PENSACOLA CHRISTIAN COLLEGE

Faculty Manual

2025–2026

Executive Administration

Dr. Troy Shoemaker, President
Mr. Joshua Birx, Executive Assistant to President
Dr. Donna Marion, Academic Vice President

Administration

Dan Rushing, Dean of Pensacola Theological Seminary; Dean of Biblical Studies

Jody Wolf, Chair, Bible Department

Eric Bryant, Dean of Professional Studies

John Cuendet, Chair, Business Department

David Gregory, Chair, Education Department

Denise McCollim, Dean of Arts and Sciences

Michael Geary, Chair, Engineering and Computer Science Department

Heather Hartkopf, Chair, Nursing Department

Marie Thompson, Chair, Humanities Department

Aresia Watson, Chair, Natural Sciences Department

Amy Bombard, Dean of Visual and Performing Arts

Greg Hewitt, Chair, Visual Arts Department

Jonathan McIntyre, Chair, Performing Arts Department

Lauren McIntyre, Chair, Liberal Arts Division

Brad Phillips, Dean of Student Life

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Academic Support

Rob Achuff, Director of PCC Care Office

Mark Goetsch, Athletic Director

Sara Nipper, Director of Academic Initiatives

James Ridgley, Institutional Relations Officer

Adam Schroder, Registrar

Mark Smith, Director of Institutional Effectiveness

Matt Smith, Director of Online Learning

Doug Zila, Alumni and Career Services Director

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A Word from Our President

Dear College Faculty Member,

Welcome to the 2025–2026 school year at Pensacola Christian College. We are thrilled that the Lord has enabled you to be a part of our college team.

Our vision is for our ministry to be distinguished as a growing multifaceted educational organization committed to academic distinction, guided by the biblical worldview, demonstrated through service excellence, supported by innovation and resourcefulness, resulting in thoroughly equipped Christians. As we work together to achieve this vision, I trust that you will pray daily that the Lord will allow you to be all that you need to be as He uses you in the lives of your students.

The Faculty Manual provides information, policies, and procedures applicable to all college faculty. Please refer to it as questions arise.

May the Lord richly bless and give you a great school year.

Sincerely yours,

Troy A. Shoemaker, Ed.D.
President

Introduction

College History

Pensacola Christian College opened in September 1974 with approximately 100 students. Over the years, God has blessed the school with wonderful facilities and a vibrant student body. Although PCC has grown, excellence in education and commitment to the Lord remain the core of the College's balanced program.

The College was established primarily as a Christian liberal arts college that would emphasize programs of Christian service and soulwinning along with a liberal arts course of study. It is dedicated to maintaining the highest academic standards and presenting the vital issues of the day in light of Scripture.

From its inception, PCC has been committed to excellence as a Christian educational institution which glorifies Christ as the source of all wisdom and knowledge and educates students based on biblical values. The administration, faculty, and staff are dedicated to training young people for serving God.

Mission and Purpose

Our **mission** is to promote the cause of Christ by providing distinctively Christian-traditional, higher education that develops students spiritually, intellectually, morally, culturally, and socially.

Our **purpose** in both undergraduate and graduate programs is to produce Christian leaders who are knowledgeable, articulate, moral, dedicated to excellence, and committed to serving Jesus Christ as they learn to influence the world by applying biblical principles in their chosen field and daily life.

Institutional Objectives and Learning Outcomes

In keeping with our mission and purpose, PCC's objective is that students will be able to

Think: *forming ideas through the biblical worldview and sound reasoning*
1. Pursue spiritual and professional development grounded in biblical wisdom.
2. Apply knowledge and skill when working in their chosen fields.
3. Make personal and professional decisions based on the biblical worldview and scriptural values.

Communicate: c*onnecting with others by exchanging information and concepts*
4. Communicate clearly and effectively in speaking and writing.
5. Share the gospel of Jesus Christ with others.
6. Defend biblical truth as the basis for faith and practice.

Engage: *interacting and relating with personal and social awareness*
7. Serve the needs of others in Christlike love.
8. Conduct themselves appropriately in a variety of social settings.

Doctrinal Position

Each faculty member must be in agreement with the Articles of Faith in the catalog. Articles of Faith are usually brief and cover the essential doctrines of the faith. The length of these articles does not indicate that the College does not have a position on other areas. Occasionally, divisive doctrinal issues are raised, and these issues are handled as they arise.

PCC takes a definite stand against the ecumenical movement, the charismatic movement, and other movements that tend to cause confusion and division among those who support the fundamentals of the historic Christian faith.

Every Christian has the responsibility of evangelizing the unsaved. It has been the observation at Pensacola Christian College that those who take a stand for Calvinism tend to spend their time discussing these beliefs instead of accepting their responsibility of witnessing. Therefore, we do not permit faculty, staff, or students to promote Calvinistic beliefs.

PCC is committed to the plenary, verbal inspiration of the Bible, and it is our practice to use only the King James Version in the pulpit and in classroom instruction. We believe the Textus Receptus is a superior text, and it is used for Greek instruction.

Philosophy of Education

Pensacola Christian College maintains a Christian-traditional philosophy of education in contrast to humanistic, progressive systems of education. This philosophy is based on the Word of God and is rooted in objective reality and absolutes, as opposed to relativism. The Christian-traditional philosophy provides students the programs and methods of studies that impart Christian character development, communication skills, and subject matter in harmony with the inspired Word of God, which is *"profitable for doctrine, for reproof, for correction, for instruction in righteousness: that the man of God may be perfect, throughly furnished unto all good works" (2 Tim. 3:16–17).*

We believe that the content of Christian education must be in harmony with *"whatsoever things are true, . . . honest, . . . just, . . . pure, . . . lovely, [and] . . . of good report" (Phil. 4:8).* We believe that classroom methods should be faculty-directed *(Deut. 6:7)*, with content building from known to unknown *(Isa. 28:10)* and the student acquiring knowledge through studying *(2 Tim. 2:15, Prov. 2:3–5)*, researching *(Prov. 25:2)*, reasoning *(Rom. 12:2, 1 Thess. 5:21, 1 Jn. 4:1)*, explaining, and relating.

A Christian-traditional philosophy of education reflects the true view of God and man provided in Scripture. God is an orderly Personality *(1 Cor. 14:40)*. He created man and the universe and is the Author of order, reason, and reality that are reflected in the universe *(Jn. 1:3, Rom. 1:19–20)*. All truth is God's truth *(Dan. 2:21, Ps. 119:104–105, Col. 2:3)*.

Christian education must deal with the social and the spiritual, as well as the academic, dimensions of the student. Academic programs of Pensacola Christian College are only a part of the educational process of college life. The essence of a disciple of Christ is self-denial *(Titus 2:12)* and self-discipline. The chapel platform and Campus Church pulpit are vital in the Christian training program. Classroom instruction supports and reinforces that training. Students are taught the Christian philosophy of life so that they are armed *"lest any man spoil [them] through philosophy and vain deceit" (Col. 2:8).*

Through Christian education, the student must be brought to *"unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fulness of Christ" (Eph. 4:13)*. The graduate is then able to be an effective witness for Christ and is academically equipped in a free society to manifest the fruit of the Spirit in daily life.

Generally speaking, all colleges can be classified as either research institutions or teaching institutions. Through the years, Pensacola Christian Academy has been known for quality teaching, and this tradition has been continued at Pensacola Christian College. Our educational philosophy (and therefore our teaching methodology) is traditional. It is the intent of the administration that every college faculty member work toward becoming a master teacher.

Academic Freedom

In keeping with its mission to promote the cause of Christ by providing a distinctively Christian-traditional, liberal arts education, PCC encourages its faculty and student body to freely pursue knowledge and exchange ideas in light of God's Word. In this atmosphere of academic freedom, PCC recognizes that honest, open discussion of ideas promotes a healthy learning environment and confidence in knowledge.

It is understood that true academic freedom has its limitations. Accordingly, Pensacola Christian College is firmly committed to maintaining an atmosphere of academic freedom within the framework of its statements of mission and purpose, Articles of Faith, philosophy of education, and objectives.

Faculty

General Faculty Description

Faculty are hired following the same procedures as any other employee in the ministry. In addition, professional credentials, education, and experience are considered when hiring and placing faculty members. Faculty are academic year (10 month) contract employees; adjunct faculty are employed on a semester-by-semester basis.

Instructional Personnel

Instructional personnel are classified according to their levels of responsibility and academic credentials.

Faculty: Individuals with instructional responsibility who carry the necessary academic credentials to teach at the undergraduate or graduate level.

Adjunct Faculty: Faculty whose primary place of employment is not at Pensacola Christian College.

Academic Success Specialists: Faculty or instructional personnel who provide instruction, coaching, and resources designed to support students' transition to college and academic success.

Graduate Teaching Assistants: Individuals with instructional responsibility who are working toward a degree in field; limited to teaching under the direction of an instructor of record.

Instructional Assistants: Individuals who conduct clinical, laboratory, or simulation instruction under the direction of an instructor of record or who provide instructional support in areas of class or clinical management, record keeping, and grading.

Leadership Roles

Course Coordinators: Faculty responsible to coordinate multiple sections of one course.

Instructors of Record: Faculty responsible to oversee classes taught by graduate teaching assistants and instructional assistants.

Student Success Advisors: Faculty who provide academic advising and serve as the primary contact to connect students with the help they need in any area that affects their ability to be successful at college.

Lead Teachers: Full-time faculty who assist in the curricular oversight of a major or program.

Assistant Chairs: Faculty who support graduate teaching assistants and/or assist department chairs with assessment and academic planning.

Chairs: Faculty who have supervisory responsibility over a department.

Deans: Faculty who have supervisory responsibility over an entire division.

Faculty Responsibilities and Rights

Each faculty member has the responsibilities and rights set forth in this manual, the Employee Handbook, and the faculty contract. For the protection of faculty and the institution, it is expected that each faculty member will fulfill all appointed duties within the framework of these responsibilities and rights.

In general, college faculty are expected to
- prepare courses that align with program and institutional outcomes and include expected content appropriate to the level and type of course.
- provide classroom, laboratory, or private-lesson instruction from a Christian perspective in a manner designed to assist students in achieving course learning outcomes.
- evaluate student achievement impartially and in accordance with college guidelines.
- provide regular, timely feedback that accurately measures achievement of course learning outcomes.
- support student success by maintaining regular office hours to advise students regarding course content, degree completion, and career preparation.
- participate in curriculum development, assessment, review, and modification.

- develop course syllabi that clearly outline course requirements, scope, and sequence.
- update courses annually through evaluation of student achievement, as well as input from students, academic administrators, curriculum committees, and benchmarking.
- follow policies and procedures as outlined in the Faculty Manual.
- actively participate in committees as assigned.
- participate in professional development activities that enhance subject-matter expertise, professional growth, and instructional effectiveness.

In addition to these general responsibilities, specific duties are described in the section entitled Faculty Load.

Faculty rights are those privileges afforded to PCC faculty in fulfillment of appointed roles in teaching and service. Those privileges include, but are not limited to

- knowledge of expectations for fulfilling responsibilities through job descriptions (see Appendices A and B), teaching assignments, and published policies and procedures.
- courteous, equitable, and professional treatment by fellow faculty members, students, and administration.
- instructional support provided by department chairs and division deans and an academic environment conducive to effective teaching and learning.
- a faculty office assignment suitable for conducting personal preparation, course maintenance and grading, and student meetings.
- ability to provide input on curricular matters including course development and textbook selection.
- membership to the Faculty Committee with ability to effect potential improvements in institutional effectiveness.
- opportunity to respond to accusations levied and to pursue appropriate recourse as needed through grievance procedures published in the Employee Handbook.
- academic freedom in accordance with the published Academic Freedom statement.

Instructor of Record Responsibilities

Instructors of record are responsible for the design of each course they oversee, which includes topics covered, learning outcomes expected, and evaluations used to measure the outcomes. The instructor of record's name, office location, and office hours must be listed on the course syllabi for these courses.

Instructors of record are expected to
- meet with the graduate teaching assistants and instructional assistants for all courses they oversee before the term begins to communicate expectations.
- observe each graduate teaching assistant or instructional assistant at least once during the semester and provide constructive feedback. A copy of the observation and feedback should be given to the department chair.

Student Success Advisor Responsibilities

To provide students with a high level of support, Student Success Advisors are expected to
- connect with freshmen advisees during the first week of classes to make sure they are adjusting to college life. This contact is an opportunity to get to know new advisees and to demonstrate that you are available to help them if they have questions throughout the semester.
- actively monitor advisees' class attendance throughout the semester and intervene when they have concerning attendance patterns, especially over multiple classes. Coordinate with the department chair if needed to help resolve issues causing excessive absences.
- actively monitor advisees' academic progress throughout the semester, contacting those who are struggling to provide support and to connect them with academic coaches or tutors in the Academic Success Office as needed.
- meet with advisees considering dropping a class to inform them of the potential ramifications of that decision.
- coordinate with other advisors to provide information for advisees considering changing majors.
- meet with new advisees who change majors during the semester to discuss the transition to their new major.
- coordinate with the department chair regarding advisee questions that may warrant an exception to academic policy.

- provide career advice and connect students with Career Services.
- connect advisees who have financial difficulties with a financial advisor in PCC Care.
- connect advisees who have emotional or spiritual concerns with biblical guidance advisors in PCC Care.
- help advisees choose courses and register for the next semester, ensuring they stay on track for graduation. Advisors should be thoroughly familiar with the degree requirements listed in the College catalog. For advisees with double majors or complex minors, coordinate with an in-field advisor before approving chosen courses.

Advisee lists are available under Advising/Advisees on Faculty Portal and are automatically updated as students change majors and require a new advisor. Information regarding advisees' academic performance is also automatically updated as assignment grades and attendance are entered in the gradebook.

Students in the following academic status categories require special attention to ensure they attain good academic standing as quickly as possible.

Academic Watch: Students who do not completely satisfy academic entrance requirements. Although their course load is not limited, these students are required to take CL 110 Foundations for College Success.

Academic Warning: Students who fall below a 2.00 cumulative GPA. Students placed on Academic Warning are limited to a maximum load of 14 credit hours and are required to meet weekly with an academic success coach to help develop an ability to benefit from instruction at PCC.

Academic Probation: Students with previous-semester GPA of less than 1.00 or a cumulative GPA below 2.00 after being on Academic Warning for two consecutive semesters, transfer students with a cumulative GPA below 2.00, or students who do not meet academic entrance requirements but show evidence of college readiness. These students are limited to a maximum load of 12 credit hours.

A student with a semester GPA of less than 1.00 for two consecutive semesters or who remains on Academic Probation after two consecutive semesters may be subject to *Academic Suspension* for one semester.

Students who return from Academic Suspension continue on Academic Probation and must earn at least a 2.00 semester GPA to avoid being academically dismissed.

Employee Benefits

Faculty receive a $550 annual technology stipend ($27.50 in each semimonthly paycheck) to help offset ongoing technology expenses associated with teaching responsibilities.

Detailed information about additional employee benefits available to faculty is provided in the [Employee Handbook](#).

Faculty Ranks

Faculty ranks are determined by academic credentials; years of teaching experience; level of teaching effectiveness; and demonstrated commitment to course/program improvement, professional growth, and mentoring. Faculty ranks provide a path for promotion but do not confer tenure. To be eligible for appointment or promotion to a specific rank, an individual must meet all criteria for that rank.

