

2015-2016 Faculty/Program Instructor Handbook



The purpose of this handbook is to provide important information to the faculty and instructors of Palm Beach State College on academic and teaching issues. This handbook serves as a support manual for new and returning faculty and instructors.

Academic Affairs

<http://www.palmbeachstate.edu/academicservices/documents/Faculty-manual-1516>

Academic Affairs

2015-16 Faculty/Program Instructor Handbook

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Ava L. Parker, J.D.

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www.palmbeachstate.edu

An Equal Opportunity Institution

Palm Beach State College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to the award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Palm Beach State College. The Commission should be contacted only if there is evidence that appears to support an institution's non-compliance with an accreditation requirement or standard.



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INTRODUCTION

MEMORANDUM

To: All Faculty

From: Dr. Ginger L. Pedersen
Interim Vice President of Academic Affairs

Date: August 19, 2015

Re: Faculty/Program Instructor Handbook

Welcome to the 2015-16 academic year. If you are new to Palm Beach State College, welcome aboard!

The Faculty/Program Instructor Handbook is designed to provide important information about Palm Beach State College and its services to students and faculty/instructors. In addition, the Handbook contains information on teaching excellence and links to many resources to strengthen your teaching skills.

Please use this Handbook as a reference or guide for items that affect you as a faculty member/instructor. If you have suggestions on ways in which the Handbook can be improved, please let me know through email (pederseg@palmbeachstate.edu) or phone (561) 868-3147.

Thank you for being a part of Palm Beach State College and for sharing your knowledge and talents with our students. Through your continuous contributions to teaching and learning, the lives of our students will be greatly enriched.

Have a great year!

Purpose of the Handbook and Disclosures

The purpose of this handbook is to provide important information to the faculty and instructors of Palm Beach State College on many academic and teaching issues. Many of the pages will direct the reader to a website for more detailed information on a particular issue. This is a "web friendly" document where links will open web pages if connected to the Internet while reading this document.

Please direct questions on the Faculty/Program Instructor Handbook to Academic Services. For more information on the activities of Academic Services, please visit: www.palmbeachstate.edu/AcademicServices.

Palm Beach State College recognizes the United Faculty of Palm Beach State College as the exclusive bargaining agent for all full-time faculty members pertaining to wages, hours, working conditions and conditions of employment. At the time of this printing, full-time faculty includes professors, counselors, librarians and assistant directors of library services as defined in the collective bargaining agreement. Working conditions for all full-time faculty members are determined through collective bargaining. Some policies in this handbook may not be applicable to full-time faculty.

If there are any discrepancies between the faculty/program instructor handbook and the collective bargaining agreement between the United Faculty and the Board of Trustees, the collective bargaining agreement takes precedence.

District Board of Trustees

Board of Trustees Members, 2015-16

- Mr. John W. Dowd III, Chairperson
- Ms. Wendy S. Link, Vice Chairperson
- Mr. William Berger
- Mr. Charles K. Cross, Jr.
- Ms. Carolyn L. Williams
- Mr. Jesse Pulliam, Student Trustee

Meeting Dates and Locations for 2015-16

www.palmbeachstate.edu/boardoftrustees

District Board of Trustees Web Page (with board policies)

www.palmbeachstate.edu/boardoftrustees/district-board-of-trustees-policies

Accreditation

Palm Beach State College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Palm Beach State College. The Commission should be contacted only if there is evidence that appears to support an institution's non-compliance with an accreditation requirement or standard.

Equal Access/Equal Opportunity

Palm Beach State College is an equal access, equal opportunity institution. The College complies with all state and federal laws granting rights to applicants for employment or admission to the College, employees, and students. The College prohibits unlawful discrimination on the basis of race, color, creed, ethnicity, national origin, gender, sexual orientation, age, religion, marital status, veteran status, or disability in any of its employment, or educational programs or activities. Information regarding the Non Discrimination Policy may

be obtained from the Assistant to the President for Equity Programs at (561) 868-3114 or via email to Juanita Benjamin at Benjamij@palmbeachstate.edu.

