face-to-face portions with a "P" in Self-Service.

If you have additional questions pertaining to Self Service, please contact your instructional dean or administrative assistant.

ENROLLMENT VERIFICATION

For courses for which there is some online component, in the past, instructors used a variety of icebreakers, discussion forums, syllabus quizzes, and other entry assignments that students would have to complete by the census date. To simplify things for students and create some standardization across the board, for any blended, hybrid, or online courses, students will complete a simple, one-item enrollment verification. This verification should be prominently featured towards the top of your LMS (so students can easily see it and complete the assignment).

If you would like to continue using an introductory discussion forum or a syllabus quiz, you may do so, but the one-item enrollment verification should be the first thing students complete in your course for any courses with an online component.

The College's Distance Learning team runs a report after the census date, which highlights what activities students completed prior to the census date. This report replaces the need for faculty to post screenshots of what students completed prior to the census date—thus, it is important to ensure students complete their enrollment verification.

ONLINE COURSES

DESIGN

Best practices for online course design are similar to those in the face-to-face classroom. The goal for any course developer is to create opportunities that not only provide students with access to course materials but also foster interactions with both the content and other students in ways that stimulate critical thinking.

BASIC PRINCIPLES FOR COURSE DESIGN
- Learning is an active process and takes place when students are engaged with the materials in a meaningful way.
- Students have learning style preference(s) – visual, auditory, kinesthetic –that impact how they process information. Online materials and activities should reflect a balance of different modalities to accommodate these styles.
- Students bring their own experiences and background knowledge (schema) to the course. Course activities should provide ways to activate students' schema about a topic and use that information to scaffold (build) upon their knowledge.
- Students learn best when called upon to integrate course materials in a way that has real-world applications.

TEACHING

SPECIFY CLEAR COURSE EXPECTATIONS

Create a thorough online Course Syllabus. Prevent any disputes by outlining all policies as specifically as possible within your course syllabus. Think about writing your syllabus as if you were writing a contract. Try to close any loose ends and loopholes before the semester ever begins. It is always best to provide more information rather than less information in an online environment. Students feel comforted knowing that the course documents contain the answers, and instructors avoid having to answer the same question over and over. Simply putting your face-to-face course syllabus online is not enough. Specify clear expectations for students in this document with regard to:

- Course and module goals and learning objectives
- Communication policy - preferred method of communication (i.e. LMS messages, email, calls, discussion board, etc.), your standard response time, office hours, etc. **PCC's expectation is that faculty respond to students within 24 hours during the work-week.**
- Detailed description of late work policy
- Assignment information for any major projects and/or papers and grading policies
- Academic integrity & plagiarism policies
- Guidelines for student participation and collaboration
- All required elements as dictated by the College

BE PRESENT IN THE COURSE

Maintain a presence in your course. This does not always mean that you have to be constantly logged in to Moodle. Announcements that release automatically - notifying students of module open dates, due dates for assignments and exams, and other regularly-scheduled items - can be set to release using date and time criteria based on your specific course schedule, and can be rolled-over from semester to semester. Students "see" you in the course at least once a week, and they also see you in other areas as well (discussion board, grading assignments, responding to messages, etc.).

Here are some other ways to maintain a presence in a course:

- Respond to questions within time frames set at beginning of the course.
- If circumstances require you to change the time frame for responses, notify students beforehand and provide new time frames.
- Let students know if you will be unavailable.
- Provide general feedback to the entire class on specific assignments or discussions.
- Provide specific encouragement and comments to students who have completed assignments.
- Provide meaningful feedback on graded assignments - recognition of good work as well as specific suggestions for improvement.
- Provide a weekly wrap up before the next lesson begins.
- Introduce a new week with an overview (including deadlines) of what is coming up.

MANAGE GRADES AND EXAMS

- When possible, include formative assessments so that not all assessments are summative.
- Grade assignment submissions in a timely fashion.
    - As a general rule of thumb, faculty should grade work within one week of submission. For eight-week classes, the turn-around time may be even quicker.
    - Faculty should provide substantive feedback to ensure that students are learning course content and mastering necessary learning outcomes.
- Effectively manage your students' grades by using the gradebook.
    - **PCC's expectation is that all curriculum faculty utilize the Moodle gradebook for each course.** This is important for several reasons: 1) Students should know where they stand in the course at all times, 2) AVISO retrieves grades from the external grade column in Moodle; AVISO is used for academic advising, student support, and retention, so keeping the gradebook up-to-date assists in these efforts.
- Faculty should ensure the correct LMS grade column (weighted or point total) is set to external grade. For more information on this process, please see the Faculty Resources Course in Moodle or contact our Distance Education Instructional Design Specialist, Donna Whitlow (donna.whitlow@piedmontcc.edu).

ONLINE INSTRUCTOR CHECKLIST

There are many factors to take into consideration when developing and teaching an online course. To help faculty understand some of the characteristics PCC is looking for in effective online instruction, an instructor checklist for online classes was developed.

When preparing to teach online, be sure to use PCC's Checklist for Online Courses, as it outlines ten characteristics instructional deans are looking for in effective online classes.

INTERNAL CALENDAR

An internal calendar is distributed each calendar year that shows census dates and other important college timelines. This is sent out at the beginning of the semester; please refer to this internal calendar for all important semester dates.

In particular, be mindful of important dates, such as census dates, when midterm grades and final grades are due, when the withdrawal period ends, etc. Deans and departmental administrative assistants will often send reminders, but it is good to have this calendar handy, so you are aware of all upcoming dates.

FACULTY WORKLOADS

WORKING SCHEDULES
Full-time curriculum faculty must work 39 hours per week, with a minimum of 28 hours on campus spread out over four days each week.

A copy of your instructional schedule, including your office hours, should be posted on your office door; this lets students and PCC employees know when you are available and on-campus.

Full-time continuing education faculty are required to work a minimum of 39 hours a week and may be scheduled on campus or at off-site locations to meet the needs of students and external stakeholders.

PCC operates under a "one college" model, which means both Curriculum and Continuing Education classes are located under each instructional dean. Some expectations vary for census dates, documentation, and workloads, depending on whether a course is a Curriculum or Continuing Education course. In some instances, classes may be co-sat, which means a Continuing Education and Curriculum course are offered within the same class.

WORKLOADS
The primary responsibilities for full-time faculty are teaching and student learning, professional development, and college service.

No single faculty workload standard applies to all disciplines, and therefore these vary based on discipline, demand, and other responsibilities.