Appointment/Promotion Criteria

Instructors: Faculty without a terminal degree who are qualified to teach at the undergraduate level.
- Must have a master's degree with a concentration (minimum of 18 graduate credit hours) in the teaching discipline or its equivalent (as determined by the Faculty Credentialing Committee).

Associate Instructors: Faculty without a terminal degree who demonstrate continued teaching effectiveness at the undergraduate level. To be promoted to Associate Instructor, an individual must:
- Have served as an Instructor for at least five years.
- Demonstrate continued teaching effectiveness.
  - Have a plan for the semester as well as each class/clinical period.
  - Communicate clearly in both oral and visual presentations.
  - Use instruction time effectively.
  - Provide regular, timely feedback that accurately reflects achievement of learning outcomes.
- Exhibit a commitment to improving courses based on student/chair feedback.
- Show evidence of ongoing professional growth and development related to the teaching discipline.

Senior Instructors: Faculty without a terminal degree who demonstrate continued teaching excellence at the undergraduate level. To be promoted to Senior Instructor, an individual must:
- Have served as an Associate Instructor for at least five years.
- Demonstrate continued teaching excellence.
  - Be well prepared; follow a well-designed plan for the semester as well as each class/clinical period.
  - Be an excellent communicator with engaging and informative oral and visual presentations.
  - Maximize all instruction time.
  - Provide regular, timely feedback that accurately reflects achievement of learning outcomes.
- Actively participate in course and program improvement.
- Show evidence of subject-matter mastery at a level beyond that of an Associate Instructor; be aware of current trends in the teaching discipline.
- Demonstrate a commitment to mentoring other faculty and students.

Assistant Teaching Professors: Faculty who are qualified to teach at the undergraduate or graduate level.
- Must have a terminal degree.

Associate Teaching Professors: Faculty with an in-field terminal degree who demonstrate continued teaching effectiveness at the undergraduate or graduate level. To be promoted to Associate Teaching Professor, an individual must:
- Have served as an Assistant Teaching Professor for at least five years.
- Demonstrate continued teaching effectiveness.
  - Have a plan for the semester as well as each class/clinical period.
  - Communicate clearly in both oral and visual presentations.
  - Use instruction time effectively.
  - Provide regular, timely feedback that accurately reflects achievement of learning outcomes.
- Exhibit a commitment to improving courses based on student/chair feedback.
- Show evidence of ongoing professional growth and development related to the teaching discipline.

Teaching Professors: Faculty with an in-field terminal degree who demonstrate continued teaching excellence at the undergraduate or graduate level. To be promoted to Teaching Professor, an individual must:

- Have served as an Associate Teaching Professor for at least five years.
- Demonstrate continued teaching excellence.
  - Be well prepared; follow a well-designed plan for the semester as well as each class/clinical period.
  - Be an excellent communicator with engaging and informative oral and visual presentations.
  - Maximize all instruction time.
  - Provide regular, timely feedback that accurately reflects achievement of learning outcomes.
- Actively participate in course and program improvement.
- Show evidence of subject-matter mastery at a level beyond that of an Associate Teaching Professor; be aware of current trends in the teaching discipline.
- Demonstrate commitment to mentoring other faculty and students.

Evaluation Process

Faculty eligible to be considered for promotion will be evaluated by the Faculty Rank Evaluation Committee following the spring semester. Committee membership includes all division deans and Faculty Committee officers. This committee reviews multiple artifacts to determine whether criteria for a specific rank have been met. Changes in rank are effective at the start of the next academic year.

If the number of faculty who meet the criteria for promotion exceeds the funding allocated for promotions in the current year, the most qualified faculty will have priority; remaining candidates will be reconsidered the following year. Faculty who were evaluated but did not meet promotion criteria will be reconsidered after two years of additional teaching experience.

Appeals Process

Eligible faculty who were not promoted may request information about the basis for the decision from their division dean. Faculty may request that the committee reconsider the decision by submitting a written appeal to

their division dean or the Academic Vice President. Appeals must include objective artifacts demonstrating that all criteria for the specific rank have been met. The committee decision regarding this appeal is final.

Faculty Load

Components of a faculty member's workload may include classroom teaching, laboratory supervision, or private-lesson instruction; advising; curriculum development and assessment; committee assignments; and other college-related tasks. Department chairs follow a set workload policy when creating all full- and part-time faculty schedules. The goal of this policy is to provide equitable workloads with adequate time for instructional responsibilities and personal and spiritual preparation. At the beginning of every term, a detailed schedule will be published on Faculty Portal for each faculty member.

Faculty should get approval from the Academic Vice President before accepting any outside responsibilities in addition to their assigned workload, including participating in off-campus conferences or meetings or doing book reviews (whether gratis or for pay).

In order to maintain clinical skills, nurses may work a maximum of two shifts per month during the months of September–November and February–April. The two shifts must be scheduled on the weekend (a maximum of one Sunday a month) or a PCC-scheduled holiday and must be reported to the Dean of Arts and Sciences at the start of the month. Nurses who would prefer to work in a nursing setting in the Pensacola area during the first two weeks of interterm and/or post-term may submit a Time-Off Request on Workday requesting to be released from college responsibilities for those dates.

Semesters

The number of credits an individual may teach in a given semester depends on the type and level of courses taught and the level of other responsibilities assigned.

Faculty are expected to be available (in person or online) during assigned office hours and additional times as needed to assist students in successfully fulfilling course requirements and achieving course learning outcomes and to advise students in academic pursuits and career preparation.

Bible Conference: Faculty are expected to attend all Bible Conference services unless they work in other areas of the ministry. These are paid days, and faculty who fail to attend may have pay deducted. Information regarding childcare will be sent to you from Employee Services.

Chapel: Chapel is the heartbeat of the College and a place where faculty get a unique feel for the burden and purpose of this ministry. Therefore, all faculty must attend chapel consistently. Faculty are assigned which days of the week to attend chapel and should attend on the days assigned. Changes to assigned chapel days should be requested through your department chair.

Closing Convocation: All faculty are expected to attend Closing Convocation in the fall semester on Wednesday the week of final exams.

Commencement: All faculty are required to attend or participate in the Commencement ceremony for their department unless there is a direct conflict with other work responsibilities. See p. 53 for Commencement dress guidelines.

Fine Arts Series: All faculty are expected to attend Fine Arts Series unless there is a direct conflict with work responsibilities.

Forums: As part of their professional development, faculty are expected to attend forums in areas where they teach. Forums and seminars are typically scheduled for Bible, Business, Computing, Criminal Justice, Education, Engineering, English, History, Pre-Law, Pre-Health, and Science majors. Additional forums or seminars are scheduled periodically.

Opening Convocation: Faculty are expected to attend all Opening Convocation services at the beginning of each semester. If a couple has young children and both husband and wife are faculty, only one parent is required to attend.

Senior Recitals: All faculty should plan to attend any senior recitals of students who are enrolled in their classes. Speech and music faculty should attend recitals as assigned.

Pre-Term/Interterm/Post-Term

During pre-term, interterm, and post-term, returning faculty will have meetings and other work responsibilities assigned in addition to professional development and course preparation. Other than required meetings, new full-time faculty will have all pre-term, interterm, and post-term for professional development and course preparation.

All faculty are members of the Faculty Committee and some of its standing sub-committees described in the section entitled Faculty Organization. In addition, faculty may serve on the following other college committees that provide the opportunity for faculty input into a variety of areas. These committees generally meet during interterm and post-term, with special meetings called as warranted.

> Fine Arts Series, *Mrs. Denise Shoemaker*
> Intramural Sports, *Mr. Taylor Allen*
> Promotion, *Mr. Stuart Willingham*
> Recreational Activities Facilities, *Mr. Ryan Gulledge*
> Safety, *Mr. Stephen Click*

Faculty may submit suggestions to the chair or to faculty who serve on these committees. All suggestions are reviewed carefully, and many are implemented.

Summer

Qualified faculty will be notified by April if they are needed to teach a summer course.

Student Success Advisors are encouraged to be available to assist advisees with registration starting in July.

Faculty Organization

All faculty are members of the Faculty Committee, which meets at least once a year to discuss recommendations that contribute to the overall direction of PCC's academic and related areas. The mission of the Faculty Committee is to advise college decision makers on educational matters such as policy, practice, and program content in accordance with the stated mission of the College.

The purpose of the Faculty Committee is to continually improve educational effectiveness by synthesizing, evaluating, and proposing recommendations received from college faculty. Proposals of this committee are presented as consensus recommendations to college decision makers for final evaluation, decision, and implementation.

The Academic Vice President is the chair *ex officio* of the committee, and the Vice Chair and Secretary are elected by members of the Faculty Committee. Faculty Committee bylaws are posted under References/ Manuals on [Faculty Portal].

Faculty Committee includes the following standing sub-committees on which faculty serve. Requests to join any of these sub-committees should be submitted to the Academic Vice President.

Advisory Council

The purpose of the Advisory Council is to aid the elected Faculty Committee officers in reviewing and synthesizing incoming faculty recommendations and to recommend action on those items at future Faculty Committee meetings. In addition to recommending agenda items to the Vice Chair, this sub-committee is responsible to direct faculty suggestions which pertain to specific sub-committees or other college committees to the appropriate chairperson. The Advisory Council is composed of one member from each department elected by faculty within the department.

Academic Curriculum Committees

Academic curriculum committees listed below are responsible for ongoing curriculum development, assessment, review, and modification. Membership includes the department chair or division dean and all faculty who teach in the subject area.

Accounting, Management, Finance, and Marketing, *Dr. John Cuendet*

Art, *Mr. Greg Hewitt*

Bible, *Dr. Jody Wolf*

Computer Science, *Dr. Michael Geary*

Criminal Justice, *Dr. Marie Thompson*

Elementary and Special Education, *Dr. David Gregory*

Engineering, *Dr. Michael Geary*

English, *Dr. Marie Thompson*

Graduate Art, *Dr. Amy Bombard*
Graduate Business, *Dr. Eric Bryant*
Graduate Education, *Dr. Eric Bryant*
Graduate Nursing, *Dr. Denise McCollim*
Graduate Performing Arts, *Dr. Amy Bombard*
History and Political Science, *Dr. Marie Thompson*
Liberal Arts, *Dr. Lauren McIntyre*
Mathematics, *Dr. Aresia Watson*
Modern Languages, *Dr. Marie Thompson*
Music, *Dr. Jonathan McIntyre*
Music Education, *Dr. David Gregory*
Nursing, *Miss Heather Hartkopf*
Office Administration, *Dr. John Cuendet*
Physical Education, *Dr. David Gregory*
Science, *Dr. Aresia Watson*
Secondary Education, *Dr. David Gregory*
Seminary, *Dr. Dan Rushing*
Speech, *Dr. Jonathan McIntyre*

Academic Facilities Committees

The purpose of academic facilities committees is to review faculty requests concerning the maintenance and improvement of facilities and the purchase of equipment pertaining to the academic programs in the department. After reviewing the requests, the committee formulates prioritized recommendations for purchases and improvements by department. Membership includes the department chair and one or more other faculty members from within the department.

Bible, *Dr. Dan Rushing*
Business, *Dr. John Cuendet*
Education, *Dr. David Gregory*
Engineering and Computer Science, *Dr. Michael Geary*
Humanities, *Dr. Marie Thompson*
Liberal Arts, *Dr. Lauren McIntyre*
Natural Sciences, *Dr. Aresia Watson*
Nursing, *Miss Heather Hartkopf*
Performing Arts, *Dr. Jonathan McIntyre*
Visual Arts, *Mr. Greg Hewitt*

Alumni Committee, *Dr. Doug Zila*

The purpose of the Alumni Committee is to provide recommendations to the administration and Alumni Association regarding alumni activities. The primary focus is on how to increase alumni involvement in their alma mater both through participation in on-campus events and in their support through prayer, contributions, and recruiting new students.

Career Services Committee, *Dr. Doug Zila*

The purpose of the Career Services Committee is to provide feedback and recommendations regarding the services and support provided through the Career Services Office.

Faculty Credentialing Committees, *Dr. Donna Marion*

Faculty credentialing committees are ad hoc committees responsible to review the credentials of applicants for faculty positions. Membership includes the Academic Vice President, division dean, department chair, and lead teacher or faculty representative from the appropriate department.

Forum Committee, *Dr. Michael Geary*

The purpose of the Forum Committee is to provide feedback and give recommendations to the administration regarding academic forums and seminars. These forums are intended to further the training of students in their chosen field by exposing them to successful professionals and, when possible, speakers who exemplify a godly life.

Library Committee, *Miss Rebekah Crouse*

The purpose of the Library Committee is to provide feedback about Library support of academic programs and recommend materials and services to supplement and enrich classroom instructional effectiveness and student learning.

Online Learning Committee, *Mr. Matt Smith*

The purpose of the Online Learning Committee is to provide feedback and propose initiatives to improve online delivery methods, services, or strategies that enrich the effectiveness of the learning environment for non-traditional students.

Pre-Health Professions Advisory Committee, *Dr. Aresia Watson*

The purpose of the Pre-Health Professions Advisory Committee is to aid students who are applying to medical school or other allied health professional programs by writing committee recommendation letters and tracking the progress of students in the application process.

Technology Committee, *Dr. Donna Marion*

The purpose of the Technology Committee is to research and advise the Faculty Committee and the President on matters of technology that support education at PCC.

Faculty Development

Spiritual development is an important part of a Christian's life. PCC provides opportunities for spiritual development in Campus Church, chapel, Bible Conference, Opening Convocation, and multiple Christian service opportunities.

Professional development is also important; therefore, full-time faculty have paid time allocated for professional development during pre-term, interterm, and post-term. In addition, professional development sessions offered throughout the year and the Faculty Professional Development course in Canvas provide training and resources on educational philosophy, practices, and procedures.

Each faculty member is expected to submit a Professional Development Plan annually as part of the Professional Information Survey. This plan should identify professional development goals to enhance subject-matter expertise, grow professionally, and/or improve instructional effectiveness.

Faculty are encouraged to pursue additional graduate degrees, and educational loans may be available to assist faculty in pursuing these degrees (see section on Graduate Work for more details). In addition, faculty may submit grant proposals requesting funding for professional development activities such as professional certification or licensure, conferences or workshops, graduate courses (maximum of one annually), continuing education credits (CEUs), or professional association dues. Professional development funds may not be used to pay for courses that are part of a degree being funded through an Educational Loan.

Eligible requests will be prioritized based on alignment with college and department mission as well as relevance to current or anticipated course offerings. Requests from full-time faculty will be prioritized above those from part-time or adjunct faculty. In addition, so that funds can be provided to as many faculty as possible, requests from those who have not recently received funds may be given higher priority.

Expenses in excess of the amount awarded are the requesting faculty member's responsibility. Other than tuition for graduate courses, funds for approved requests will be disbursed on a reimbursement basis after a receipt is provided. For graduate courses, an official transcript showing a course grade of *B* or higher must be submitted to the Academic Vice President once the course is completed. Funds must be reimbursed immediately for activities not completed or classes that do not meet the minimum grade requirement.