Organizational Structure

As provided by Florida Statute 1001.61 (Community college districts; establishment and organization of boards of trustees) a District Board of Trustees, consisting of five members, governs Palm Beach State College. The Board ensures that the mission of the institution is implemented. The District Board of Trustees is an active policy-making body that is legally responsible, as provided by Florida Statute 1001.64 (Community college district boards of trustees; duties and powers), for matters such as ensuring that, its financial resources are used to provide a sound educational program. All Board action requires a majority vote, following established procedures. Board meeting requirements are provided in Rules for the Operation of Palm Beach State College under the District Board of Trustees (6Hx-18-1.02). The Board meets ten (10) times per year, not including special meetings, to address pertinent issues. As provided by Florida Statute 112.313 (Standards of conduct for public officers, employees of agencies, and local government attorneys), the members of the District Board of Trustees have no contractual, employment, personal, or familial financial interests in the institution.

The Governor of Florida appoints District Board of Trustee members, who are approved by four members of the State Board of Education and confirmed by the Senate, in regular session, to uphold the College's mission and goals (Florida Statute 1001.63). Terms of membership of the District Board of Trustees are based on Florida State Board of Education Administrative Rule 6A-14.024 (Composition of Boards of Trustees). Through the activities of the President, who works as a liaison with the District Board of Trustees, and the President's Staff, continuity in Board activities is facilitated. Further, orientation and training sessions, at both Palm Beach State College and the Florida College System offices in Tallahassee, Florida, have strengthened this continuity. The Florida College System also supports new board members by providing online documentation that describes their responsibilities, the organization of the Florida College System; and the regulations, rules, and statutes for the Florida College System. All aspects of the operation of the District Board of Trustees, including amendment of the bylaws, are outlined in the Florida State Board of Education Administrative Rules (Chapter 6A-14, FAC Florida's College System) which serves as guidelines for trustees. As such, bylaws for the District Board of Trustees of Palm Beach State College are in the form of state statute and administrative rules of the Florida Board of Education. Independence of the District Board of Trustees is provided in Florida Statute 1001.64, which states, "the board of trustees shall have the power to take action without a recommendation from the president...."

According to Board Rule, 6HX-18-1.041 the District Board of Trustees must give notice to amend, repeal, or adopt a rule. This notice must be provided through local newspaper advertising, in addition to providing copies of the rule to those who request it, before action is taken, ensuring that the District Board of Trustees amends its rules only after reasonable deliberation. As governed by the Florida State Board of Education Administrative Rules (6A-14.0247 Powers and Duties of Boards of Trustees), these amendments are passed by vote. A record of the vote of each member present is kept in the Board minutes.

Organizational Charts

All College organizational charts are available on the College's website at:
<http://www.palmbeachstate.edu/hr/organizationalcharts.aspx>.

GENERAL INFORMATION

Mission

Palm Beach State College, founded in 1933 as Florida's first public community college, is a diverse, comprehensive institution dedicated to serving the educational needs of Palm Beach County. Integrally linked to the community through strong partnerships, the College provides associate and baccalaureate degrees, professional certificates, workforce development, and lifelong learning.

Palm Beach State College's mission is to create and sustain a dynamic teaching and learning environment that provides a high quality, accessible, affordable education, and preparing students to contribute and compete ethically and successfully in a diverse global community.

Vision

We envision a College of diverse, active learners engaged in intellectual, social, and personal growth that enriches and transforms our community.

Beliefs

We believe...

- Student success is our first priority, and all students can succeed.
- Ethical standards are integral to the educational experience.
- Faculty and instructors should use instructional methods and technology that meet the diverse learning styles of students.
- The College curriculum and its operations should demonstrate a commitment to ecological sustainability.
- The College must anticipate and respond to evolving community needs by reaching out to all potential partners and establishing programs and courses that will meet those needs.
- Quality education is a worthwhile investment.
- An educated workforce has a positive impact on our community and economic health.
- Faculty/staff development is integral to quality education.
- A safe, secure, and supportive College climate is essential.
- Diversity reflects society and enhances the educational process.
- Equity and equality of opportunity are essential.
- Lifelong learning enhances the quality of life.
- Collaboration enhances the quality of decision-making.