WORKLOAD PROVISIONS
Full-time faculty in the liberal arts, business, education, criminal justice, information technology, physical education/health, and nursing disciplines shall normally assume an 18-21 instructional contact hour faculty workload per semester, or 36-42 instructional contact hours per academic year.

Full-time faculty in other instructional areas, such as Welding, Cosmetology, Allied Health, etc. shall normally assume a 21-28 instructional contact hour faculty workload per semester or 42-56 instructional contact hours per academic year.

Faculty teaching assignments shall be designed to accommodate student needs, incorporating various instructional modes and times. Every effort will be made to assign faculty workloads in the most equitable manner possible.

Full-time faculty hired through Continuing Education are expected to work a minimum of 39 hours a week. Teaching location will be based on need and may include off-campus locations such as prisons, fire departments, clinical agencies, and other outside locations in addition to teaching on campus.

OVERLOAD ASSIGNMENTS

Overload beyond the normal faculty workload assignment may be necessary to serve students. Deans may approve a first overload, but faculty overload may not exceed one course. In an extenuating circumstance, deans may request approval from the Vice President, Instruction to approve a full-time faculty member to teach additional overload hours. Full-time faculty teaching an overload will be paid at the adjunct rate (PCC's salary for adjunct contracts is the North Carolina Community College System rate plus $2.00).

NEGOTIATED WORKLOAD

Full-time faculty may have a negotiated workload, which is a reduction in a traditional faculty teaching load due to a special assignment, as part of the overall 39-hour weekly workload expectation.

TELEWORK OPTION

Piedmont Community College (PCC) allows employees to telework in situations in which it is mutually beneficial for both the College and its employees.

While there are some positions that may lend themselves to teleworking, the College recognizes the value of face-to-face instruction. Faculty are expected to meet classes as scheduled in their designated format. Should the need for teleworking arise, you must have approval from your immediate supervisor. For more information, see policy *5.38 Telework.*

OFFICE HOURS

Office hours are dedicated times scheduled to advise, consult with, and provide individual assistance to students. It is expected that full-time faculty submit their instructional schedule at the beginning of each semester to the dean's office, and this schedule should denote when and where office hours are being held. Office hours should be held within the College's operating hours and should not begin prior to the College's hours of operations.

For part-time faculty, any hours that you have designated specifically as "student hours" should be noted in your syllabus.

ADDITIONAL FACULTY EXPECTATIONS

ACADEMIC ADVISING

The College's Quality Enhancement Plan (QEP)—Keep the PACE— is centered on academic advising and has shifted our advising to a professional advising model. At the present time, select health science programs, as well as our dual enrollment (CCP) students, are not advised by our professional advisors; remaining students are advised by our professional advising staff.

Faculty, for the most part, no longer serve as students' primary academic advisors; however, as faculty are the ones who work most closely with students, you may still serve as mentors and advise informally.

PROFESSIONAL DEVELOPMENT

Faculty shall continuously update and enhance their disciplinary, scholarship, and pedagogical expertise and skills, striving for ongoing professional growth and innovative approaches to teaching and learning. Opportunities for professional development are provided through the College on a regular basis. In addition, there are occasionally opportunities for external professional development. These requests would need to be directed to your dean.

Each year, all college employees are required to complete selected trainings through Vector LMS (Safecolleges), which include topics such as the following:
- Bloodborne Pathogen Exposure Prevention
- FERPA: Confidentiality of Records
- Title IX and Sexual Harassment Prevention for Employees
- Title IX: Regulations and Roles Overview
- Workplace Injury Prevention
- Cybersecurity

The list above is not exhaustive; it merely represents a sample year's training. Each year pertinent trainings are selected and full-time employees are required to complete them. While these are required for full-time employees, some trainings are required for full-time and part-time staff. Your supervisor will notify you of any training required by all full-time and part-time staff (i.e. Cybersecurity training).

Full-time College employees are encouraged to collect a minimum of 10 professional development points each academic year. Employees should make concerted efforts to engage in professional development in a variety of areas—teaching/pedagogy, retention, diversity, equity, and inclusion (DEI), etc. Professional development will be incorporated into full-time faculty evaluations.

For more information on professional development and the College's point system, please see *Policy 5.25 Professional Development*, and for more information on employee evaluations, see *Policy 5.34 Employee Evaluation*.

STANDING COMMITTEES

Full-time faculty are required to participate in College Standing Committees each academic year. While consideration is given to faculty preference, each faculty member will be assigned to one or more of the College's Standing Committees. Most committees meet three times each academic year, and every effort should be made on the part of the faculty to attend these meetings.

Some faculty may serve on one committee, while others may serve on more than one. Individuals' preferences, as well as their respective jobs and titles, are taken into consideration when assigning committees.

CONVOCATION AND GRADUATION

During the time after employees return to campus and before classes begin, multiple events occur. Normally, the President and other administrators have one day where information concerning the institution at large is shared; this event is referred to as Convocation. All full-time PCC employees are expected to attend Convocation. Adjunct faculty are invited to attend.

In addition, a calendar of trainings is shared for additional professional development, which can be attended while faculty are on campus and preparing for the upcoming semester.

Graduation is held once per year in the month of May. All full-time faculty are expected to attend graduation. Adjunct faculty are invited to attend.

For both Convocation and graduation, any faculty member who cannot attend must notify their direct supervisor and submit the appropriate leave form, which must be approved by the Vice President, Instruction.

MENTORING/ONBOARDING COHORT

A cohort of new hires meets monthly during the first semester of employment with the College; at these meetings, in-depth information is provided about each division of the college. In addition, we offer a more intensive onboarding experience for new hires during the first few days of our return to campus where we cover benefits and other important information.

COURSES

COURSE FORMATS AND DESCRIPTIONS

TRADITIONAL
College curriculum or continuing education course in which 100% of the instruction is delivered face to face with the instructor and student not separated by distance. This is true even when some instructional activities are conducted using web-based technology.

HYBRID
College curriculum or continuing education course in which > 50% but < 100% of instruction is delivered when the student and the instructor are separated by distance. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

BLENDED
College curriculum or continuing education course in which ≤ 50% of instruction is delivered when the student and the instructor are separated by distance. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

HY-FLEX
Hy-Flex classes are very student-centered. These courses allow instructors to integrate in-class instruction, online synchronous instruction, and asynchronous content simultaneously. Students have the option to attend courses face-to-face, attend synchronously via Zoom, or treat the course as an online option; at any time during the semester, the student can opt to attend class via a different modality. Hy-Flex classes are designed with maximum flexibility and the student gets to choose how they attend the class.

SYNCHRONOUS
Synchronous courses run in real-time. Instructors and students engage with one another at the same time regardless of whether they are in-person or online.