Faculty evaluation is conducted each semester as part of ongoing professional development. The purpose of the evaluation is to help each faculty member develop into a master teacher. The following procedures are used for evaluation:

- Students submit Teacher/Course Feedback during the last week of each semester. This feedback is a valuable teaching tool, as it gives information to the teacher regarding classroom effectiveness.
- The instructor of record observes each graduate teaching assistant and instructional assistant with instructional responsibility at least one time each semester and meets with the teacher to discuss the observation.
- The department chair or division dean observes each faculty member in the department at least one time per year and meets with the teacher to discuss the observation.
- Final grade distributions, adherence to institutional policies, and fulfillment of other faculty functions (see Appendices A and B) are included in the overall annual evaluation of each faculty member.

Continued poor performance as evidenced by the above evaluations may result in reassignment to a non-teaching position.

Resources

Technology

Canvas

Canvas is the learning management system used for all courses. The link to Canvas is available under Software/Canvas on Faculty Portal, and instructions for using Canvas are available in the Canvas module of the Faculty Professional Development course. Faculty may use Canvas to make electronic copies of instructional information available to students both on and off campus. Students must be registered for a course to be able to access that course's Canvas resources.

For copyrighted materials, you must either meet the fair use guidelines defined in Appendix G or have obtained permission from the copyright owner prior to making the material available. You must indicate on the document that it is used with permission and cite the original source. To make the same material available in a subsequent semester, you must obtain new permission from the copyright owner.

Classroom Technology

All frequently used classrooms have a mounted digital projector and access to wireless internet. Some classrooms also have DVD/VCR units or computer equipment necessary for the courses taught in those rooms. Blu-ray/DVD players, document cameras, and Bluetooth microphones are available to check out in faculty workrooms.

Lists of A/V equipment available in classrooms and workrooms are provided under References on Faculty Portal. Please reserve equipment in advance using the A/V Equipment Checkout Sheet under Forms/Courses on Faculty Portal and return the equipment promptly once you are done. Equipment should be reserved only for days you will use it.

Instructions for connecting to and using the digital projectors are available in each classroom. To report technical issues with audio/video equipment, call the Electronics Help Desk (ext. 5152) or email EEHelpDesk@pcci.edu. Do not contact technicians directly. For technical issues with computers or wireless access, call the IT Help Desk (ext. 2616) or email ITHelpDesk@pcci.edu.

Copyleaks

PCC subscribes to Copyleaks, plagiarism detection software which faculty may use to detect plagiarism and promote proper research. Copyleaks is integrated with Canvas. Directions for using Copyleaks are available under Software on Faculty Portal.

Eagle's Nest

Eagle's Nest is an online platform students use to access email; view information about campus services, facilities, and events; and monitor personalized information such as class schedules, attendance and conduct records, and class grades.

Faculty Portal

Faculty Portal is an online platform through which faculty access their schedules, gradebooks, rosters, advising resources, forms, and other academic resources.

You may connect to Faculty Portal at facultyportal.pcci.edu from home or on campus. When available, you may also use the computer labs in the library; AC 211, 222, 223; and MK 508. Do not allow any other individual to use your login credentials to access Faculty Portal, as information on this site is confidential.

On Faculty Portal, instructions for using email are available at Tech Help Central under Software/Technical Help. Instructions for using the gradebook and reporting attendance are available in the Faculty Portal Instructions under References/Manuals. Any problems or questions regarding Faculty Portal should be directed to ITHelpDesk@pcci.edu or ext. 2616.

Microsoft Bookings

Bookings is an appointment scheduling application that is integrated with Outlook. Advisors are encouraged to use Bookings to schedule advising appointments as needed. Other faculty are welcome to use Bookings if desired. Send the link to your Bookings page to Registrar@pcci.edu for it to be published on Eagle's Nest. Instructions for using Bookings are available under Software/Microsoft Bookings on Faculty Portal.

Microsoft Teams

Faculty can initiate and receive text, voice, or video chats with other faculty and students through Teams. If desired, you may also use Teams to provide online office hours and support overall collaboration and communication with advisees or students in your classes. Directions for creating and conducting a Teams meeting are available under Software/Microsoft Teams on Faculty Portal.

Panopto

Panopto is a video management platform integrated with Canvas that faculty may use to create video content for their courses. Faculty with approved leave may use Panopto to record lectures for missed classes. Instructions for installing and using Panopto are available in the Faculty Professional Development course in Canvas.

Campus Facilities and Equipment

Apperson Test Scoring Machines

Apperson test scoring machines are available in all primary faculty workrooms. Directions for using these machines are available under Software/Apperson on Faculty Portal.

Classrooms

Classroom heating and air-conditioning systems are controlled by computer. If you have a problem in your classroom, contact the Academic Office, ext. 2890, or email HVACHelpDesk@pcci.edu. Do not contact Maintenance or Engineering personnel directly with heating or air-conditioning problems. When the sun is shining directly through the windows, the blinds need to be closed for the air conditioning to cool the room sufficiently.

Please promptly report all needed repairs to the Academic Office Assistant, A-1, ext. 2890. Tables should always be kept away from the wall so they do not scratch the walls. If classrooms—including chalkboards, chalk trays, and floors—are not being cleaned properly, email EnvServHelpDesk@pcci.edu.

Do not use any kind of adhesive (including Plasti-Tak) anywhere in the Academic Center, MacKenzie Building, or VPA. Many adhesives appear to leave no marks, but time reveals a residue which collects dust on walls or chalkboards.

At the end of each class, faculty are expected to erase chalkboards, clean up litter, and see that the tables are properly aligned. Lights in classrooms should be turned off following each class.

Digital Media Equipment

No student group may use the College's audio/video equipment to create digital media for any student group or organization on campus. Digital media coursework should not be designed to benefit a student group.

Dry-Erase Boards

When teaching in classrooms with a whiteboard, please be sure to use the appropriate markers. Regular markers should not be used. If new markers are needed, contact the Academic Office Assistant, A-1, ext. 2890. Since the writing is more difficult to erase the longer it is on the board, please erase the board immediately after class.

Offices—Faculty

Faculty should keep offices looking professional. Please follow these guidelines:

1. Keep all faculty workrooms and offices locked any time you are not present.
2. Office furniture has been properly arranged. Please do not rearrange it without permission from Interiors. All furniture should be kept at least an inch away from the walls to avoid wall damage and markings.
3. Do not hang or attach anything to the walls.
4. Small coffee pots, small radios, or fans are permitted.
5. Coat hooks are attached to the back of the office doors. Please use these rather than the backs of chairs.

6. Women should keep purses in desk drawers so as not to tempt students.
7. Keep desk tops as neat as possible and straighten them before leaving.

Trash should be taken to the workroom for disposal each week. Follow the guidelines posted on the workroom bulletin board. Cleaning supplies are available in each workroom. A vacuum for faculty use will be placed in office corridors once a week. Student workers are not permitted to enter unoccupied offices. Please direct questions and requests to InteriorsHelpDesk@pcci.edu. For urgent matters, call ext. 4064.

PaperCut Print Stations

Faculty members are not permitted to use the office copy machines. Faculty can copy and scan documents at no charge using PaperCut print stations in the following locations: Commons 1st floor, Library 1st floor, AC 1st floor, MK 3rd floor, and VPA 1st floor. Instructions for using PaperCut are posted on Faculty Portal under References/Campus. Guidelines regarding the total number of handouts permitted per class (see p. 44) include copies made using PaperCut.

Remember it is illegal and unethical to duplicate copyrighted material for students unless it falls under fair use as defined in Appendix G. This caution applies to course handouts as well as materials packets and items posted in Canvas. If you need help securing permission to duplicate copyrighted material, contact the Copyright Editor, ext. 2081.

Parking

Parking guidelines are located on the Employee Services website under Campus Info/Vehicle Information.

Printers

Printers are available in workrooms for faculty who supply their own paper. Single copies of documents may be printed in computer labs; however, these printers should not be used to print multiple copies of materials for class use. Requests for multiple copies should be submitted following normal duplication procedures (see p. 39). All printing done at the College is expected to be for teaching projects only.

Testing Center

The Testing Center must be used for all missed unit tests and midterm exams except for those that must be taken in a specific lab. This service is not provided for quizzes or final exams.

Because the Testing Center is not able to proctor paper-based tests that require internet or ebook access, faculty must provide an alternative method for students to access necessary reference information when making up tests in the Testing Center.

The Testing Center is available in the Lyceum each Saturday from noon to 4 p.m. except for the Saturdays after Thanksgiving and during the Easter holiday. Alternate testing times will be held at 7 p.m. on the Monday after Thanksgiving and at 6 p.m. on the Tuesday after Easter.

Students must present a photo ID to take a test and are charged a $12.50 Testing Center fee for each missed test unless the fee is waived by administration due to extenuating circumstances. Though library staff are responsible for processing and administering tests, they are not involved in decisions regarding testing fees.

Wireless Network

PCC's filtered wireless network is available in the Commons, Library, Sports Center (1st floor), all residence halls, faculty offices, and AC, MK, and VPA classrooms. Instructions for connecting to the wireless network are available at Tech Help Central under Software on Faculty Portal. It is recommended that all computers connecting to the wireless system have current antivirus software and up-to-date software and hardware drivers. For your convenience, the College provides some free options for antivirus software at Tech Help Central.

Before asking students in your classes to visit a website or download software for an assignment, verify that the site is open to students by emailing the web address to ITHelpDesk@pcci.edu. If the site is not open, request access at Tech Help Central. You only need to verify that a site is available to students the first semester you use it. However, sometimes websites make changes that affect the way the filter views their site, causing the site to be blocked unintentionally. If students report that a site you have used previously is now blocked, report the issue to ITHelpDesk@pcci.edu to get the site opened again.

To request on-campus faculty access to a blocked website, email your chair the link to the website and a description of why the access is needed.

Library

Faculty should plan specific assignments that require students to use library resources to meet course learning outcomes. The mission of the Rebekah Horton Library is to supplement and enrich classroom instructional effectiveness and learning at Pensacola Christian College and Pensacola Theological Seminary. The needs of the students, faculty, and staff are met by providing a well-balanced collection of materials that enhance the academic curriculum, while also meeting the research, spiritual, and personal growth needs of our students, faculty, and staff.

The objective of the library staff is to supply a variety of services, ranging from general help in using library resources to individual research assistance. Library staff are conscious of the responsibility to add resources, make changes, and improve services as user needs require. Additional information regarding the library is provided in the Library Handbook (available under References/ Library on Faculty Portal).

Faculty may use their PCC Card to check out library materials at the Circulation Desk. A limit of 10 items may be checked out for 30 days, and items may be renewed, subject to demand. The fine for overdue books is $0.35 per book per day. Do not check out books for students or lend out your borrowed items.

Conference Rooms

Conference rooms are available for students working on group projects. Students should sign in and out at the Circulation Desk. To give students working on required course projects priority over walk-in groups, email RLHLibrary@pcci.edu the names of the students who will be working on the project, the course name and number, and the length of time the project will take. Student groups must consist of a minimum of three people.

Interlibrary Loan

Interlibrary Loan (ILL) is available for patrons seeking materials not available in the PCC Library. Interlibrary Loan Request forms are available under Forms/Library on Faculty Portal and on the library website. Faculty may request up to 20 items at a time. The library does not charge for ILL requests; however, the lending library may charge for use of an item. ILL staff will confirm whether you are willing to accept the charge prior to

borrowing the item. You will be notified when the resources are available, which may take up to two weeks. The length of the loan is determined by the lending library. Renewals should be requested no later than one week before the item is due, pending the approval of the lending library. For questions, email ILL@pcci.edu.

Online Resources

Faculty can search library holdings and access the library's online resources at library.pcci.edu. If a login is required, use your Faculty Portal username and password.

Numerous databases, electronic periodicals, and other e-resources are available through the library website, including EBSCOhost, EBSCO eBooks, Gale, JSTOR, LinkedIn Learning, NewsBank, Ovid, ProQuest Dissertations, and the Theological Journal Library Online databases.

Professional Collection Room

The professional collection contains a variety of sensitive materials, items that are not suitable for general stacks, and items for faculty use only. Items in this collection have the prefix "Pro." or the word "Professional" in the call number. To access these items, please ask for assistance at the Circulation Desk.

Faculty may give students permission to use an item from the Professional Collection Room by emailing RLHLibrary@pcci.edu the student's name, ID number, and the title and author of the item. The item will be placed at the Circulation Desk, and the student may use it at one of the tables near the desk. The student may not check the item out or photocopy from it.

Requesting Books and Materials for the Library

Faculty are encouraged to make library holding suggestions at any time. To ensure library holdings and resources are sufficient to support all degree programs, faculty are expected to check the holdings available for their teaching fields (keeping in mind that all resources for one subject are not necessarily in one area of the library) and to submit at least three new holdings requests every interterm and post-term. Guidelines for requesting appropriate materials are provided under References/Library on Faculty Portal.

To facilitate speed and accuracy in ordering,

1. plan ahead for items needed in the next semester. The average order often takes several weeks to receive, catalog, process, and place on the shelf for use.
2. search the library holdings online to see if the library already has the item. Look carefully at publishers and publication dates. If you are uncertain whether a specific resource would be worth purchasing, ILL is an excellent way to preview the item before submitting an order request.
3. complete the online Library Order Request form available under Forms/Library on Faculty Portal.

Requests will be submitted to your department chair for approval. You will receive status updates regarding your request by email.

Research Center

The Research Center on the 1st floor of the library answers students' reference questions and helps them develop effective research skills. Personal research assistance is available by appointment and during walk-in hours indicated under Services/Research Center on the library website.

Reserve Items

The library's reserve collections contain items that faculty have identified as high demand for a particular course or program. Most items are placed on general reserve on the 6th floor of the library. Additional reserve collections for audio-visual items are located on the 3rd floor. These collections are arranged on the shelves according to subject and course name.

The following materials may be placed on reserve:

- Materials which need to be read, viewed, or listened to for completion of assigned class work
- Textbooks in cases where a college text is back-ordered, out of print, or unavailable for student purchase
- Materials which provide primary reference or research reading in line with classroom assignments
- Materials used in lecture preparation by a faculty member, which would amplify various points presented in class

Rather than placing personal copies on reserve, submit a Library Order Request form (available under Forms/Library on Faculty Portal) far enough in advance that the library can purchase a copy of the item to place on reserve. If it is not possible to order the item in time, you may place your personal copy on reserve but should still submit a request for the library to purchase a copy of the item for future use. To place a personal copy on reserve, contact lib-reserve@pcci.edu.

Reserve requests may be placed directly through Canvas under the Resource Lists tab in the menu for each course. Instructions for placing requests and using resource and reserve lists in Canvas are available under Software/ Canvas on Faculty Portal. For assistance creating reserve lists, email lib-reserve@pcci.edu. **Allow at least one week for items to be processed and placed on the reserve shelves.** Be sure to place items on reserve before the semester begins. If you wait, the items may be checked out and need to be located and returned before they can be placed on reserve.

All reserve items must be processed by library staff; items may not be removed from reserve without first checking with library staff. All books are automatically taken from reserve at the end of each semester unless they are on permanent reserve or are on reserve for shorter periods of time. Items are considered to be on permanent reserve if they are reserved for consecutive fall and spring semesters.

Policies and Procedures

In an effort to maintain unity and consistency in its operations, Pensacola Christian College is a policy-oriented institution. Policies are positive governing statements that guide decision making and operation, that are established by the Executive Offices or Board of Directors, and that generally have college-wide applicability.

Faculty must not change or give exceptions to stated policies. If a student asks for an exception, that student needs to be directed to the appropriate administrator. Each faculty member must strongly support the regulations of the College and do so with a positive and cooperative spirit.