2012-2018 Strategic Plan Goals and Objectives

Goal (Administrator)	Objectives	Chair
The College will advance a constant commitment to excellence in teaching and learning. (Dr. Ginger Pedersen)	<i>The College will increase the number and accessibility of faculty and staff development programs directly related to teaching and learning practices by 10% annually.</i>	Ginger Pedersen
	<i>The College will increase the percent of classes taught by full-time faculty to 55% by 2018.</i>	Bernadette Russell
	<i>The faculty and instructor clusters will develop and implement plans for assessing course-learning outcomes by 2018.</i>	Karen Pain

Goal (Administrator)	Objectives	Chair
The College will promote and practice operational efficiencies in all areas. (Richard Becker)	<i>The College will implement improvements to reduce waste in the use of resources throughout the College that will result in a 10% annual resource savings by 2018.</i>	Richard Becker
	<i>The College will continue to provide an efficient infrastructure to support the teaching and learning environment.</i>	Richard Becker/ Tony Parziale
	<i>The College will implement multi-channel communications to reach 20% more constituents by 2018.</i>	Grace Truman
The College will respond to the current and emerging educational needs of the community with innovative educational opportunities. (Erin McColskey)	<i>The College will annually align its curriculum by adding, deleting, and/or enhancing programs to meet local workforce needs.</i>	Maria Vallejo/ Jacqueline Rogers
	<i>The College will offer a fully online A.A. degree and develop department-level course shells for general education and other high-demand academic areas by 2018.</i>	Jean Wihbey/ Robert Van Der Velde/ April Harris
The College will practice effective enrollment management to ensure optimal access, retention, program completion, and student success. (Dr. Peter Barbatis)	<i>The College will create and implement course scheduling based on student needs by 2016.</i>	Holly Bennett/ Ginger Pedersen
	<i>The College will partner with Palm Beach County School District to develop and implement a comprehensive system to create a seamless transition to the College by 2018.</i>	Chuck Zettler/ Kathleen Karran-McCoy
	<i>The College will create admission pathways for each Palm Beach State award type (A.A., A.S., B.A.S., B.S.N., P.S.A.V., A.T.D., A.T.C., and C.C.C.) by 2015.</i>	Robin Johnson/ Chuck Zettler
	<i>The College will create a systematic student communication process and calendar by 2018.</i>	Chuck Zettler
	<i>The College will design and implement strategies to improve retention among at-risk students by 15% by 2018.</i>	Maria Vallejo/ Peter Barbatis/ Nika Coleman-Ferrell/ Karline Prophete
	<i>The College will increase completion rates by 15% by 2018.</i>	Scott MacLachlan/ Chuck Zettler/ Roz Mcfarlane-Mccalla
	<i>The College will create/implement an exit/finish strategy for each award type by 2018.</i>	Chuck Zettler/ Donald Taylor/ Helen Shub

Campus Location & Maps

Palm Beach State College serves Palm Beach County from four campus locations. In addition, classes are held in area schools, hospitals and other places of business to maximize educational opportunities.

Belle Glade:

Palm Beach State College
1977 College Drive
Belle Glade, FL 33430
Phone: (561) 993-1123

Map: [Belle Glade Campus Map](#)

Website: www.palmbeachstate.edu/locations/Belle-Glade/

Boca Raton:

Palm Beach State College
3000 Saint Lucie Avenue
Boca Raton, FL 33431
Phone: (561) 862-4340

Map: [Boca Raton Campus Map](#)

Website: www.palmbeachstate.edu/locations/Boca-Raton/

Lake Worth:

Palm Beach State College
4200 Congress Avenue
Lake Worth, FL 33461
Phone: (561) 868-3350

Map: [Lake Worth Campus Map](#)

Website: www.palmbeachstate.edu/locations/Lake-Worth/

Palm Beach Gardens:

Palm Beach State College
3160 PGA Boulevard
Palm Beach Gardens, FL 33410
Phone: (561) 207-5300

Map: [Palm Beach Gardens Campus Map](#)