ASYNCHRONOUS
Asynchronous courses do not require instructors and students to engage with one another in real-time. In asynchronous classes, students have the flexibility to complete assignments at different times (but they should always adhere to course deadlines).

INDEPENDENT STUDY
An Independent Study is a course completed by a student that is offered in special circumstances. (i.e., a student needs the course to graduate). The course content is the same as a regular course, but in these cases, the instructor develops an individualized plan of study with the student. Enrollment for an Independent Study at PCC is limited to 3 students or less.

LOW ENROLLMENT COURSES

Instructional deans will inform the Vice President, Instruction/Chief Academic Officer (CAO) of courses with low enrollment. Determination to offer courses with low enrollment will be made by the CAO on a case-by-case basis. The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities.

CONCURRENT COURSES

Running multiple courses concurrently must be reviewed and approved by the appropriate instructional dean to ensure pedagogical soundness and the integrity of the curriculum for students. The faculty member will be compensated for only one course's contact hours, not the total contact hours of all the courses offered concurrently. This scenario is often used to allow low enrollment classes to make.

MIRRORED COURSES WITH CONTINUING EDUCATION (CE)

At times, Curriculum course content is the same as what is offered through Continuing Education. As a result, these courses may run concurrently. Examples include gunsmithing and welding. Even though there are two iterations of the course occurring at the same time, it functions as one course.

EXCEEDING CAPS FOR COURSES

In cases where the enrollment exceeds a certain amount, instructors are offered through their dean the opportunity to allow extra students to enroll and instructors receive additional compensation. For instance, when enrollments exceed 34, an instructor is paid 25% of additional hourly pay at the adjunct pay rate. If enrollment exceeds 42, the class is split and taught as two separate classes.

For writing-intensive courses (COM 231, ENG 111, and ENG 112), enrollment is capped at 25 students. Classes with 26 to 32 students will receive an additional 25% stipend contract; classes with 33 to 39 students will receive an additional 50% stipend contract. After 40 students, writing-intensive classes will be split into two sections.

QUALITY CONTROL IN ONLINE CLASSES

Deans or their designees are expected to perform a review of online and hybrid courses. This ensures that these courses are up-to-date and thorough. The checklist includes items such as the syllabus, census assignment, due dates, gradebook, communication and feedback, course materials, alignment with learning outcomes, various instructional strategies, options for student engagement and/or interaction, and accessibility. Deans should review with instructors if any areas are lacking or incomplete and ensure all essential elements are included. PCC's goal is to ensure quality instruction regardless of modality.

QUALITY MATTERS REVIEW AND CERTIFICATION

PCC has an internal review process where individual faculty who have completed Quality Matters training are paid a stipend to review and provide feedback to instructors on their courses to ensure instructional design follows best practices. In addition, faculty can submit their individual courses to Quality Matters to have them certified. For more information, please see *PCC Policy 6.35 Distance Education.*

AVAILABILITY OF ONLINE COURSES

All Moodle courses including hybrid and online should not be made available to students until the official start date of the course. Faculty should make courses unavailable at the end of each semester so they will not be accessible to previous students. By following the steps below, courses will remain on the instructor's course list, but will not be available to students.

1. Access the Moodle course site.
2. If the Control Panel is not expanded, click the words Control Panel.
3. Click Customization.
4. Click Properties.
5. In "Section 3: Set Availability," select the appropriate response.
6. Click the Submit button.

Please note courses should be available to students no later than 8 a.m. on the first day of classes. Distance Learning now has all fully online classes set to automatically open by 8 a.m.

If you have a student with an incomplete, contact the Distance Education staff to ensure the course will not be turned off prior to the next semester's start. In addition, the instructor will make all students except the student with the incomplete unavailable in the course site.

COURSE DESIGN AND DEVELOPMENT PROCESS

All online and hybrid courses must utilize the standard course delivery system adopted by the college (Moodle). Each course must include course elements consistent with the expectations and regulations of the college, with SACSCOC requirements, and with Department of Education guidelines.

To propose a course that has never been offered via your chosen DE modality (online and hybrid) complete the Course Development Proposal. Faculty developing new courses will be paid a stipend (see Course Development Proposal for more information).

The completed proposal form is submitted via email attachment or campus mail to the appropriate academic dean who will then present it to the Curriculum Committee.

COPYRIGHT/OWNERSHIP

Instructors who develop online and hybrid courses share ownership with the College. The course developer is responsible for getting clearances and/or permission to use any material that is not original. Copyright guidelines are available in the Learning Commons. The instructor has ownership of the course and if the instructor leaves employment with the college, PCC shall retain the right to continue using the course.

COPYRIGHT LAW

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of the specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Fair use allows for the use of copyrighted works without the owner's permission, protecting limited use of a copyrighted work from being an infringement. Copyright laws provide that the "fair use of a copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright."

Not all educational use meets the guidelines for fair use. It is important to consider these factors of fair use and to follow the guidelines presented in this policy, and not to assume that because the underlying purpose is non-profit educational use, that such use will automatically be fair use.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. For more information, please see *PCC Policy 2.16 Copyright and Fair Use.*

ACCESSIBLITY, PRIVACY AND COPYRIGHT

Sections 504 & 508 of the Federal Electronic and Information Technology Accessibility and Compliance Act guarantee equal access to programs and services for everyone in institutions receiving Federal funding. What this means is that prior to course approval and implementation, all courses must be designed keeping in mind those students who have special needs and require assistive technology.

UNDERSTANDING ACCESSIBILITY

Simply stated, accessibility refers to the ability for everyone, particularly those with special needs, to have equal access to materials on the web. This means instructors should think about using the principle of Universal Design, which is, creating course materials that accommodate the needs, learning styles and strategies of as many students as possible regardless of their ability. Students who have disabilities may often have difficulty completing certain tasks on the internet such as reading, listening, or typing. They may find chat rooms and videoconferencing challenging. It is important to understand what students may require in the

form of assistive tools, such as screen readers for the visually impaired, that require text tag modifications for images or captioning for the hearing-impaired.

Creating courses keeping Universal Design principles in mind will also benefit students with a range of learning styles and preferences as well.

If you include audio or video files in your course, you should provide captioning to better serve your students. For more information on this process, please see the Faculty Resources Course in Moodle or contact our Distance Education Instructional Design Specialist, Donna Whitlow (donna.whitlow@piedmontcc.edu).

GRADING

GRADE DESCRIPTIONS

A 4-point grading system is used to calculate student quality point averages for curriculum courses. The letter grades used on the permanent records are as follows: A (4.0); B (3.0); C (2.0); D (1.0); F (0.0). The chart below highlights grades that can be given in Curriculum and Continuing Education courses.