Faculty are advised to protect themselves from taking up the offenses of others. It is wise to refrain from discussing disagreements about college policies and procedures with students, remembering that faculty do not make policies but do help enforce them.

Academic deans and chairs are available to assist faculty in understanding policies and procedures. In order to function efficiently, faculty should make their requests by email or appointment. Anyone wishing to see any personnel in the academic office areas should stop by the receptionist's desk first.

Any faculty member has complete freedom to come to the Academic Vice President or to the President without first going to the area administrator if the problem warrants that level of attention.

Suggestions for changing or creating policies and procedures should be submitted using the Faculty Committee Suggestion form under Forms/Faculty on Faculty Portal.

Academic Policies and Procedures

Absences—Faculty

Faculty must never cancel classes or arrange for someone else to cover their classes without first getting approval from the department chair. Faculty who cannot teach because of illness or an extenuating circumstance must *contact their department chair before 8 a.m.* If possible, the faculty member should record the lecture or another faculty member should teach the class. If a class must be canceled, students should be notified through a Canvas announcement and an email from the class roster on Faculty Portal.

Faculty may request approval to miss a maximum of two class days every other year to attend conferences with demonstrated value supporting courses they teach. Missed lectures must be recorded and posted in Canvas prior to leaving.

Those who work in other areas in addition to teaching should notify their supervisor if ill or missing work for some other reason.

If you have an assistant in your class, email AcademicTimekeeper@pcci.edu if that assistant is absent.

Academic Accommodations

PCC Care will notify you every semester of academic accommodations that have been granted for students in your classes who have documented disabilities. These students will also be told to meet with you to discuss the specifics of implementing their approved accommodations in your class. You should not expect them to provide details regarding their disability or the reason the accommodation was granted. If you have questions about how to implement the approved accommodation, contact PCCcare@pcci.edu.

Academic Integrity Violations

It is expected that students will act with academic integrity, applying fundamental principles of honesty and independent study when completing all coursework. Academic integrity includes students submitting their own work for assignments, projects, quizzes, and tests and acknowledging any contribution from others in their work. Types of academic dishonesty are described in Appendix E and on Eagle's Nest. If academic dishonesty is suspected, notify the student either in person or in writing of the alleged violation and offer to meet to discuss the situation.

When you suspect a student is cheating on a quiz, test, or examination, quietly collect all evidence of cheating and tell the student you will deal with the situation after class; do not get into a discussion with the student regarding the situation during class. If the evidence you collect is a cell phone or other electronic device, do not try to access the device to confirm whether the student was cheating. After class, if the student does not admit to cheating using the device, have the student accompany you as you take the electronic device and all quiz or test materials to the Student Life Office, AC-3. Student Life personnel will determine whether the device was used to cheat.

For any academic integrity violation, if the student does not agree that a violation occurred, the level of proof required for a penalty to be applied varies based on the level of violation (see Levels of Academic Dishonesty in Appendix F):

- Level 1 violations require a preponderance of evidence, which means the violation is more likely to have occurred than not.
- Level 2 violations require clear and convincing evidence, which means a violation is the most likely and best explanation for the evidence presented.
- Level 3 violations require proof beyond a reasonable doubt, which means a violation most certainly occurred, with no other reasonable explanation for the evidence presented.

If the student agrees that the violation occurred or does not respond to your notification regarding the suspected violation within 5 business days or if the level of proof is sufficient to warrant a penalty even if the student does not agree that a violation occurred:

- check the Academic Dishonesty Lookup form (under Forms/ Courses on Faculty Portal) to determine whether the student has any other reported academic integrity violations that affect which level of penalty should be applied.
- determine the appropriate academic penalty based on the level and type of academic dishonesty (see Appendix F).
- document the violation and penalty applied using the Report Academic Dishonesty form available under Forms/Courses on Faculty Portal.

- for Level-3 penalties that require additional approval, contact your chair to initiate the approval process. (Most Level-3 penalties are recommendations that must be approved by a committee composed of the chair, dean, and Academic Vice President.)
- notify the student of the penalty that was applied.

Attendance—Students

Because regular class attendance is the single best predictor of academic success, students in on-campus classes are expected to be in class, to be on time, and to stay for the entire period; and online students are expected to view all course lectures and to participate in all class activities. Graduate and seminary courses have the same attendance policy as undergraduate courses.

Missing 25 or more minutes of a class period or leaving class and not returning (regardless of how much time was missed) counts as an absence; missing less than 25 minutes counts as a tardy, and three tardies count as an absence.

Accumulated absences may affect students' grades or ability to remain enrolled in the course as shown below. Absences due to extenuating circumstances (as defined in the Student Handbook), class cuts, and senior cuts are considered approved leave and are excluded from penalties related to accumulated absences unless a student accumulates more than three weeks of combined absences of any type.

Absences Recorded	Possible Penalty
More absences* than the number of days the course meets per week	Instructor may lower final course grade by one full letter grade
More absences* than the number of days the course meets in two weeks	May be required to withdraw from the course or course grade may be lowered to an *F*
More combined absences (for any reason) than the number of days the course meets in three weeks	May be required to withdraw from the course

*Excludes absences for approved leave.

Students who miss class are expected to submit a Class Absence Notification Form (available on Eagle's Nest) as soon as is reasonably possible. Those who skip class, arrive late, or leave early should receive a zero for any missed quiz, presentation, or performance and a 10 percent grade deduction for any late assignment or missed test. For other absences, faculty may require

makeup work before waiving the penalty. If you know ahead of time that the student will be absent because of class cuts, you may use your discretion as to whether you require printed work to be submitted before the absence or afterward.

All student absences and tardies must be recorded via the attendance page on Faculty Portal. Faculty should also record when students leave class early or for an extended amount of time and indicate the amount of time missed (less than 25 minutes or 25+ minutes). **Do not report students who leave class to go to the restroom or because they are obviously sick.** If a student took a quiz before leaving class early, the grade earned on the quiz should still be entered into the gradebook.

Faculty do not have the authority to allow students to miss class without recording the absence and are never to make arrangements between themselves allowing students to miss one class in order to help another faculty member. Do not permit a student to attend another section of your class or lab to be able to leave earlier for weekend cuts.

The attendance record must be kept up to date on a daily basis. Students are able to keep up with their class attendance records by looking on Eagle's Nest and have two weeks to contest an absence or tardy from the time the absence or tardy is submitted. Errors in entering attendance should be corrected as soon as possible.

Proactive communication is vital when dealing with attendance issues. At minimum, faculty are expected to:

- publish on course syllabi clear course-specific details about the attendance policy and procedures for missed assignments, quizzes, presentations, or performances (see Appendices C and D).
- actively contact any student who misses two consecutive class periods without submitting a Class Absence Notification Form (or other communication) to indicate why. The goal of this contact is to show concern regarding the absences and to help the student resolve the issue(s) preventing attendance. Contact your department chair if you are unable to get the student to respond after using multiple contact methods.
- warn students who are in jeopardy of having their final course grade lowered due to accumulated absences. Only absences that occur after this warning should be considered when determining whether the grade should be lowered at the end of the semester.

- document all communication regarding attendance issues by adding academic comments to the Student Information and Stats page under Courses/Statistics on Faculty Portal.

Accumulated absence penalties are applied by faculty when final grades are posted in the gradebook. After calculating final grades, an Attendance Penalty column will appear next to the Class Grade column. When you check the box for students who meet the criteria for a penalty, the final grade will automatically be lowered one full letter grade. After the penalty has been applied, you can still manually adjust the final grade if desired.

Extended Absences: The Academic Office will notify you by email if a student in your class needs access to recorded lectures due to extenuating circumstances that will require extended absences. If the content in your course cannot be provided through a recording, respond to the email requesting guidance for how to proceed. Recorded lectures should be posted in Canvas for the student to watch.

Cell Phones—Students

Students may not use cell phones during class except for academic purposes at the instructor's discretion. During class, if a student is using a cell phone without permission or if a cell phone rings, have the student turn the phone on silent (not vibrate) immediately. (Do not confiscate the phone.) After class, complete a report slip.

Class Management Guidelines

Classes and rehearsals should always begin promptly with prayer (not with sermonettes) and should be handled in a professional manner. The entire class period should be used for teaching or evaluation purposes, and any questions concerning proper class procedures should be directed to your department chair.

Have a plan for each class period to help you use class time effectively. Plan how you will collect assignments that are due and how you will provide information about upcoming assignments. Plan for transitions to ensure efficient use of time in taking attendance, passing out papers, collecting tests or quizzes, etc. When planning what material to cover, be flexible and willing to adjust your instruction and schedule for the students' benefit. Also plan opportunities for students to apply or discuss material being presented.

Faculty should always have their classes under complete control. Do not permit disruptions or questions which challenge authority. Be aware of students texting, studying for other classes, etc.

In large lecture classes, seat students in alphabetical order. You may also want to appoint row monitors for taking attendance and distributing papers and have rows rotate forward each Monday to avoid the "back-row syndrome."

If you have students with sight or hearing problems, ask them to let you know after the first class so they can be assigned to the front of the classroom. Please be sensitive to students with special needs and do all you can to help them adjust.

For efficiency's sake, faculty should use a standard heading for all quizzes, tests, reports, and other papers. For items that do not require a title page, a good suggestion is to place the heading in the top-right corner of the paper with the student's name, date, and course number or course title.

Class Meeting Times

Classes typically begin on the hour and are held for 50 minutes. Classes that meet for less than two hours do not break. Classes that meet for two or more hours should allow a 10-minute break for each hour taught.

Faculty are expected to be at their class at least five minutes early so they can be prepared and ready to begin immediately when the bell rings. Faculty who will be tardy or absent from their assigned job must notify their department chair as early as possible.

Every class minute is vital for maximum teaching and learning. As good stewards of the time, faculty should begin and end all classes precisely at the bell and fill the time with well-planned instruction. Faculty are not authorized to dismiss class early.

Computers in Class

Students may use laptops and tablets for note-taking if they are charged on battery power. Other than taking notes or other academic purposes, technology should not be in use without faculty permission. Students are only permitted to record lectures if PCC Care has granted this academic accommodation due to a documented disability.

Copy/Print Requests

Faculty can copy and scan documents at no charge using PaperCut print stations . Faculty also have the option to submit print requests on Faculty Portal or at the Records Office, A-1, between 7:30 a.m. and 4:30 p.m. Do not leave print requests at the Information Desk, and **never send test or quiz materials through the interoffice mail system.**

When submitting print requests online, be sure the PDF that is provided is ready to be printed exactly as it is submitted. The Print Shop cannot edit documents and can only print the entire PDF that is submitted.

Print request forms are available at the Records Office, A-1; the Academic Center and MacKenzie Building faculty workrooms; and the VPA reception desk. The blue *(60 or fewer copies)* or white *(61 or more copies)* Requisition for Duplicating Services should be attached to printing that is turned in at the Records Office. Clip (do not staple) the master copy (one-sided 8 ½" x 11" white paper) to the properly completed request form. The master copy should be clean and neat and printed in black ink. Copies of "copies" are often difficult to read. Do not staple or glue copies together.

Because all documents are for PCC, it is not necessary to put "Pensacola Christian College" on each document. Leave at least a half-inch margin around the typing to ensure that everything is copied. Before submitting, check for typographical errors. When listing books, use the correct form for capitalization, underlining, italics, etc.

Print requests submitted by 9 a.m. will be ready for pickup at the Records Office by noon two business days later. In case of a genuine emergency, you may see the Academic Vice President to request a faster return date. Do not take your emergency to office personnel or the Print Shop. Ask for printing to be returned the day before you need the material so you will have it available to use the next day. During pre-term and interterm, allow three business days for all printing and only submit items that are needed in the first two days of classes.

Course Folders

Every course has an electronic course folder in Faculty Resources. Items submitted using an online print request are automatically saved to the appropriate course folder. An electronic copy of items duplicated through other methods (including PaperCut) must be manually added to the course folder. You will have access to the folder for every course you have

taught or are scheduled to teach and should keep these folders up to date. Be sure to clearly label all documents. The following is the pattern to follow in developing or updating course folders:

Course Syllabi

- Every faculty member must submit an updated course syllabus to this folder every semester a course is taught. Schools that request course syllabi when evaluating transfer credits expect to receive the course syllabus used by the individual requesting the transfer.

Handouts and Resources

- Provide electronic copies of any documents printed for students.
- Provide either a list or electronic copies of any additional resources used for the course.

Lecture Materials

- Provide all lecture notes and PowerPoint/Keynote presentations created for the course in an editable format.
- If multiple people teach the same course, save each teacher's materials in a separate folder labeled by last name.

Quizzes and Tests

- Provide electronic copies of all quizzes, tests, and exams.
- Provide answer keys for all quizzes, tests, and exams.

Worldview Tenets

- Document which worldview tenets the course supports.
- Describe how the principles of these tenets are taught in the course.

Course Rosters

Course rosters are available under Courses/Class Tools on Faculty Portal. The roster will automatically update class membership as students drop and add classes. Students should only be admitted to class if their name is on the course roster. If a student's name is not on the roster, the student should be sent to add the class through online Drop/Add.

It is college policy that faculty may not make section changes for students following registration. The only way a student can change a course section is through Drop/Add. Under no circumstances may any teacher juggle classes for individual students or allow a student in class who is not on the course roster.

Course Syllabus

During the first week of classes, provide a course syllabus in every class you teach. (See sample course syllabus in <u>Appendix C</u> and templates on Faculty Portal under Courses/Course Syllabi.) Those teaching under an instructor of record must include the instructor of record's name, office location, and office hours in the header.

Curriculum Changes

Any changes to course descriptions, curriculum, or academic programs should be submitted to your department chair to be discussed in the next curriculum committee meeting.

If changes are approved, the chair will present curriculum committee recommendations to Academic Committee for approval. Substantive program changes are presented to the Board of Directors for final approval.

When revising assignments required for a course, keep in mind that class meeting time combined with outside homework and projects must total approximately 45 hours per credit for the average student.

Exam Permits

Students (including GAs and faculty/staff taking classes) may only take final exams if there are no holds on their account. Students can check the Exam Permit widget on their Eagle's Nest home page to see if they are eligible to take exams.

Starting on the first day of finals, the Class Attendance and Attendance Register pages on Faculty Portal will show a list of students in the class who are not eligible to take the final exam. This list is updated as soon as a hold is released.

Faculty teaching on-campus classes are expected to check students' eligibility on Faculty Portal prior to each exam. **Viewing an Eagle's Nest widget should not be accepted as proof of exam eligibility.** Students who are not eligible should be directed to their student email for instructions to release the hold on their accounts.

Students who miss a final exam or must take the exam at a time other than the normally scheduled period must present an Exam Time Change permit issued by the Business Office. Collect the Exam Time Change Permit prior to giving an exam at a different time.

Exam Schedules

Midterm exams may be scheduled on whichever day works best for each course. Faculty in the same department should coordinate exam days to help balance the number of major-specific exams scheduled on one day.

Personalized final exam schedules will be posted on Eagle's Nest and Faculty Portal shortly after Drop/Add every semester.

Field Trips

Faculty who wish to take a class or academic club on a field trip must obtain prior permission from Academic Committee. Classes may not be held outside just for a change of pace.

Any requests by college faculty for extracurricular class-related activities should be submitted to the department chair for approval before there is any discussion with students. Field Trip Request forms are available under Forms/Courses on Faculty Portal. Class field trips off campus, whether optional or required, must always be taken in a school vehicle (bus, van, or car). See p. 67 for procedures for checking out school vehicles.