Curriculum Grade Chart		
	Grade	Points
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
W	Withdrawal	*
I	Incomplete	0
AU	Audit	*
CE	Credit-by-Examination	*
AP	Advanced Placement	*
TC	Transfer Credit	*
NS	No Show	*
P	Pass	*
P1 P2 P3	Pass-Tier 1 Pass-Tier 2 Pass-Tier 3 For Transitions courses only	*
R	Repeat—Developmental Courses only or Re-enroll	*
TP	Tech Prep Credit	*

*Grades not used in computing grade point average

Continuing Education Grade Chart	
Grade	Description
P	Pass
NC	No Credit
I/INC	Incomplete
AU	Audit
H	Hours only; no grade
S*	Satisfactory
U*	Unsatisfactory
WE	Withdraw Emergency[#]
IE	Incomplete Emergency[#]

* Students enrolled in Fire and Rescue Training classes must receive a grade of "S" in order to fulfill the requirements of the North Carolina Fire & Rescue Commission for the electronic transfer of grades to the Commission for certification purposes.

Scores for GED® or HiSET® testing: Students who have taken the High School Equivalency test will receive scores from GED® or HiSET® testing service that are different from the Continuing Education Grading System. Students must meet specified scores in order to earn credit for any subject of GED® or HiSET® testing.

[#] Declared States of Emergency will be defined by the college as guided by local, state and federal agencies.

INCOMPLETE GRADES

A grade of Incomplete (I) may be given in extenuating circumstances when a student is unable to complete the course requirements within the semester.

The student must complete the Incomplete Form which outlines the remaining course requirements to be completed and the deadline for completing them before the I grade becomes an F. A maximum timeframe of one year, excluding summer semesters, will be allowed for Incomplete grades.

A student's grade point average will be recomputed when the instructor files the appropriate Grade Change form through TEAMia, changing the I grade to a permanent grade.

CHANGE OF GRADE

Once a grade has been awarded, it may be changed only once an instructor has initiated a grade change request through TEAMia. If you have any questions about this process, please see your dean or departmental administrative assistant.

ACADEMIC REPORTING

SECTION ROSTER
Faculty can view their course roster(s) through Self-Service, Colleague, or AVISO prior to the first class meeting. While the roster(s) should all be the same, please refer to the Self-Service roster as your official one. Faculty should verify through the census date that their course roster matches their LMS roster and make the course unavailable to students if they are not on the official roster. It is important to continue this process until the census date has passed.

FINANCIAL AID VERIFICATION
For students to receive their financial aid disbursements, faculty must verify student attendance by the census date (10%) of each term. Faculty must use Self-Service to enter student attendance to complete the verification process. An internal calendar is distributed each calendar year that shows census dates and other important college timelines. Census information is also prominently featured on your course rosters in Self-Service.

ATTENDANCE
The course attendance policy must be stated in the syllabus. Faculty must document attendance through the census date (10% point) in Self-Service. Faculty should enter attendance no later than two business days after the census date. In Self-Service, the first date a student enters the course will be marked with a "P." Any student who does not enter the course prior to the census date will be marked as a "Never Attended" (NA) on the census tab in Self-Service.

If students stop attending after the census date or receive a failing grade, the last date of attendance (LDA) must be posted in the Self-Service grade tab. After the census date, instructors will continue to observe *PCC Policy 6.8 Class Attendance*. Absences are counted from the first scheduled meeting of the class, not the first day the student attends. All work missed during absences must be made up to the satisfaction of the instructor. A student who does not participate in a course for two consecutive weeks may be withdrawn by the instructor through the 70% point of the course. If students stop attending class or participating in an online course after the 70% point, the instructor should award the grade earned. Instructors cannot assign a Never Attended (NA) grade at the end of the semester.

Because attendance and record-keeping are very important, if you have any questions, please see your dean or departmental administrative assistant.

MIDTERM AND FINAL GRADE SUBMISSION
Assigning midterm and final grades to students is the exclusive responsibility of the instructor. Grades are recorded and entered in the Self-Service portal. Due dates for submitting grades are provided each semester and listed on the College's internal calendar.

While midterm and final grades will be submitted via Self-Service, it is expected that all curriculum faculty will utilize and post grades in their Moodle gradebook. For more information on this process, please see the Faculty Resources Course in Moodle or contact our Distance Education Instructional Design Specialist, Donna Whitlow (donna.whitlow@piedmontcc.edu).

STUDENT WITHDRAWALS

A student may drop/withdraw from a class or withdraw from the College by

- Obtaining an Add/Drop or withdrawal form from the Office of Student Development or on the PCC website through TEAMia.
- Completing the requested information on the form or on the PCC website.

For more information, please see *PCC Policy 6.9 Dropping/Withdrawing from Classes or Withdrawing from the College.*

Students who withdraw from class on or prior to the census date will not appear on the roster. Students may withdraw anytime through the last date to withdraw, as indicated on the Academic Calendar, without penalty. When a student has withdrawn from a class, the instructor will see the withdrawal grade "W" and official withdrawal date in Self-Service. To see this in Self-Service, go to the grading tab of the relevant class.

Instructors may administratively withdraw students who have missed 2 consecutive weeks' worth of classes or assignments (for online classes). If a student is a dual enrollment student (CCP), please check with their liaison prior to submitting the withdrawal.

Withdrawals are completed through TEAMia. If you have any questions, please see your dean or departmental administrative assistant.

If a student is dropped from an online course, faculty should make the Moodle course unavailable to the student. The distance education staff does not remove students from course sites once the semester begins. This is to ensure there is a complete record of that student in the event of an audit.

To make a course unavailable to a specific student, follow these steps:

1. Access the Moodle course site
2. If the Control Panel is not expanded, click the words Control Panel.
3. Click Users and Groups.
4. Click Users.
5. Search for the student you would like to make unavailable.
6. Click the arrow next to the student's name.
7. Click Change User's Role in Course...
8. In "Section 1: Available," select "No" from the dropdown menu; click submit.

ACADEMIC-RELATED POLICIES & PROCEDURES

ETHICAL STANDARDS

Faculty members must:

- Protect all confidential information to which they have access. Confidential information means confidential and or proprietary College information, including but not limited to personally identifiable information of students or employees, to which access is restricted by state or federal law, PCC Policy, or College contracts.
- Refuse to accept any significant gift, favor, or service that might reasonably tend to (or appear to) influence the discharge of official duties or official conduct.
- Avoid any personal and/or business arrangements or personal investments that might or appear to create a conflict of interest.
- Contribute to creating a positive and constructive environment, which is essential for the success and effectiveness of the workplace and the teaching/learning process. Ensure the working/learning environment is free from harassment or discrimination.
- Use positional power judiciously and exercise particular care in relationships of unequal authority in which they have responsibility for evaluation and decision-making.
- Take reasonable actions to ensure that appropriate rules regarding plagiarism and/or cheating are in place and are impartially enforced to protect academic integrity.
- Keep and maintain accurate and reliable records of all matters for which they have responsibility.
- Exercise professional judgment in all interactions with students and colleagues, including social media communication.

ACADEMIC FREEDOM

Each person employed by the College is entitled, as a citizen, to constitutional freedoms guaranteed by the federal and state constitutions. Specific to educational institutions, academic freedom is essential for teaching and learning, and PCC ensures that faculty are entitled to exercise academic freedom within their classes.

Each employee of the College, within lawful limits, is free from institutional censure or discipline. This freedom carries with it the responsibility to use this freedom with care and full consideration for the rights and freedoms of others. Faculty members should avoid expressing personal views on non-academic matters, as this could negatively affect the student learning environment.

The major premise of academic freedom is the open inquiry and expression by faculty that is essential to the College's mission. Under the concept of academic freedom, discussion and expression of views relevant to the subject matter are recognized as necessary to the educational process. For more information, please see *PCC Policy 5.10 Academic Freedom.*

Any PCC employee who feels that their academic freedom has been infringed upon may file a grievance under *PCC Policy 5.20 Employee Grievance*.

ACADEMIC INTEGRITY

The College upholds the academic core values of learning: honesty, respect, fairness, and accountability. The College promotes the importance of personal and academic honesty from its students, faculty, and employees. The College's academic integrity policies embrace the belief that all learners—students, faculty, staff and administrators—produce their own work and give appropriate credit to the work of others. No fabrication of sources, cheating, or unauthorized collaboration is permitted on any work submitted to the College or work submitted to third parties. For more information, please see *PCC Policy 7.5.1 Academic Integrity.*

ACADEMIC CODE OF CONDUCT

The College provides an educational environment grounded in strict fidelity to academic integrity and academic rigor. The PCC Academic Student Code of Conduct applies to all students enrolled in a credit or non-credit course at the College. For more information, please see *PCC Policy 7.5 Code of Conduct.*

Although anyone may report academic misconduct, faculty members retain primary responsibility for matters relating to academic integrity within their courses. Academic integrity/plagiarism policies should be featured in the instructor's syllabus.

Instructors should follow the cheating protocol set forth on their syllabus. If a situation escalates or you have concerns, please consult your dean.

INTELLECTUAL PROPERTY

PCC recognizes that engaged and creative faculty, staff, and students are essential to the mission of the College and to the pursuit of knowledge. PCC supports the goals of facilitating the development and dissemination of intellectual property to society and providing financial rewards to creators and to the College. PCC Board Policy seeks to balance protection of public funds and equitably recognize technological, scientific, and academic advancements.

The Board of Trustees policy on intellectual property applies to College employees and all individuals, including students, using College resources. For more information, please see *PCC Policy 2.16.1 Intellectual Property.*

PAY, BENEFITS, & LEAVE

HUMAN RESOURCES AND BENEFITS FOR FULL-TIME FACULTY
Upon hiring, an appointment is scheduled with the Office of Human Resources and Organizational Development to discuss and select benefits. Official paperwork is completed by the employee and college representative. During the month of October, employees select eBenefits enrollment for the upcoming year by completing the State Health Plan's Enrollment System process, and in November, employees have open enrollment in soft benefits like vision, dental, flex spending, etc. Employees receive notice from the Office of Human Resources and Organizational Development explaining due dates and processes.

EMPLOYEE ASSISTANCE PROGRAM
The College offers confidential assistance to employees and their family members in resolving behavioral/health problems and accelerating referrals for diagnosis and treatment, including, but not limited to, family problems, marital difficulties, financial trouble, stress, substance abuse or addiction, depression, legal, financial, and other problems. For more information, please see *PCC Policy 5.35 Employee Assistance Program* or click on the QR code below:

PAY PERIODS FOR FACULTY
Payroll is directly deposited into the account specified by the employee on the last working day of the month. Pay advices are available by logging into PCC's Employee Self-Service Portal using your single sign-on access. This is where you will find your earning statements, tax information, and leave balances.

MISSED CLASSES
When an instructor misses class – whether through approved leave or through a college-sponsored meeting or professional development – they must notify their dean or administrative assistant in advance so that notice may be posted for students' information.
All instructional time missed, whether due to instructor leave, inclement weather, or another situation, must be made-up or accounted for. The method of making up the time must be approved by the dean and will be kept on file in the dean's office.

Instructors are required to complete the form indicating the method used to make up the time for the missed class. This form should be submitted to the appropriate instructional dean within one week.

LEAVE POLICIES
- Full-time PCC employees accrue sick leave each month of employment.
- Faculty who are 12-month employees also accrue annual leave.
- Faculty less than 12-month are provided 2 personal business days (16 hours).
- 12-month faculty will be required to follow the same leave procedures as other 12-month employees.
- Workdays prior to, following, and between semesters (i.e. faculty workdays) are 8-hour days for Monday through Thursday and 7-hour days for Friday.
- If a faculty member is absent a full week, 39 hours of leave will be taken.
- Faculty submit leave requests, through Self-Service. Leave requests will be routed to your direct supervisor for approval.

For more information, please see *PCC Policy 5.4 Leave.*

BIRTHDAY LEAVE
PCC gives eligible employees a day off with pay in celebration of their birthday. For more information, please see *PCC Policy 5.4.14 Birthday Leave.*

COMMUNITY SERVICE LEAVE
Full-time employees with benefits will be credited sixteen (16) hours of paid community service/child involvement leave beginning July 1 of each fiscal year. For more information, please see *PCC Policy 5.4.16 Community Service and Child Involvement Leave.*

PERSONAL SIGNIFICANCE DAY
In accordance with Executive Order No. 262, full-time employees will be eligible for one day off with pay in observation of a day of personal significance (such as days of cultural or religious importance).

PERSONAL BUSINESS DAYS
Faculty less than 12 months are provided two days (16 hours) per academic year for personal business days or circumstances that cannot be attended to outside the normal working day.