The cost of required field trips is covered by the course fee for the class. For optional field trips, students should be told an estimated minimum and maximum they will be expected to pay for transportation costs using the formula on p. 67. After an optional field trip, email the names and IDs of all students who went on the trip to AcademicOffice@pcci.edu. The actual transportation cost will be divided among the students and charged to their account. Faculty should never collect money from students.

Final Class Grades

Final class grades must be posted electronically using Faculty Portal. Instructional assistants cannot submit final grades; the teacher of record must review them before submitting. No one can issue a grade of *I* (Incomplete) except as approved by the Academic Vice President. If approved, the Records Office will enter this grade into the database.

First Day of Class

Faculty should plan a full period of quality instruction on the first day, including a course overview. This course overview should explain the purpose for the course in the students' overall program and create interest in the topics to be covered.

It is important to announce all course prerequisites at the beginning of the hour so that students who do not meet them can be dismissed to go immediately to Drop/Add.

Faculty should also establish classroom procedures on the first day of class. Let students know that if you are ever absent when they have not been notified that class has been canceled, they should send one student to the Information Desk or the lobby desk in MK or VPA to contact the department chair. Students should not leave the classroom unless officially released by administration.

Food/Drinks

Food should never be brought into the classroom, either by students or faculty. Graduate and seminary classes during the fall and spring semesters must follow this same procedure.

Students and faculty may bring beverages to class, as long they are in a sealable container. In classes where beverages are not appropriate, such as computer and science labs, please announce on the first day of class that students may not bring beverages to your class.

Grade Averaging

Pensacola Christian College uses the following grading scale for all courses:

A+	=	98–100	C+	=	77–79
A	=	93–97	C	=	73–76
A-	=	90–92	C-	=	70–72
B+	=	87–89	D+	=	67–69
B	=	83–86	D	=	60–66
B-	=	80–82	F	=	0–59

Gradebook

Faculty are responsible to maintain a complete record of grades via the online gradebook on Faculty Portal, with appropriate entries of each grade or score given to students during the semester and an appropriate number and variety of grades. Every assignment that affects the final score must be included. It is important to stay current in entering grades into the gradebook, since students and advisors use the running class grade to monitor students' academic performance. Faculty will submit grades by checking and posting the electronic record at the end of each semester.

Grade Reports

Students can see their overall class grades on Eagle's Nest. This running grade is based on all assignments with due dates before final exam week (even items that you have chosen not to make visible to students). Items due during final exam week and attendance penalties are not included. Official class grades will be provided on the student's grade report posted on Eagle's Nest after all final grades have been submitted.

Students who have not paid their bill within eleven days after the due date will not have access to the Class Grades page on Eagle's Nest. These students will be flagged in the gradebook and their running class grade will be hidden; however, their names will still be color coded if they are earning a *D* (orange) or *F* (red) in the class. It is fine to tell these students the grade earned on an individual assignment or test, but you should never provide any indication of their running class grade. Encourage these students to contact the Financial Advising Office if they are unable to pay their bill.

It is the Registrar's responsibility to transfer posted grades to each student's grade reports and permanent records. Faculty may only see student transcripts and/or other permanent records on a need-to-know basis with administrative approval.

Guest Speakers

Information concerning all guest speakers for college classes (whether from on or off campus) must be submitted with their topics to the department chair for approval before the contact is ever made. The Class Speaker Request form is available on Faculty Portal under Forms/Courses. Faculty sponsors of student groups should also ensure that this policy is followed by the student organization.

Handouts

Faculty are permitted to distribute the following duplicated materials (see Copy/Print Requests on p. 39):

1. A course syllabus or assignment sheet at the beginning of the course. If this document is more than four pages (two sheets) printed front to back, consider providing an electronic copy on Canvas instead.

2. Tests
3. A total of three handouts per semester. Each handout should be no more than two pages (one sheet) printed front to back.

If you need to make more materials available to your students in the form of handouts, you may choose one of the following options:

1. Place materials in Canvas (see details in the Canvas section on p. 22).
2. Put the items on reserve in the library and let students duplicate their own copies on the library copy machine.
3. Have all handouts printed in advance to be sold as a course supplement along with textbooks through Barnes & Noble College. Course supplements must be approved by the administration and must meet established deadlines for submission. (See deadlines on p. 49.)

All of these guidelines also apply for materials duplicated for summer graduate school.

Help Classes

You may offer help classes as needed. To reserve a room, email FacilitiesCoordinator@pcci.edu the preferred location, day, date, time, and expected number of attendees. Help classes should not be scheduled during final exam week. If you offer help classes for your students, attendance may be strongly encouraged but not required.

Late Penalty

For consistency, all late work should receive a standard 10 percent late penalty deducted per class period until the assignment is submitted.

Office Hours

Assigned office hours shown on Faculty Portal schedules are published on Eagle's Nest and should also be included on course syllabi. Changes to published office hours should be requested through your department chair.

When students in your class have academic problems, set up appointments to talk with them individually. Set a goal to see at least two or more such students every week. Document these meetings by adding academic comments to the Student Information and Statistics page under Courses/Statistics on Faculty Portal.

Student Success Advisors have additional office hours appropriate to the number of advisees assigned. These times are not published on Eagle's Nest.

Papers and Projects

Feedback on papers and projects provides important interaction with students and helps increase their understanding, especially if that feedback is timely. Do your best to return small projects within two class days and larger projects within two weeks. Be careful not to give the impression that you are not assessing the work by the lack of comments on a project.

A standard title page format has been established for student papers which, in the judgment of the faculty member, require a title page. An example of the standard title page is on [Faculty Portal](#) and Eagle's Nest.

Faculty may not permit any term papers, speeches, or similar projects on PCC or its policies or positions on various issues. If a student does a project on a certain issue, it must be either a factual preparation or a personal position without bringing the College or affiliated ministries into the matter at all. English and speech faculty should be especially alert to student topics, but this policy applies to all courses.

Do not ask students to submit papers and projects at your faculty office after 4:45 p.m. Most faculty offices are not available to students after that time, and it is frustrating to students trying to access your office after hours. To protect the confidentiality of student work, papers or projects should never be left outside faculty offices for students to pick up.

Every paper submitted must include the official college pledge statement. (See sample on [Faculty Portal](#).)

Testing and Evaluation

Testing and evaluation can help establish desirable student motivation. Students become intrinsically motivated when the purpose of assessment is clear. Assessments also provide feedback regarding how well students understand course material and provide guidance and impetus to help students achieve course learning outcomes.

Methods of Evaluation:
1. Simple verbal reaction to student effort
2. Questioning and class discussion
3. Written assignments or lab reports
4. Quizzes, unit tests, and exams—if this evaluation is spaced throughout the semester at appropriate intervals, students will receive more formal assessments of their abilities to apply material previously studied. Challenges provided by tests must be within the range of the students' competencies.
5. Projects, performances, and/or presentations

General Guidelines: Give quizzes regularly. Do not wait until mid-semester; at that point, it may be too late for some students to complete the necessary remediation.

Apperson test forms are available in all faculty workrooms. Take only what is needed for your quiz or test. Do not keep a supply in your office at any time. If your area is running low on forms, contact the Academic Office Assistant, ext. 2890.

Revise tests and quizzes every semester. Faculty who teach more than one section of the same course should develop a different quiz or test for each section to help eliminate the temptation for students to pass on information to another section of the class. It is also wise to at least rearrange the order of questions on tests put in the Testing Center. All versions of a test should have the same level of difficulty and measure the same learning outcomes.

Plan test days to help prevent students from cheating:
- Before giving a test or quiz, have students clear tables of all materials except for one clean cover sheet and a pencil or pen. All other items (including beverage containers) should go under the chair.
- Remind students to turn off and put away all electronic devices including smart watches and cell phones, and give them an opportunity to do so before passing out the test.
- Remind students that once the test begins, if they need to leave the room for any reason, they will not be able to continue taking the test when they return. Students who leave for a legitimate reason should be allowed to take a different version of the test in the Testing Center.

- Circulate around the room during testing. If you stay in one place for a period of time, stand at the back of the room, rather than the front.
- Do not grade papers or do other work during the test.
- Do not allow any talking, even among students who have already completed the test. If you know the test will take the entire hour, you may allow students to leave the room after turning in their test.
- At the end of the test, collect cover sheets along with the answer sheets.
- Have students sign a pledge statement that they have not cheated on the test and that they have not received help from anyone. Verbally remind them to sign this statement and check the statement before the student leaves the room.
- Remind students that talking about the test, even to students in another section, is considered facilitating cheating.

The day you return the test is just as important as the day students took the test.

- Have students clear their tables of all writing utensils and turn off and put away all electronic devices, including smart watches and cell phones, before passing out the test copies.
- Be vigilant in watching students as you go over the test.
- Do not return tests to students permanently.
- When you have finished discussing the test, collect the test copies.

Do not throw tests or other sensitive materials away in your office. These items should be placed in the shred bin located in each workroom. Bins will be emptied once a month. See p. 66 for end-of-semester <u>trash disposal guidelines</u>.

Missed Tests/Exams: All tests and exams are to be made up, regardless of the reason for the absence. Students who do not make up a test within two weekends of the original test date should be penalized academically with a zero on that test unless extenuating circumstances warrant an exception. Check with your department chair before granting an exception.

When a student misses a test, complete a <u>Testing Center Request</u> form online under Forms/Courses on Faculty Portal. For standard tests, you can attach a PDF copy of the test to the form or submit a printed copy. When submitting a printed copy, once the Testing Center Request form is submitted, you will be given an identification number. Write this number at the top left-hand

side of the test. Then submit all testing materials (stapled together, not paper clipped) in drop boxes located at the library Circulation Desk and MK and VPA lobby desks as soon as possible after the test was given, no later than 5:15 p.m. each Friday—tests for the weekend will not be collected after that time. Testing Center personnel are unable to accept and process tests on Saturdays.

The student will be sent an email when the test is available in the Testing Center. For lab-based tests not given in the Testing Center, students will be told to present their PCC Card at the library Circulation Desk. The Circulation Desk worker will give the student a form indicating that the Testing Center fee has been charged to the student's account. You or the proctor should collect this form prior to allowing the student to take the test.

An email will be sent to you after tests are completed or expired. Completed or expired test materials may be picked up from the 1st floor Library Office on Monday morning. Please see the Library Office Assistant or the Circulation Desk to obtain access to the tests. You should not pick up tests for other teachers unless they have specifically asked you to do so.

Extensions for tests must be approved by a dean or chair. If you need to extend a test for any reason, please do not pick up the test materials. Contact the Testing Center personnel by emailing TestingCenter@pcci.edu.

Textbooks and Related Materials

Prior to every semester, faculty are responsible to identify what textbooks should be used for the courses that will be offered. Textbook adoptions should be submitted using the Barnes & Noble College Textbook Adoption Portal (available under Software/Textbooks on Faculty Portal) by the following dates:

Fall semester	Apr. 1
Interterm	Oct. 1
Spring semester	Oct. 1
Post-term	Feb. 14
Summer sessions	Feb. 14
Pre-term	Apr. 1

All textbooks on the required textbook list must be used in class that semester. Remind students that the textbook is necessary for their academic performance and incorporate its use in class even on the first day. Motivate students by your use of the textbook to purchase and bring it to class.

Desk and Examination Copies: Faculty are responsible for ordering their own textbooks from publishers. To request Abeka items, email PCC-BNCSupport@pcci.edu. Any items ordered from Abeka are the property of the faculty member's department.

Be aware that desk copies are not for the purpose of building your library. A book should only be ordered for review if you have a reasonable expectation it will be adopted. Books ordered for personal use must be paid for by the faculty member and mailed to your home address. These books should also have sales tax added to them (faculty may not use the College's tax-exempt status to purchase books for personal use). Publishers must be informed of this policy.

When requesting a desk copy, if the publisher requires a written request on college letterhead, email AcademicOffice@pcci.edu to request the letter. Textbooks ordered through the College will be mailed to the following address and delivered to you through the regular on-campus mail system.

250 Brent Lane
Pensacola, FL 32503

Faculty are responsible for any invoices or charges resulting from requesting a copy of a text. Please be aware that some companies may only send preview copies and request that the book be returned; therefore, faculty will be responsible for shipping costs.

Representatives from outside publishing companies may not come to campus to meet with faculty members. Your time is valuable, and you need to protect your free time from salespeople.

Supplements: If your course requires a significant number of handouts and/or grading sheets that cannot be provided through Canvas, you should consider developing a course supplement. These items will be packaged together and sold through the Barnes & Noble College store. If you are creating a new supplement or revising an existing one, the final copy of the supplement must be submitted by the textbook adoption deadline using a Supplement Change Request available under Forms/ Courses on Faculty Portal.

Your supplement must be typed to college standards and include all necessary pages to be accepted. Do not include information in the supplement that is subject to change each semester/year, such as course schedules or class policies and procedures. Formatting instructions and examples of the table of contents and body layout are provided under References/Class on Faculty Portal. If you are unsure of the standards for the supplement, email PCC-BNCSupport@pcci.edu.

For copyrighted material, all sources must be identified. Footnotes should include the title, author, publisher, and date. Abeka materials should also be credited. Copyrighted material may require permission from the publisher. See Appendix G for more information.

Textbook Availability: On the first day of class, ask if any students who ordered textbooks from Barnes & Noble College (BNC) have not received them yet. As students add your class through Drop/Add, also determine whether these students are waiting for textbooks purchased from BNC.

After class, meet with these students to confirm proof of purchase through a BNC order confirmation email specific to each student's order. Once you confirm proof of purchase, submit a Textbook Digitization Request (available under Forms/Courses on Faculty Portal) to request a digital copy of the pages needed for the first two weeks of the class (must be no more than 10% of the textbook).

After submitting the form, leave a copy of the textbook at the location you selected on the form. Most requests can be completed and textbooks returned the same day the request is submitted. The digital copy that is created will include a copyright warning and watermarks on each page indicating that printing or sharing the document is not permitted. When the digital copy is emailed to you, post it in Canvas as an assignment visible only to those students who have shown proof of purchase through BNC. If students need access to additional pages or the textbook arrival is delayed more than two weeks, notify PCC-BNCSupport@pcci.edu of the delay before submitting an additional digitization request.

Videos

Videos should never be shown for entertainment or as filler material. They should have a clear educational purpose and should only be used to provide relevant content that cannot be provided as effectively in any other manner.

General Policies and Procedures

Announcements

Requests for announcements to be made in chapel or posted on Campus Connection screens and/or the Eagle's Nest Campus Connection slider should be submitted following the instructions provided under References/Campus on Faculty Portal. Submissions must be made at least two weeks prior to the date the announcement should go live.

Business Cards

Only official PCC business cards may be used. Faculty who want to purchase business cards ($8 for 100 cards) should submit their request to AcademicOffice@pcci.edu by the Friday before fall classes start.

Campus Mail

Due to the large volume of mail received daily in the Commons Post Office, projects and papers should not be returned through the on-campus mail system.

Please limit the number of notes sent to students, and include your full name and campus address in the upper left-hand corner of each note in case the item needs to be returned. If you have more than one note, put the notes in box-number order and rubber band or paperclip them together before placing them in the on-campus mail slot.

Interoffice mail addressed to faculty is delivered to mail slots in faculty workrooms. When you have packages that are ready for pickup, you will receive an email notification from the Commons Post Office. To claim your package, bring your Campus Access Card to the package window during regular business hours.