CLUBS, ORGANIZATIONS, AND ACTIVITIES
Faculty may participate as club advisors and should follow procedures outlined in Policy 7.4. Faculty will be asked to sign an advisor agreement. Advisors will receive a $250 stipend each semester. If there is more than one advisor, the stipend will be divided evenly between each advisor. A faculty member may sponsor up to two clubs or organizations.

SECONDARY EMPLOYMENT
The employment responsibilities to PCC are primary for any employee working full-time; any other employment (a state agency, public school, another community college, or private sector) in which that person chooses to engage is secondary. Secondary employment is in no way to be practiced by the employee during their working hours at PCC.

Prior to engaging in secondary employment, it is the responsibility of the employee to request approval by using the Request for Secondary Employment Information form (Exhibit 5.12). For more information, please see *PCC Policy 5.12 Secondary Employment.*

FACULTY EVALUATIONS

EVALUATIONS

Piedmont Community College (PCC) is committed to fostering an environment of educational excellence. To assure that such an environment is created and maintained, the College requires annual performance evaluations of personnel.

Employee evaluations should increase the effectiveness of personnel in fulfilling the mission, vision, values, and goals of the College and encourage personal and professional growth. The evaluation period is for the current fiscal year except for student evaluations.

OBSERVATIONS

Classroom observations are conducted by the appropriate dean for Curriculum courses and Continuing Education courses annually. The instructional deans will determine the observation schedule for faculty in their area. This process is separate from the Faculty Evaluation, which is conducted annually. For full-time faculty, the classroom observation does help inform the annual evaluation.

A calendar is maintained within the dean's office indicating hire dates and observation dates to ensure this process is happening. Completed observation forms are also filed and maintained within the department office for all adjuncts.

ADMINISTRATIVE SUPPORT

SUPPLIES & ASSISTANCE
Your dean will assign an office space complete with computer, phone, and printing capabilities. All instructional supplies should be available through your administrative assistant and questions about textbooks, classroom access, key requests, etc. should be directed to your dean or administrative assistant.

PURCHASING
Purchasing Policy 3.11 outlines PCC's protocols for purchasing. If you have any needs for instructional supplies or other course materials, please consult your dean or departmental administrative assistant.

TRAVEL REIMBURSEMENT
The College prefers that institutional vehicles be used for travel when available. If an institutional vehicle is unavailable, employees may reserve an Enterprise vehicle through the Business Office with prior approval. All requests for travel must be approved and reimbursement must be submitted within 30 days of travel. If an institutional vehicle is not used, the reimbursement rate for use of a privately-owned vehicle on official college business will be .655 cents per mile.

USE OF STATE CARS
The College provides vehicles for travel between campuses and for college-related travel. Procedures for reserving a College vehicle may be found in *PCC Policy 2.31 Use of College Vehicles*.

ACADEMIC SUPPORT

LEARNING COMMONS
The Learning Commons is a welcoming space that incorporates distance education, collaborative spaces, resources for research, tutoring and testing, meeting areas, and library instruction. Students can use an open computer lab and get support for their distance learning classes at a help desk by calling 336-322-2138 or sending an e-mail to studenthelpdesk@piedmontcc.edu. The goal of the Learning Commons is to be a one-stop shop to meet student needs and encourage diversity in an academic setting. A Learning Commons is located on both campuses of PCC.

More information on the services provided can be found on the Learning Commons page of the PCC website.

TUTORING
Tutoring services are available by appointment and students can sign up at piedmontcc.mywconline.com. First-time users will be prompted to set up an account. Students can choose to have a face-to-face tutoring session, a virtual tutoring session, or e-mail their assignment for review by a tutor.

LIBRARY
Library resources include: reference services, Online Catalog, articles, journals, eBooks, research guides, and Interlibrary loan. For more information on the library and its services, please visit the library webpage.

TEST PROCTORING
To maintain the integrity of testing in online classes, faculty may require proctored testing through an approved proctor or by using a remote proctoring tool. If faculty choose to require a proctored test, they must accommodate their students' geographical and technical needs. Faculty may allow students the option of taking tests in the Learning Commons on either campus. Faculty should contact the Learning Commons if they need assistance proctoring a test.

Proctored exams and the date range for exams should be clearly indicated in the course syllabus at the beginning of the class.

REMOTE PROCTORING TOOLS
One proctoring solution available is Respondus Lockdown Browser and/or Respondus Monitor. These programs further enhance test security by prohibiting web browsing and other computer activity during an online exam. Furthermore, students may be asked to use a webcam during testing if the instructor elects to use Respondus Monitor. Students will be notified of this option at the start of the class in the course syllabus. Tutorials and links with instructions for using Respondus are in the Faculty Resources course in the LMS. Nursing students use a proctoring tool called Examsoft, which functions similarly to Respondus.

DISTANCE LEARNING SUPPORT/INSTRUCTIONAL DESIGN ASSISTANCE

A full-time position with the Learning Commons is dedicated to instructional design, professional development, and assistance with online instruction. In addition, the Instructional Design Specialist will schedule individual meetings with instructors to ensure questions are answered and help is provided (if needed.) This position is also responsible for ensuring that faculty are trained on the use of our Learning Management System and know how to utilize available educational technology to enhance instruction.

QUALITY MATTERS REVIEW

The Instructional Design Specialist provides oversight for the Quality Matters Review process and tracks instructor progress. This position also assists instructors who want to enroll in Quality Matters trainings and submit courses for their certification.

ACADEMIC TECHNOLOGIES

PCC provides multiple technologies for instructional purposes. All faculty should become knowledgeable in the use of distance learning technologies. In addition, we offer instructors other tools, some of which are listed below and on the next page.

AVISO RETENTION

PCC utilizes an early alert/retention platform known as AVISO. AVISO is a resource utilized by students, faculty, and staff to increase retention, improve communication, create comprehensive support and advising services, and serve as a centralized location for feedback, scheduling, and assistance for students.

AVISO enables faculty to:
- Send an early alert when needed (low grades, excessive absences, etc.) so that students can receive additional support.
- Get a comprehensive view of students' performance (i.e. academic transcripts, students' grades, attendance, risk factors, etc.).
- Communicate with advisors and support staff when needed.
- Communicate with students to provide feedback.
- Offer insight into student barriers and success factors through notes.
- Send tutoring referrals.

Training for AVISO is offered throughout the academic year. If you need any assistance with AVISO, contact your instructional dean or administrative assistant.

SELF-SERVICE

Self-Service is the platform faculty use primarily for taking attendance (at least through the census date), reporting midterm and final grades, and accessing important financial information (i.e. electronic pay stubs, tax information). Students can also use Self-Service for a variety of purposes; they use it to check final grades, view financial aid information, and check out/register

for courses. Self-Service is a very important tool for both faculty and students. Additional information regarding Self-Service can be found on the PCC website.