Campus Safety

Do not loan your keys or access cards to anyone.

The campus is particularly vulnerable during certain times of the day and week—during chapel, Sunday services, Wednesday night services, Fine Arts programs, etc. If you see someone who looks suspicious, please stop the person for identification. Always try to obtain a vehicle description and license number. Call Security, ext. 4357 or HELP (on campus) or 850-479-6595 (off campus), immediately if you feel there is a problem.

Classroom Instructional Technology Loans

Faculty who need funds to purchase classroom instructional technology may request an interest-free loan of up to $1,000 and apply their technology stipend toward repaying the loan. This loan may be used to purchase or repair technology that specifically supports classroom instruction, such as computers, tablets, peripheral devices, or software. Product warranties and/or service contracts may also be included.

Loan funds are provided on a reimbursement basis. To request funds for technology purchases, complete the [Classroom Instructional Technology Loan Agreement](#) available under Forms/Faculty on Faculty Portal. Submit the signed loan agreement to the Academic Office, A-1. Once the loan amount has been approved, you will receive email confirmation and may purchase the approved items. Submit the receipts to the Academic Office, A-1, for reimbursement.

Commencement Dress Guidelines

PCC will provide master's gowns and caps and will also provide master's regalia for faculty who are working on advanced degrees until the advanced degree work is completed.

Master's hoods may be rented through the Records Office; tassels must be purchased. Doctoral gowns and hoods may be purchased or rented; caps and tassels must be purchased. Gowns must either be black or the granting institution's official color for academic regalia. Questions regarding regalia guidelines may be directed to GraduationClerk@pcci.edu.

All regalia—gown, cap, and hood—should be examined when you receive it. Press the hood and gown if needed. Make sure the tassel is the color requested.

Women's Official Dress for Commencement: Wear gown, cap, hood, and tassel according to your degree with navy or black dress; black shoes; and no large earrings or excessive jewelry. Hairstyle should allow the cap to fit properly. Since the cap will not be removed, small hairpins may be used to hold the cap in place.

Men's Official Dress for Commencement: Wear gown, cap, hood, and tassel according to your degree with black (not gray) or dark blue solid-color pants; white, long-sleeved shirt; conservative, standard long tie; and black socks and black shoes (no cowboy boots).

Counseling

Faculty should limit their counseling of students to academic areas. Students needing financial, personal, or spiritual guidance should be directed to PCC Care. Faculty are mandatory reporters and must notify the appropriate department in the following situations:

- If students pose a threat to themselves or others, contact Safety and Security (on campus, dial 555; off campus, call 850-479-6595).
- If students share information regarding harassment or abuse, contact Student Life (AC-3, ext. 2050).

Crime Reporting

Faculty are considered responsible employees for crime reporting. When you become aware of conduct or behavior that reasonably appears to constitute a crime that has occurred on college property or on public property bordering the campus, you must report the incident to Safety and Security. If the incident is sexual violence or sexual harassment, it must be reported to Student Life and Safety and Security. When calling,

- identify yourself and indicate you are calling to report a crime.
- provide as much detail about the incident as possible to ensure an appropriate response and accurate recording of the incident.

You are responsible to report a criminal incident whether you witnessed it occurring or were told about the incident unless you have personal knowledge the incident has already been reported. You must report an incident even if the information regarding the incident was shared with you in confidence.

Dress—Faculty

Conservative business attire should be worn to all classes and chapel. Men should wear a suit or sport coat with a dress shirt (tie is optional); women should wear a suit or tailored dress. On Fridays and Eagle's home game days, faculty may wear a PCC or Eagle's top; men should wear a collared shirt or turtleneck.

Email to Students

Student email addresses are private and not to be seen by other students. Email to multiple students should have addresses entered in "Bcc" to prevent others from seeing addresses. Do not use email to announce last-minute changes to assignments, class schedule, or test requirements.

Emergencies

Whenever there is an emergency in your area and you are undecided whether to call 911, please call Security at 555 or 850-479-6595 immediately; a dispatcher will advise you on the situation. If it is an obvious emergency that requires an ambulance or police response, call 911. If you do call 911, also call 555 or 850-479-6595 so Security can notify the proper people to direct emergency vehicles, open gates, etc.

Details about emergency alerts are provided in the [Employee Handbook](#) and [emergency.pcci.edu](#). Information regarding emergencies may also be announced on loudspeakers or communicated personally by a staff member or emergency responder in your vicinity.

If you see fire or smell smoke/hazardous odor, immediately pull the nearest fire alarm to evacuate the building.

If a **fire alarm** goes off during class, you are responsible to make sure your entire class gets safely out of the building. To avoid congestion in the stair towers, it is very important that your class follow the evacuation route posted in your classroom unless that route is blocked with fire or another hazard. Note that the posted evacuation route may not be the shortest path to the waiting location; you should always cross the street away from the building being evacuated before moving to the designated waiting location.

As soon as the alarm goes off, calmly tell students the evacuation route to follow and ask them to quickly leave the building without stopping to collect their belongings.

- Stay with your students; do not go back to your office.
- Take your notes with you as you exit the classroom.
- Instruct students in science labs to unplug equipment and turn off all gas valves prior to exiting.

The posted evacuation route includes student and faculty waiting locations as shown below. You should exit the building with your class and direct them to the student waiting location, staying well clear of the building. Student security officers will leave the group and go to the command post.

MK Building/Dale Horton Auditorium (follow posted evacuation route; do not walk between buildings to get to waiting locations)

Students—Varsity Terrace

Faculty—Sidewalk across the street from front of MK Building

VPA Building

    Students—Varsity Terrace

    Faculty—Walkway across the street from the VPA building, by the campanile

AC Building/Field House

    Students—Between Coberly and Ballard

    Faculty—Front of Administration Building on the Ballard sidewalk

Sports Center

    Students—Grassy area bordering Sports Center parking lot; do not cross Main Drive or First Street

    Faculty—Crowne Centre side of the Sports Center fountain

Crowne Centre

    Students—Front of Crowne Centre on Sports Center side of street (grassy area bordering Sports Center parking lot)

    Faculty—Front of building on MK side of street

If you have a student in your class who uses a wheelchair or is otherwise unable to go down the stairs:

1. Arrange for a teacher in a nearby classroom to take the responsibility of leading your other students out of the building. Plan for this situation ahead of time!
2. Accompany the student to a stair tower that is large enough to allow room for the wheelchair and still allow an unobstructed exit from the building.
   a. Academic Center—stair tower on the east side of the building that faces Rawson Lane
   b. MacKenzie Building—any stair tower
   c. VPA—stair tower that leads towards Eagle Field or one of the stair towers that face west at the rear of the building
3. Park the wheelchair against the wall out of the path of people leaving the building and lock the wheels so it cannot roll and get in the way of people leaving the building.
4. Call Security Dispatch at 850-479-6595 to request assistance. Save this number in your cell phone for quick access. Tell Security Dispatch **if you smell smoke or see fire** *and* the
   a. Building where you are located.
   b. Floor where you are located.
   c. Stair tower where you are waiting.

Wait in the stair tower with the student until someone from Security or the Fire Department arrives to transport the student. You must remain with the student. The exit stair towers are built as emergency egress with fire-rated doors and are sealed with fire-rated material.

Once you have confirmed that your entire class made it safely to the student waiting location, tell students to remain in that location unless they are officially dismissed. Then go to the designated faculty location and await further instructions. The goal is to release the building as soon as possible so you can resume class. If the building is going to be shut down for an extended period of time, your class will be relocated to a new location. **Do not leave your designated campus location until the official dismissal of your class.**

A **lockdown alert** is issued when there is an active threat. Immediately get into a locked room, turn out lights, and hide out of sight. Silence cell phones and be prepared to fight if necessary. An all-clear will be issued when the threat has been neutralized. If the fire alarm goes off while you are in lockdown, remain in lockdown unless you see fire or smell smoke. Evaluate the highest risk and make the best decision for your area.

All classrooms except for science labs can be locked from the inside with either a push-button lock or the faculty workroom key for the building in which they are located. Science labs can be locked with the lab key for that building. Detailed information regarding lockdown procedures is available under References on Faculty Portal. Please periodically review these procedures so you are confident of what is expected of you and are able to act promptly in an emergency situation.

A **shelter-in-place alert** is issued when it is important to remain indoors for situations such as severe weather or a chemical spill. During most shelter-in-place situations that happen during class, you can continue teaching with no major disruption. Classes in rooms with windows only need to evacuate those rooms if notified to do so by specific alerts or if weather conditions show an obvious need. If a shelter-in-place alert is issued between classes, students coming from other buildings may be delayed in arriving for your next class. You may also need to help tell students not to leave the building.

Faculty Meetings

Faculty are to attend all faculty meetings unless fulfilling responsibilities assigned by PCC. Any faculty member who is unable to attend a meeting must contact the Secretary to the Academic Vice President, A-1, ext. 2819, before the meeting. At no time should college faculty discuss the business of faculty meetings with college students.

Graduate Work

Faculty are encouraged to pursue advanced accredited degrees in a specific discipline or other acceptable area as determined by the College. Information regarding educational loans designed to assist faculty who want to pursue an advanced degree is available in the Educational Loan Manual under References/Manuals on Faculty Portal.

Faculty planning to take graduate classes should submit a Request to Take Graduate Classes form available under Forms/Further Education on Faculty Portal. Faculty taking classes during the fall or spring semester are typically limited to only one three-credit course each semester if teaching a full academic load. Those who are approved to take more than one three-credit course and are unable to maintain a full teaching load may request a reduced load when submitting the Request to Take Graduate Classes form. This request must be approved by both the department chair and the Academic Vice President.

Faculty who earn advanced degrees must request an original transcript from the conferring institution to be forwarded to Employee Services, AE-8. Salary may be adjusted if the degree qualifies for a pay change, and such adjustments will be effective with the beginning of the next pay period after the transcript is received (i.e., for transcripts received September 1–15, the salary change will be effective September 16 and first seen on the September 30 paycheck).

Jury Duty

If you receive a summons for jury duty which would involve your missing class, please complete the form requesting permission to be excused. Indicate that you are a college faculty member and need to have your jury time rescheduled. They should work with you to schedule it during the interterm, post-term, or summer. If your request is denied, follow the instructions in the Employee Handbook regarding jury duty summons. If

you have followed these procedures and still have questions, please contact the Academic Vice President.

Nonsocial Areas

Academic buildings are not chaperoned; therefore, with the exception of the VPA lobby, the first-floor AC mall, and Collegian Hall, mixed groups may not loiter or study together in the hallways, mall areas, or lobbies of academic buildings. Mixed groups using labs or classrooms must have at minimum three persons. While waiting for classes to start, students should use the benches and not sit on the floor.

Two students of the opposite gender may use the VPA practice rooms to actively rehearse/collaborate. Students should sign in at the VPA lobby desk when arriving. Those playing a piano duet or duo should use a VPA classroom or a practice room with two pianos.

Nursery

Faculty with children cared for at the Nursery must notify Nursery@pcci.edu when meetings outside of the normal weekly work schedule occur. The Nursery must plan for the appropriate number of workers at all times.

Childcare for times designated as professional preparation is available only when you are working on campus.

Off-Campus Meetings

As a general rule, faculty should get approval in advance from the Vice President for Institutional Advancement for any student performances before churches or other organizations.

Faculty invited to participate in off-campus activities such as preaching, providing music, assisting camp ministries, or participating in graduation services must submit a PCC Off-Campus Meeting Approval Form available on Faculty Portal, even for events held in the summer or interterm.

PCC Branded Items

Faculty who wish to create clothing or other merchandise that incorporates the name, logo, or trademark of any unit of the College or affiliated ministries must obtain prior written permission from the Academic Vice President. If permission is granted, final layout and design of the item must also be approved before the item is produced. These items can only be presented to students by the College, not by an individual.

Promotional Material

Brochures and other promotional literature are available through the College Admissions Office.

Faculty are essential partners in promoting the College's academic programs. When you become aware of information that would be of interest to prospective students or alumni, please submit it on Faculty Portal under References/PCC News/Submit News. For example, you may hear of graduates excelling in their fields because of the training they received at PCC. These alumni could be featured in PCC's marketing materials or articles.

When faculty or students receive a special honor or award, please also send that information to your department chair and submit it as news.

Public Reception and Office Areas

Faculty should not go behind the Information Desk or use the Information Desk telephone. Courtesy phones are located to the left of the Information Desk and may be used to make in-house and local calls. Any business conducted in the Business or Records Office should be handled at the counters.

Public Relations

Every individual who visits our campus has influence somewhere and can either help or hurt the College. Be courteous and kind; if guests observe irritation in faculty, the damage is irreparable. Whenever possible, take guests where they need to go, rather than simply giving directions.

Purchase Requests

Most academic purchases are initiated through submitting a grant proposal requesting funding for the item. Guidelines and forms for submitting purchase requests are available on Faculty Portal. Academic purchase requests may be submitted throughout the year; however, requests submitted after interterm will be held for the next review period (the next interterm) unless they are specified as urgent and require special consideration to be considered sooner. These proposals are reviewed and prioritized by department facilities committees and submitted to Academic Committee and Dr. Shoemaker for final approval.

Most purchases are made during the summer in preparation for the next academic year. Therefore, any vendor quotes should be made with an anticipated purchase date of June 1 or later.

Consumable items may be ordered each semester with approval from the department chair and the Academic Vice President. Purchases using a PCC credit card must be approved in advance. See your department chair for details.

Recommendations

Faculty are encouraged to prepare recommendations as a service to students. Send employment record requests to the Student Employment Office, AE-2. Follow these procedures when providing student recommendations:

1. Obtain a signed Recommendation Authorization form from the student for each separate recipient. This form is available on Eagle's Nest under Academics/Academic Forms or https://www.pcci.edu/RecommendationAuth. (When a student has already completed this form online and named you as the person giving the recommendation, a copy is emailed to you.)

2. Provide an accurate, unbiased recommendation that answers the questions asked about the student. Tips for writing effective recommendation letters are available under References on Faculty Portal.

3. **Include the following disclaimer** in the last paragraph of all written recommendations—"This recommendation is based on my personal and professional opinion and does not necessarily reflect the views of Pensacola Christian College."

4. If college letterhead is not required, send the recommendation directly to the recipient. When mailing the recommendation, include a copy of the signed Recommendation Authorization form.

5. If the recommendation request indicates that the letter must be on college letterhead, email the recommendation and a copy of the signed Recommendation Authorization form to the Recommendations Committee at RecComm@pcci.edu (for medical school applications, submit to the Natural Sciences office assistant, MK-4).

6. When interviewed by a background check agent, verify that the agent has official ID and presents a copy of the student's release prior to answering any questions.

7. After providing any recommendation or background check interview, submit the signed Recommendation Authorization form along with the copy of the written recommendation or a summary of the oral/electronic recommendation or interview to the Recommendations Committee, A-1, or email to RecComm@pcci.edu for the student's academic file.

Reporting Misbehavior

Faculty may report any infraction of the rules, whether observed at church, Fine Arts Series, meals, the classroom, etc. Please use the Online Report Slip link on Faculty Portal. The time, date, and infraction should always be noted on the report slip. Please be very specific. Class absences and tardies should be reported on the *PCC online attendance system instead.*

Do not submit report slips for such things as not paying attention or sleeping in class. Rather, such situations are handled academically. Disruptive students may be asked to leave the class and then reported absent. Students causing repeated problems should be reported to the Academic Vice President.