TEAMIA
PCC utilizes TEAMia to process many student forms. If faculty need to complete a withdrawal or a special conditions request (i.e., initiating a course substitution, submitting a grade change, etc.), all these processes should be completely electronically through TEAMia. A link to TEAMia can be found here as well as the online tools page on the PCC website.

YUJA/SOFTCHALK, ZOOM, HARMONIZE, ETC.
Yuja, Zoom, and Harmonize are examples of the many tools supported at PCC to cultivate interactive, engaging course content. Training sessions on various technology tools are offered throughout the academic year.

TECHNOLOGY GUIDE FOR ASSISTANCE
Most PCC classrooms are equipped with internet access and touch screen TV/computer or computer/projector. The Information Technology (IT) department has a single point of contact for technology support. Dial 2300 from a campus phone or 336.322.2300 from off campus for the Technology Service Desk. The IT website can be found here.

MULTIFACTOR AUTHENTICATION
Multi-Factor Authentication (MFA) is enabled on all Office365 accounts. Microsoft Authenticator, an app available on Apple and Android devices, adds a safe and secure two-step verification method for your Office365 connection. If you have any questions about MFA, feel free to contact IT (336.322.2300).

PHONES FORWARDING TO EMAIL
All full-time faculty are provided PCC email accounts and phone numbers. It is now possible for all voicemails to be retrieved via email; thus, if a faculty member is off campus and receives a voicemail, the faculty member can access that voice message. Faculty must check their voicemails on a regular basis to ensure their mailbox is clear to receive messages.

For more information on this, please see the IT webpage or call IT directly at 2300 (if on campus) or 336.322.2300 (if off campus).

TRIO
TRIO is a federal grant program that offers outreach and student services programs for individuals from disadvantaged backgrounds. For more information about TRIO, please refer to the TRIO page on the PCC website.

STUDENT RIGHTS

RELIGIOUS HOLIDAYS

Students are expected to abide by the attendance policy stated in the course syllabus. However, PCC recognizes that students' religious affiliations vary, and observances of special days also may vary. Students are allowed two excused days of absences each academic year for religious observances. Students are responsible for completing the appropriate form and submitting to the instructor a minimum of two weeks prior to the absence. Students are allowed one week to complete missed assignments for absences due to religious observance. For more information, please see *PCC Policy 6.8.1 Religious Observance Student Absence Policy.*

DISRUPTIVE BEHAVIOR

Instructors have the responsibility to protect the instructional integrity of the classroom and should not tolerate any kind of disruptive behavior that hinders students' learning or deters an instructor from effective teaching. Effective classroom management begins on the first day of class. Behavioral expectations should be communicated to students orally and in writing via the syllabus.

Fundamental classroom management is an expectation for all faculty members, but if a faculty member encounters an egregious or ongoing disruptive student behavior, they should immediately consult their dean. Delayed action might result in an escalation; therefore, students who disrupt a classroom, after being warned, can be asked to leave the classroom by the instructor.

A student refusing to leave a classroom after being asked to do so by the instructor may be removed by the College's safety officials. After the disruption has been addressed, the instructor must submit a written report documenting the incident to the College's Director of Campus Security. The report must include the date, time, and place, and describe the circumstances of the classroom disruption. If you have any questions or concerns, please consult your dean.

COURSE SUBSTITUTIONS

A student may request permission to substitute another course for a course in the student's program of study. The course must be at least equal in semester credit hours and similar in content to be eligible for substitution. The faculty member or the student's advisor must state in writing the rationale for the substitution. Approval for the substitution must be obtained from both the respective academic dean and Vice President, Instruction/CAO.

Courses which have prerequisites can only be substituted if the prerequisites have been met. A student may substitute courses amounting to no more than 20% of the credit hours in a program.

Course substitutions can be completed by paper forms or through the PCC website via TEAMia.

ACADEMIC PROGRESS STANDARDS-FEDERAL PROGRAMS

The federal government has established satisfactory academic progress standards (SAP) for the following Title IV federal student aid programs: Pell Grant, subsidized loan, unsubsidized loan, SEOG, and college work-study.

Satisfactory academic progress requirements are monitored at the end of every enrollment period. The requirements are:
1. Maintain a minimum cumulative grade point average of 2.0.
2. Pass two-thirds (67%) of all coursework attempted. Coursework attempted includes withdrawals, automatic withdrawals, incompletes, repeated courses, developmental coursework, or courses taken at another institution and courses taken at PCC prior to the receipt of Federal Student Aid.
3. Complete degree requirements within 150% of the published program length. Students who exceed the maximum time frame will not be eligible for any additional Federal Aid.

Total credits attempted is defined as all credits attempted at PCC after the drop/add period, including withdrawals, repeated coursework, incompletes, failed courses, medical withdrawals, and any transfer credits accepted toward your degree.

GRADE APPEALS
A student may appeal a grade through the Grade Appeal Process. With any student grievance, the student must first try to resolve the issue with the instructor. For more information, please see *PCC Policy 7.12.3.*

ACCESSIBILITY SERVICES
Through the Office of Accessibility, the College seeks to meet individual needs by coordinating accommodations and implementing policies regarding programs, services, and activities for individuals with disabilities. The Office of Accessibility serves as a source of information for students and faculty/staff and as a link between students, departments, and other associated agencies.

PCC is in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments of 2008. PCC ensures that policies, procedures, activities, and facilities are appropriately accessible to all students.

Accessibility Services will notify faculty members of student accommodations. If faculty members have questions or concerns about accommodations, they should contact their dean or the Accessibility Coordinator.

TITLE IX
An essential component in fulfilling the PCC mission is to create a safe and supportive learning environment for all. PCC strives to maintain an educational environment compliant with all applicable anti-discrimination, anti-harassment, and retaliation laws and policies including all

laws outlawing discrimination arising from: sexual harassment, sexual violence, race, color, sex, age, sexual orientation, religion, ethnic or national origin, disability, veteran status, or any other protected status. Unlawful academic discrimination, harassment or retaliation by officers, managers, faculty, supervisors, employees, students, advisors, vendors, clients, or contractors will not be tolerated.

Under Title IX of the Education Amendments of 1972:
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

PCC Policy 2.6 Title IX Complaint Process specifically covers sexual harassment, violence, discrimination, and retaliation as prohibited by applicable laws and the College. The College does not tolerate retaliation against anyone who complains about sexual misconduct or cooperates in a sexual misconduct investigation. Nothing in this policy prohibits anyone from filing a report or complaint with any other agency, including law enforcement.

Any person who believes sexual misconduct occurred should promptly report the incident to the Title IX Coordinator or other appropriate College staff. Any person may obtain assistance by contacting the following:

College Safety Office

Person Campus	Caswell Campus
Phone: (336) 322-2222	Phone: (336) 322-8076
Cell Phone: (336) 504-9243	Cell Phone: (336) 514-1940

Title IX Coordinator	**Title IX Deputy Coordinator**
Dr. Shelly Stone-Moye	Emily Buchanan
Phone: (336) 322-2163	Phone: (336) 694-5707
E-mail: titleix@piedmontcc.edu	

For more information, please see *PCC Policy 2.32 Non-Retaliation Policy.*

STUDENT TRAVEL

Courses or student organizations may elect to participate in field trips or attend an event off-campus which would require travel. In such instances, faculty sponsors/advisors must get permission for the trip, and students participating must sign a hold-harmless agreement to participate. If you have any questions or want more information, please see your dean.

FERPA

PCC complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) when collecting, maintaining, and releasing student records (*Policy 7.6 The Family Educational Rights and Privacy Act of 1974*).

Under the provisions of FERPA and PCC policy, students have certain rights to privacy concerning the release of their educational records. Faculty members should not disclose grades or any other student information to anyone other than the student. Parents, spouses, or any third-party seeking student information should be directed to the Student Services Office. Any student who would like parents, spouses, or other third parties to have access to their institutional records must sign a FERPA waiver, and that waiver should be on file in Student Development. Prior to speaking with anyone other than the student about their educational records, the faculty member must check to ensure a FERPA waiver is on file. Unless it is clear that the FERPA waiver permits the faculty member to talk to specific third parties regarding the student's institutional record, the faculty member should only speak to the student about these records.

Common practices you must **not** employ:
- Posting lists of students' grades online or in a physical location.
- Leaving graded papers to be picked up in a public area.
- Passing around an official class roster.
- Walking away from a computer screen where students' grades are displayed or viewing a computer screen of students' grades when a passer-by might view the information.
- Leaving an open gradebook visible on a desk, counter, or other area.
- Sending communication about confidential or sensitive matters, such as grades, to students' personal email addresses. Instead, use the student's official PCC email address or communication tools within the LMS or AVISO.

EMERGENCY INFORMATION

INCLEMENT WEATHER
The College is committed to the safety and security of all members of the college community. In times of emergency, the College will provide appropriate campus-wide response to assure safety and minimize losses. Information regarding methods of communication of campus closing can be found in *PCC Policy 2.10 Inclement Weather*.

Visit the College's Safety and Preparedness webpage to see additional information and enroll in the College's Alert System.

CAMPUS ACCIDENTS
All incidents occurring on PCC property are to be reported to the College. If on-campus, dial "0" on any College phone for assistance. For off-site PCC locations, contact the facility supervisor for incident reporting or general concerns about safety. Those who prefer to report incidents anonymously or confidentially may do so by contacting the College Safety Office:

College Safety Office

Person County Campus	Caswell Campus
Location: E229A	Location: Building K
On Campus #: Ext: 2222	On Campus #: Ext: 8076
Cell #: (336) 504-9243	Cell #: (336) 514-1940

Students and faculty/staff are encouraged to report to Sheriff Deputies or College Safety officials any suspicious activity. For more detailed instructions of College Safety Procedures, see the College Safety Plan.

SAFETY CODES

Below are safety codes for various situations and emergencies that may occur on campus. For more detailed instructions of College Safety Procedures, see the College Safety Plan.

Piedmont Community College Safety Code Chart

Your safety and the safety of our students may depend on your knowledge of procedures

CODE 0

- Administrators/Safety Personnel report to A Building or specified area

CODE 100

- Keep students in class
- No movement is desired in order to secure the situation or resolve the incident

CODE 200

- Lock doors—keep teaching
- Situation in surrounding area of school
- Do not alarm students, but do not allow students to leave room
- Check before opening the door to anyone
- Allow students to move on the *all clear signal*

Review this material often and always assume that codes are REAL

CODE 300

- Lock down—severe measures
- Close and lock the door, barricade if possible
- Turn off lights, radios and computers
- Close blinds
- Seek protective cover
- Keep quiet and act like no one is in room; *silence cell phones*
- Do not answer the door
- Notify 911 if safe to do so and provide dispatcher with detailed information

CODE 400

- Fire, chemical release, bomb threat, gas leak
- Evacuate building and proceed to evacuation route
- Know your exit, have it posted in your room
- Do not re-enter building until *all clear signal*

If our students and staff are prepared, lives will be saved

CODE 500

Tornado Watch

- Teachers will continue regular class activities without informing students

Tornado Warning

- Move to designated area, close door
- Everyone will assume a curled position to protect eyes and head
- Stay away from glass or windows

FIRE

- Pull the nearest fire alarm
- Evacuate the building, using the fire evacuation plan
- Do not use elevators
- Do not re-enter building until *all clear signal*

FIRST AID KITS AND AED LOCATIONS

First Aid Kits and Automated External Defibrillators (AEDs) are available in various locations across both the Person and Caswell campuses. Familiarize yourself with the locations of first aid kits and AEDs. If you have questions on where to find these, contact your dean or departmental administrative assistant.

GENERAL SECURITY PROCEDURES

It is imperative that any suspicious behavior or any threat received or heard be reported to the supervisor, security, or other appropriate College official. Security should also be contacted for the following procedures:

- Reporting any suspicious activity
- Requesting assistance in the event of injury, illness, or classroom disturbance
- Requesting an escort to your vehicle at night
- Locking or unlocking a classroom door
- Reporting any missing equipment

Person Campus Security may be contacted by:
- Dialing security directly at ext. 2222
- Dialing security directly at (336) 504-9243
- Dialing the switchboard at ext. 2252 or 0

Caswell Campus Security may be contacted by:
- Dialing security directly at ext. 8076
- Dialing security directly at (336) 514-1940
- Dialing the switchboard at ext. 5707 or 0

ACCESSING CAMPUS
To access classrooms and offices during non-working hours, contact Campus Security at (336) 504-9243 for the Person Campus or (336) 514-1940 for the Caswell Campus.

Please contact Campus Security in advance for special non-working hour access.

CLERY ACT
In compliance with the Clery Act (Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act), PCC publishes an annual report on campus crime incidents by October 1 of each year for the previous year's activities.

PCC's annual reports can be found on the Safety webpage. Information regarding policies and procedures for victims and fire safety is also outlined in the annual report.