Report slips should always be submitted the same day as the offense. Promptness is essential to the success of the discipline system.

Requests for Time Off

Faculty (including 12-month employees) may not request personal time off that would cause them to miss teaching responsibilities. Faculty may request approval to miss a maximum of two class days every other year to attend a conference with demonstrated value supporting courses they teach. If approved, missed lectures must be recorded and posted in Canvas prior to leaving.

Reservations for Campus Facilities

Facilities must be reserved for private lessons, help classes, clubs, seminars, rehearsals, or any event outside normal class hours. To avoid misunderstandings and conflicts, requests to reserve any campus facility, such as classrooms, performance areas, or athletic fields, must be made through emailing FacilitiesCoordinator@pcci.edu. Include the name of the event, preferred location, day, date, time, and number of attendees expected. The request should be made at least five days in advance. Refreshments are not permitted in classrooms or other meeting areas.

Service Animals

Students who need to use a service animal on campus must register it with PCC Care. You will be notified in advance if a student in your class has a registered service animal. If you are uncertain whether an animal on campus is a registered service animal, you may verify that the animal has been registered with PCC Care. You should not ask about the nature or extent of the person's disability.

A service animal is allowed to accompany its handler in all areas of the college where the handler would normally be allowed to go, unless it would fundamentally alter the nature of the goods, services, programs, or activities provided by the College or is prohibited by health laws (i.e., food preparation areas, swimming pools, sterile labs). Faculty and students should not distract a service animal in any way and should not pet, feed, or interact with the animal without the handler's permission. A service animal must always be under control of its handler; if a service animal causes any type of distraction during your class, you may ask the handler to take the service animal out of the classroom. Please also report this issue to PCC Care.

Standards

The need for an environment conducive to spiritual growth has led Pensacola Christian College to adopt standards consistent with values that promote the spiritual welfare of all students. Each member of the college community must conduct himself according to moral and ethical principles found in Scripture.

It is absolutely necessary that faculty be familiar with the Student Handbook. All faculty and administration must present a united front to the students regarding standards of this institution, since students come to us from all over the world and from a variety of home backgrounds and churches.

Faculty should take particular note of clothing and appearance requirements for college students as stated in the Student Handbook.

If a student is improperly dressed, submit a report slip indicating the student's name and the specific problem. To help avoid an uncomfortable situation for male faculty, the Attendance and Conduct screen will indicate "faculty" rather than your name. Reporting dress issues when you see them allows Student Life to work individually with students who have a continual disregard for dress standards.

In addition to submitting a report slip, please quietly tell the student to go change if the improper dress is immodest. Men should find a female faculty or staff member to address issues with female students. Students who miss a quiz because they were sent to change should be allowed to make up the quiz. Students who miss testing time because they were changing should be given the option to make up the test in the Testing Center. If they choose to do so, notify the Academic Vice President so the Testing Center fee can be waived.

While it may be uncomfortable to speak to someone about a dress problem, the following tips may help:
1. Be consistent; treat each student the same way.
2. Be discreet; don't talk to the student in front of coworkers or friends.
3. Be friendly and helpful; treat the situation as a training opportunity.
4. Focus on clothing, not character; most students don't break the standard on purpose.
5. Send the student back to change if the issue cannot be fixed.
6. Customize your response; if the student is getting upset, diffuse the situation.

Faculty sponsors of student groups and organizations are reminded that all musical numbers must be approved at music check two weeks before the performance date. Details regarding music check are listed on Eagle's Nest under Activities/Get Involved.

Student Appointments

In addition to seeing students before or after class, faculty may schedule appointments with students and should notify them of the meeting at least 24 hours in advance. If a student does not attend a scheduled appointment, submit a report slip regarding the infraction.

Student Privacy

Although PCC does not accept state or federal financial aid, the institution voluntarily abides by the general guidelines of the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) as they apply to educational records. This privacy policy is extended to all enrolled students, whether taking courses on-site or through online learning.

Faculty should not provide a student's email address, room number, or phone number to anyone without the student's permission.

Faculty should not post pictures of students on personal social media pages.

Faculty receiving phone calls from parents, pastors, relatives, etc., of students who are in disciplinary trouble at the College should not get involved in answering questions, even if they know something about the situation. Instead, direct them to contact Student Life. The faculty member should stay completely out of the situation.

If an individual calls or emails asking for a student's grades or other academic information, be courteous in handling the request, but tell the individual that it is not possible for you to release that information without the student's permission. The individual needs to get that information directly from the student.

Student Relationships

Students are not permitted to address any member of the faculty or staff by his or her first name. All faculty must insist that college students call them by their appropriate title and last name. "Brother" or "Sister" is not an appropriate title.

Any party or social get-together with students in your class must be approved before being discussed with students. To initiate the request, send the following information to your department chair:
- Date, time, and location for the party
- List of all students who will be invited to attend
- List of chaperones

Professional distance is expected between students and faculty. In an effort to maintain appropriate professionalism, it is not permissible for faculty to establish social networking contacts with students other than through LinkedIn.

Faculty should not arrange to have students do work for them. It has been the experience of the College that these types of arrangements present the potential for misunderstanding and for other problems in the student/faculty relationship. This policy does not include mowing lawns, babysitting, or housecleaning.

Surveys/Questionnaires

No surveys or questionnaires may be sent out by faculty unless approved in advance by the Academic Vice President.

Trash Disposal—End of Semester

Large amounts of trash must be properly discarded following procedures on workroom bulletin boards.

- Place tests and other sensitive materials in the shred bins provided in each workroom. No binders or spiral binding should be put in the shred bins.
- Take regular bagged trash to locations posted on bulletin boards. Do not overfill. Bags must be easy for ladies to lift.
- Broken-down cardboard should be labeled as "trash" and taken to posted locations.

Trips

Faculty should not solicit students to take trips abroad without approval from the administration. Approved missions agencies may sponsor group missions trips to help give students firsthand exposure to missionary endeavors. Youth Outreach Ministry regularly sponsors missions teams; faculty who want to lead cross-cultural ministry teams should contact the YOM Summer Mission Teams Coordinator at director@yomteams.com.

The following policies govern the organization of group missions trips for students.

1. Group missions trips must be chaperoned by a PCC faculty or staff member.
2. The cost of the chaperone's trip will be paid for by student participants. Example: for every five paying students, one chaperone can go at no cost.
3. It is the chaperone's responsibility to determine the total cost of the trip for transportation, meals, and chaperones. The final cost should be approved by the Vice President for Institutional Advancement before it is released to students.
4. Chaperones may not use financial solicitations to raise support for the trip.
5. Children of chaperones may participate in the trip provided that they are students at PCC.

Note: PCC personnel who take missions trips during their vacations without PCC students must do so at their own expense. Financial solicitations cannot be made to Campus Church or PCC staff.

Vehicles

All groups—athletic, band, choral, speech, collegian, club, class, etc.—must take care of their trip expenses both inside and outside of the Pensacola area. The cost is $2.25 a mile to use a bus or $1 a mile to use a van ($35 minimum). Vehicle requisitions must be turned in one week prior to the scheduled activity; mileage will be assessed and billed after the trip.

If you use a college vehicle for an approved class activity or related work, please note the following procedure:

1. Submit a Transit Van or Bus Request form. (Email AcademicOffice@pcci.edu if you need to be granted access to this form). If more than one vehicle is needed, please submit separate forms.

2. Prior to the activity, you will receive an email with the vehicle location and information about how to get the key.

3. Before leaving, use the QR code in the vehicle to complete the pre-trip inspection and record starting mileage. This is very important for Accounting, since your department will be charged per mile.

4. After the trip, use the QR code in the vehicle to record ending mileage and submit the post-trip report.

5. Immediately upon returning to campus, follow the instructions provided in the email (received prior to the activity) regarding how to return the key.

Please Note: All transit van drivers must be approved by PCC through the Promotions Office, ext. 2843. Allow sufficient time to be approved to use college vehicles before you need the vehicle.

For trips that require a bus, faculty without a CDL license need to find an approved volunteer with a CDL license to drive for them or contact the Transportation Office for help with a driver. A driver fee may be charged for after hours or weekend needs.

When backing a van, pickup, or box truck, seek the assistance of a passenger. The passenger should be positioned at a safe distance to the rear of the vehicle in mirror view of the driver and should guide the driver around any hazard in the path of the vehicle.

Do not use a cell phone while driving. Pull over or use a handsfree device to send a text or take a call.

Yearbook

Depending on availability, college faculty may purchase personal copies of the current year's PCC *Summit* from the Campus Store after yearbooks have been distributed. Discounted copies of previous years' *Summit*s can also be purchased from the Campus Store website.

Appendices

Appendix A—Faculty Job Description

Pensacola Christian College
College Academic
Faculty

I. **Summary:** Faculty are responsible to prepare and teach courses using a Christian-traditional philosophy of education in alignment with the college doctrinal position, mission, and values; mentor and advise students; assist with curriculum development and assessment; and participate in various committees and professional development opportunities.

II. **Essential Functions**
    A. **Prepare and Teach Assigned Courses:** Prepare courses that align with program and institutional outcomes and include expected content that is appropriate to the level and type of course. Provide classroom, laboratory, or private-lesson instruction from a Christian perspective in a manner designed to assist students in achieving course learning outcomes.
    B. **Evaluate and Advise Students:** Evaluate student achievement impartially and in accordance with college guidelines. Provide regular, timely feedback that accurately measures achievement of the course learning outcomes. Support student success by maintaining regular office hours to advise students regarding course content, degree completion, and career preparation.
    C. **Assist with Curriculum Development and Assessment:** Participate in curriculum development, assessment, review, and modification. Develop course syllabi that clearly outline course requirements, scope, and sequence. Update courses annually through evaluation of student achievement, as well as input from students, academic administrators, curriculum committees, and benchmarking.
    D. **Other General Responsibilities:** Follow policies and procedures as outlined in the Faculty Manual. Actively participate in committees as assigned. Participate in professional development activities that enhance subject-matter expertise, professional growth, and instructional effectiveness.

III. **Performance Factors (PCC Faculty)**
    1. **Mission and Purpose:** Understands and helps implement the mission and purpose of the ministry.
    2. **Character:** Is authentic, fair, and honest in interactions; shows integrity and humility; keeps confidences.
    3. **Preparation:** Is well prepared; has a plan for the semester as well as each class/clinical period; provides accurate information when teaching or advising.
    4. **Communication:** Communicates clearly in both oral and visual presentations.
    5. **Accountability:** Uses instruction time effectively, consistently starting and ending on time; completes grading and other assigned work accurately and in a timely manner.
    6. **Learning:** Masters subject matter; constantly seeks self-improvement by increasing skills and abilities; accepts coaching and guidance.
    7. **Team Work:** Gets along well with others; actively participates on the team by sharing responsibilities and abilities.
    8. **Customer Service:** Is courteous with students and the public; listens well; provides friendly and helpful assistance.
    9. **Attendance:** Reports to work on time as scheduled.
    10. **Professionalism:** Dresses appropriately for work; conducts themselves in a courteous, professional manner.

IV. **Supervision:** This position receives general direction and supervision from the Department Chair and Division Dean.

V. **Qualifications:**
    A. **Education**
        1. Required: Accredited master's degree with at least 18 graduate credit hours in teaching field or equivalent alternative qualifications as determined by the PCC Credentialing Committee.
        2. Preferred: Accredited terminal degree in teaching field

B. Experience
    1. Required: Acceptable level of mastery of the subject(s) being taught.
    2. Preferred: Previous teaching experience

C. Physical Requirements and Skills
    1. Must be comfortable with technology, including a personal computer, and be capable of using department-specific software applications.
    2. Must be organized.
    3. Must have excellent verbal and written communication skills.
    4. Must have strong interpersonal skills and a desire to help others.
    5. Must have excellent customer service skills.
    6. Must be able to work with others.
    7. Must be committed to continuous improvement, open to feedback, and dedicated to mastering field of study.

D. Biblical Standards and Lifestyle
    1. Must be a born-again Christian.
    2. Must express agreement with and live in support of our Doctrinal Positions, Mission and Purpose, Philosophy of Education, Faculty and Staff Commitments, and Standards of Conduct as outlined in our Employee Handbook, Application materials, and Employment Contract.

VI. Location: On Site Position—Physical presence on campus is required

VII. FLSA Status: Professional (Exempt)

Appendix B—Adjunct Faculty Job Description

Pensacola Christian College
College Academic
Adjunct Faculty

I. **Summary:** Adjunct faculty are responsible to prepare and teach courses using a Christian-traditional philosophy of education in alignment with the college doctrinal position, mission, and values; assist students in meeting course requirements and achieving course learning outcomes; and stay current with trends and advances relevant to courses being taught.

II. **Essential Functions**
   A. **Prepare and Teach Assigned Courses:** Prepare courses that align with program and institutional outcomes and include expected content appropriate to the level and type of course. Provide classroom, laboratory, or private-lesson instruction from a Christian perspective in a manner designed to assist students in achieving course learning outcomes.
   B. **Evaluate and Advise Students:** Evaluate student achievement impartially and in accordance with college guidelines. Provide regular, timely feedback that accurately measures achievement of the course learning outcomes. Be available as needed to assist students in successfully fulfilling course requirements and achieving the course learning outcomes.
   C. **Assist with Curriculum Development and Assessment:** Develop course syllabi that clearly outline course requirements, scope, and sequence. Update courses annually through evaluation of student achievement, as well as input from students, academic administrators, curriculum committees, and benchmarking.
   D. **Other General Responsibilities:** Follow policies and procedures as outlined in the Faculty Manual. Stay current with trends and advances relevant to courses being taught.

III. **Performance Factors (PCC Faculty)**
   1. **Mission and Purpose:** Understands and helps implement the mission and purpose of the ministry.
   2. **Character:** Is authentic, fair, and honest in interactions with others; shows integrity and humility; keeps confidences.
   3. **Preparation:** Is well prepared; has a plan for the semester as well as each class/clinical period; provides accurate information when teaching or advising.
   4. **Communication:** Communicates clearly in both oral and visual presentations.
   5. **Accountability:** Uses instruction time effectively, consistently starting and ending on time; completes grading and other assigned work accurately and in a timely manner.
   6. **Learning:** Masters subject matter; constantly seeks self-improvement by increasing skills and abilities; accepts coaching and guidance.
   7. **Team Work:** Gets along well with others; actively participates on the team by sharing responsibilities and abilities.
   8. **Customer Service:** Is courteous with students and the public; listens well; provides friendly and helpful assistance.
   9. **Attendance:** Reports to work on time as scheduled.
   10. **Professionalism:** Dresses appropriately for work; conducts themselves in a courteous, professional manner.

IV. **Supervision:** This position receives general direction and supervision from the Department Chair and Division Dean.

V. **Qualifications:**
   A. **Education**
      1. Required: Accredited master's degree with at least 18 graduate credit hours in teaching field or equivalent alternative qualifications as determined by the PCC Credentialing Committee
      2. Preferred: Accredited terminal degree in teaching field

B. Experience
   1. Required: Acceptable level of mastery of the subject(s) being taught.
   2. Preferred: Previous teaching experience

C. Physical Requirements and Skills
   1. Must be comfortable with technology, including a personal computer, and be capable of using department-specific software applications.
   2. Must be organized.
   3. Must have excellent verbal and written communication skills.
   4. Must have strong interpersonal skills and a desire to help others.
   5. Must have excellent customer service skills.
   6. Must be able to work with others.
   7. Must be committed to continuous improvement, open to feedback, and dedicated to mastering field of study.

D. Biblical Standards and Lifestyle
   1. Must be a born-again Christian.
   2. Must express agreement with and live in support of our Doctrinal Positions, Mission and Purpose, Philosophy of Education, Faculty and Staff Commitments, and Standards of Conduct as outlined in our Employee Handbook, Application materials, and Employment Contract.

VI. Location: On Site Position—Physical presence on campus is required

VII. FLSA Status: Professional (Exempt)

Appendix C—Course Syllabus Example

Course:
Credit Hours:
Instructor: **Instructor of Record:** If assigned
Office: **Office:**   If assigned
Office Hours: **Office Hours:**   If assigned

Catalog Description: Simply quote the text that is in the catalog for this course. If the catalog information is inaccurate, please revise it and submit your revision to the chair of the department in which this course falls.

Purpose of the Course: Explain *why* students take this course.

Prerequisites: Provide course prerequisites exactly as listed in the catalog.

Texts: *Title,* edition number, Author's last name

Learning Outcomes—Upon completing this course, students will be able to:
1. List broad course-level learning outcomes, not detailed unit learning outcomes.
2. Learning outcomes for multiple-section courses must be identical.
3. All learning outcomes must be measured.

Evaluation—Achievement of learning outcomes will be assessed using the following methods:
[List assignment categories as shown on Course Configuration page in gradebook.]

Quizzes—10%	Article Critiques—10%
Tests—20%	Case Studies—15%
Exams—30%	Research Proposal—15%

Classroom participation is also considered when giving a final grade. I reserve the right to adjust planned assignments and their weights as needed throughout the semester.

The college grading scale will be applied to the course average to determine the course grade.

90–100%	A	60–69%	D
80–89%	B	0–59%	F
70–79%	C		

Validation:

Outcome 1. Identify specifically which assessments you will use to measure whether students achieved each learning outcome.

Outcome 2. A learning outcome may be validated using several methods but must be validated by at least one assessment.

Outcome 3. Every assignment given must be linked to at least one learning outcome.

Attendance Policy: Because regular attendance is important for your academic success, you are expected to attend every class on time, to stay for the entire class period, and to participate in all class activities. Missing 25 or more minutes of a class period or leaving class and not returning (regardless of how much time is missed) will be recorded as an

absences; missing less than 25 minutes will be recorded as a tardy. Three tardies count as an absence.

If you have more than __ absences[1] in this class (lab and lecture combined)[2], your final grade may be dropped by one full letter grade. If you have __ or more absences[3], you may be required to withdraw from the class. Absences for approved leave (as defined in the Student Handbook) are excluded from these penalties unless you accumulate more combined absences (for any reason) than the number of days the class meets in three weeks.

[1]Insert number of times class meets each week (lab and lecture combined, if appropriate)
[2]Delete text in parentheses if class does not have both lab and lecture components.
[3]Insert correct number based on number of days class meets weekly:
    1 day—3   2 days—5   3 days—7   4 days—9   5 days—11

Absence Procedures: You are responsible to know the material covered on days you are absent, regardless of the reason for the absence. If you must miss class, submit a Class Absence Notification Form as soon as reasonably possible. Students who are too sick to attend class should check in before the class starts.

Skipping class, arriving late, or leaving early will result in a zero for any missed quiz, presentation, or performance and a 10 percent grade deduction for any late assignment or missed test. For other absences, you may be required to submit makeup work before the penalty will be waived.

[Add course-specific information about missed assignments, quizzes, presentations, or performances (see sample paragraphs in Appendix D on Faculty Portal under References/Class).]

Missed tests must be made up in the Testing Center within the next two available Testing Center dates. You will receive an e-mail notifying you of the dates each specific test will be available in the Testing Center.

Course Outline:

Week	Topics
1	List the broad topics to be covered each week in the course.
2	For interterm, post-term, and summer courses, change the "Week" heading to "Day."
3	For practicums or internships that do not have specific topics to be covered, you may highlight the heading "Course Outline" through the paragraph marker after this table and delete.

Assignments:

Due Date	Assignment
Week 1, Day 2	Identify due dates by week/day or by date.
September 17	Assignments for multiple-section courses must be identical; however, due dates may vary.

Course Requirements:

Provide a detailed explanation of all required projects.

Academic Integrity: It is expected that students will act with academic integrity, applying fundamental principles of honesty and independent study when completing all

coursework. Having academic integrity includes submitting your own first-time work for assignments, projects, quizzes, and tests and acknowledging any contribution from others in your work. Using ChatGPT or other forms of artificial intelligence to complete coursework without the instructor's express permission is considered academic dishonesty. Plagiarism detection software may be used in this course.

Copyright: Under United States copyright laws, no person may duplicate or distribute a work without the express permission of the author(s). Downloading copyrighted material such as music, software, or textbooks without paying for it is a violation of copyright laws.

Bibliography:

If appropriate, list three to ten entries of possible reference material relevant to the course.

Appendix D—Sample Course-Specific Attendance Details

The following are sample paragraphs for common teacher preferences related to late assignments and missed quizzes, presentations, or performances. Include as many as are relevant to your class, and edit as needed to match your requirements. **Note:** *Do not use the terms "excused" or "unexcused" to refer to absences or tardies. Late-work penalties are already indicated on the course syllabus.*

Assignments

Submitted Electronically—Assignments due on days you are absent must be submitted electronically in Canvas.

Printed Copy Required—Assignments due on days you are absent must be submitted at the beginning of the next class period.

Quizzes

Make-Up Required—If a make-up quiz is required, it must be completed within one week.

No Make-Up Required—Make-up quizzes are not typically given in this class; however, I reserve the right to require a make-up quiz if needed. If a make-up quiz is required, it must be completed within one week.

Presentations

If absent due to illness or an extenuating circumstance, plan to make up your presentation on the first class day following the absence. If you will be absent for any other reason on the day you are scheduled to give a presentation, it is your responsibility to switch presentation days with another student in the class.

Performances

If absent due to illness or an extenuating circumstance, plan to make up your performance on the first class day following the absence. If you will be absent for any other reason on the day you are scheduled to give a performance, it is your responsibility to switch performance days with another student in the class.

Appendix E—Types of Academic Dishonesty

Cheating
- Using unauthorized information or receiving unapproved help on any quiz, test, or examination.
- Changing answers on an assessment after it has been submitted.
- Using teacher manuals or solution keys for homework assignments or projects without the instructor's permission.

Facilitating Cheating
- Intentionally giving another student unauthorized information concerning any quiz, test, or examination material.

Plagiarism
- Presenting another's intellectual property (e.g., ideas, words, computer code, creative or musical work) as one's own.
- Having someone else (student, professional, or contract) complete work in any form, and presenting that work as one's own.
- Using a copyrighted work without the express permission of both the instructor and the copyright holder.
- Using a copyrighted work with minor changes to make the work distinct yet recognizably reproduced.

Patchwork Plagiarism
- Combining paraphrases and/or exact words from multiple sources and presenting the material as one's own without providing the necessary citations.
- Using a source's original sentence structure and substituting synonyms for key words, regardless of whether a citation is used.

Self-Plagiarism
- Presenting all or part of one's writing, research, or creative work from another course or term as original work.

Sloppy Scholarship

- Missing a citation although there are proper signals (quotation marks and possibly an introduction) in the body of the paper.
- Missing a citation for a summary or paraphrase although there is a clear indication that information belongs to another.
- Missing quotation marks for quoted material although a citation is present.
- Providing an incomplete citation.

Unapproved Collaboration

- Sharing answers for homework assignments, projects, or take-home tests.
- Receiving assistance from third-party applications or websites without the instructor's permission.
- Using writing assistance or editors that exceeds the permitted collaboration guidelines as defined by the instructor.
- Using any form of artificial intelligence to complete coursework without the instructor's permission.

Academic Misconduct

- Stealing a copy of a quiz, test, or examination before it is administered.
- Falsifying academic records or grades.
- Bribing someone to gain an academic advantage.
- Lying when confronted with an allegation of academic dishonesty.
- Using any method to purposely subvert plagiarism detection software.

Appendix F—Levels of Academic Dishonesty

Level 1
- Cheating (quiz or daily homework assignment)
- Facilitating cheating (quiz)
- Unapproved collaboration (daily homework assignment)
- Sloppy scholarship

Academic Penalty (one or more may be applied)
- Lower item grade *(use discretion as to how much—up to 50% for sloppy scholarship; up to a zero for intentional violations)*
- Require student to resubmit work
- Require student to complete Academic Integrity Workshop

Level of Proof Required: Preponderance of Evidence—the violation is more likely to have occurred than not.

Level 2
- Second Level-1 infraction *(from any course)*
- Cheating (project, test, or examination)
- Facilitating cheating (test or examination)
- Unapproved collaboration (paper or project)
- Plagiarism (includes patchwork scholarship and self-plagiarism)
- Academic misconduct

Academic Penalty (one or more may be applied)—requires clear and convincing evidence
- Lower item grade *(use discretion as to how much—because of the seriousness of the violation, should most likely lower to a zero)*
- Require student to resubmit work
- Require student to complete Academic Integrity Workshop

Level of Proof Required: Clear and Convincing Evidence—a violation is the most likely and best explanation for the evidence presented.

Level 3

- Two or more Level-2 infractions *(from any course)*
- Three infractions of any type *(from any course)*

Academic Penalty—requires proof beyond a reasonable doubt

- Lower item grade to zero
- Recommend lowering course grade to F
- Recommend suspending student from college
- Recommend dismissing student from college

Level of Proof Required: Beyond a Reasonable Doubt—a violation most certainly occurred, with no other reasonable explanation for the evidence presented.

Appendix G—PCC Policy on Use of Copyrighted Material

Pensacola Christian College, Inc. ("PCC"), is a non-profit educational institution. It has created and is the owner of many copyrighted works. PCC also has licensed or purchased copyrighted works created by others, and it uses certain third-party works as an integral part of its educational activities. PCC respects the rights of other copyright holders as it expects its own copyrights to be respected.

Faculty and staff shall act in good faith when applying these guidelines to decide whether they need to obtain permission prior to using someone else's work. These guidelines have been developed to assist the faculty and staff of PCC in understanding United States copyright law as it applies to educational uses of copyrighted works, and they are intended to alert them to the issues that may arise in the use of copyrighted works.

I. Applying this Policy

1. First, read section II, "Copyright Defined," to determine whether the work you want to use even has copyright protection. If it does not, you are free to use the work without limitation.
2. If the work you want to use is copyrighted, you then need to read either section III, "Online and Recorded Classes," or section IV, "In-person Classes," and apply whichever is applicable to your situation. If you meet all of the criteria for one of these sections, you are free to use the work within the specified limitations.
3. If you do not meet all of the criteria for either of those sections, then you must read section VI, "Fair Use Defined," to determine if you can still use the copyrighted work without permission through the fair use doctrine. If you meet the requirements for fair use, then you can use the work within the specified limitations.
4. If your use is unfair, then you need to read section VII, "Unfair Use," and follow the directions to obtain permission from the copyright holder.

II. Copyright Defined

Copyright law is located in a federal statute called the "Copyright Act" as well as thousands of court decisions that have interpreted various provisions of the law. Copyright consists of a group of exclusive rights

granted to the copyright owner. These include the right to reproduce the copyrighted work, the right to distribute copies of the work, and the right to perform the work publicly. In short, it's the right to profit off of your own work. Any person or entity who violates these exclusive rights may be liable for copyright infringement and may be subject to an injunction and monetary penalties in a lawsuit brought by the copyright owner.

Most things are copyrighted. Copyright protection no longer requires the use of the symbol ©, nor does anything need to be filed or even published. Protection occurs automatically the instant an original work (writings, songs, art, etc.) is "fixed in a tangible medium of expression." The only works that are not entitled to any sort of copyright protection are works created more than 95 years ago or works created by the government. Everything else could be subject to protection. To determine if a work is subject to copyright, either:

1. just assume that a work less than 95 years old or anything other than a government work is copyrighted,
2. consult the Stanford Copyright Renewal Database, or
3. apply the guidelines yourself.

If the work is no longer subject to copyright, then it is in the public domain and can be used freely without permission or further analysis. If it is subject to copyright, then proceed to the applicable section of this policy.

III. Online and Recorded Classes

The Technology, Education and Copyright Harmonization Act (TEACH Act) amended the Copyright Act in order to protect certain transmissions of copyrighted works for use in distance education. This allows instructors and students at **nationally or regionally accredited** institutions to use works for distance learning (learning separated by time and/or space) without permission. You are eligible for protection under the TEACH Act if you:

1. are using an authorized copy of the work;
2. are only using works that are directly related to course content;
3. are supervising and limiting your students' use of the work; and
4. are not using works that were produced for the distance education market (in other words, you cannot simply retransmit a copy of someone else's distance learning material);

and you plan to limit your display of the copyrighted works to:

1. an amount analogous to live classroom instruction; or
2. non-dramatic literary or musical works (may be used in their entirety); or
3. reasonable and limited portions of dramatic works, such as films or plays.

IV. In-Person Classes

The Copyright Act provides broad protection for the performance and display (**but not the reproduction—that includes posting to Canvas**) of copyrighted works in the live classroom setting. In order to qualify for protection from liability, all of the following requirements must be met:

1. The use must take place face-to-face in a classroom or other dedicated instructional setting.
2. The performance or display must be from an authorized copy of the work.
3. The use must be part of ordinary classroom instruction, not merely as entertainment.

If all of these requirements are met, the performance or display of **any** copyrighted work, even in its entirety, is permitted without obtaining the copyright owner's permission.

V. Use Does Not Meet Any of the Preceding Criteria

If your use of a copyrighted work does not meet the criteria for online, recorded, or in-person classes, then you must perform a fair use analysis to determine whether you can use a work without permission. Proceed to the next section.

VI. Fair Use Defined

This section only applies if you don't meet one of the preceding exemptions to the copyright laws. The fair use doctrine is a defense to claims of copyright infringement. This doctrine allows the limited use of copyrighted works without permission for purposes such as teaching, research, scholarship, news reporting, criticism, and parody. Most educational uses will be fair; however, just being an instructor at a non-profit educational institution does not automatically give you the right to copy or distribute other people's work. Every time you reproduce copyrighted materials in class, hand out copies, post to Canvas, etc., you will need evaluate whether your use is fair. The determination of whether a particular use, for teaching or any other purpose, constitutes a "fair use" must be made on a case-by-case basis considering **all** of these four factors:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work. (Use of purely factual materials favors a finding of fair use as opposed to creative works which are generally given greater copyright protection.)
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole. (Use of an entire poem is more likely to be given copyright protection whereas a single chapter from a very long book would more likely be fair use.)
4. The effect of the use upon the potential market for the copyrighted work.

VII. Unfair Use

If you have determined that your use is not fair, then you must ask for permission from the copyright holder. Please contact Jenny Lefmann at extension 2081 or jLefmann@pcci.edu for assistance.

VIII. Student Submissions

As long as the student has no intention of publishing the work, it is considered fair use. However, keep in mind that copyright infringement and plagiarism are not the same things. Fair use is a creation of copyright law and in no way lessens a student's academic obligation to cite his source material.