Website: www.palmbeachstate.edu/locations/Palm-Beach-Gardens/

Academic and Registration Calendars

Click on the following link for the comprehensive college calendar:

www.palmbeachstate.edu/AcademicCalendar/

Academic Calendars:

www.palmbeachstate.edu/academicaffairs/academic-calendars

Academic Calendars are completed three years in advance. The process of creating the Academic Calendar in sequence begins in October of each year. The Vice President of Academic Affairs develops this calendar according to a process, which includes mandates by the State for the following:

- entry dates for the beginning of each semester;
- number of days of instruction required in addition to the requirements of Palm Beach State's Faculty Agreement -

- Four days of non-instruction each fall and spring to include in-service days prior to fall and spring terms, Professional Development Days, and Commencements
- A draft of the calendar is distributed via email to all college employees for review. Comments and suggestions from faculty and staff are considered before the final draft is submitted to the Palm Beach State College Board for approval, usually in January.

After the Palm Beach State College Board approves the calendar, it is submitted to the State (on or before March 15 each year) for approval. Although the College has submitted calendars three years in advance, the State only considers approval of the calendar for the upcoming academic year.

Awards

The College is authorized to award bachelors and associate degrees, college credit certificates, vocational certificates, applied technology diplomas, and advanced technical diplomas. (See Board Policy 6Hx-18-2.06 Instructional Program [District-Board-of-Trustees-Policies](#)).

Class Meeting Calendars

[Calendars: Academic-Class Meeting-Registration](#)

Class Meeting Calendars are developed from the Academic Calendar. This is a detailed calendar and shows the class meetings for all days (including weekends) within each term. Terms of six, eight, and 12-weeks are also shown on this calendar. Please reference the Class Meeting Calendars to determine if there are classes scheduled on any given weekend.

Final Exam Schedules

Fall 2015 - (Term 2016-1)

www.palmbeachstate.edu/academicaffairs/Documents/Final-Exam-Schedule-Fall-2016-1.pdf

Spring 2016 – (Term 2016-2)

www.palmbeachstate.edu/academicaffairs/Documents/Final-Exam-Schedule-Spring-2016-2.pdf

Calendar of Events

Palm Beach State College offers a number of events for faculty, staff, and students to enjoy or utilize to enhance the educational experience outside of the classroom. For a current calendar of events visit: calendar.palmbeachstate.edu/. (See Board Policy 6Hx-18-2.04, Cultural and Intellectual Environment, [District-Board-of-Trustees-Policies](#)).

Development Course for Faculty

As part of Palm Beach State College's efforts to improve student learning, an online faculty development course has been developed. This web page provides all the information needed about this course, including who is required to participate, information on registration, completion of the course, and compensation for participants required to participate. For more information, please visit the web page:

www.palmbeachstate.edu/academicservices/information-and-reference/faculty-development-online-course

Emergency Alert System

Palm Beach State College has an instant mass notification system that will send emergency messages to students, faculty, and staff.

Through **Palm Beach State Alert**, you can opt to receive time-critical, safety/security text messages via your mobile phone, smartphone, wireless PDA, text pager, e-mail account, or RSS reader. You choose the best ways for Palm Beach State to send you emergency messages wherever you are. It is strongly recommended that you register with this system.

Palm Beach State Alert is in place and ready for you to register now. Visit the following link to get started: <http://www.palmbeachstate.edu/alert/alert-info.aspx>.

Emergency Operations Plan

Emergencies can occur at any time, without warning. Careful planning, with an emphasis on safety, can help members of Palm Beach State College community handle crises and emergencies with appropriate responses, and may save lives. Every member of the Palm Beach State College community shares responsibility for emergency preparedness. Each Campus Provost, or designee, is responsible for ensuring that the Emergency Operations Plan contains their campus site-specific information, and that all persons - including faculty, staff and students - are familiar with the emergency plan. The plan's goals are:

- To prevent or minimize the impact of emergencies and to maximize the effectiveness of the campus community in responding to their inevitable occurrences.
- To protect lives, property and facilities.
- To provide for the continuity of campus operations in pursuit of the Palm Beach State College mission.

Emergency Operations Plan: <http://www.palmbeachstate.edu/security/emergency-operations-plan>

Library Learning Resources Centers

The Lake Worth, Palm Beach Gardens, and Belle Glade campuses have library services onsite - www.palmbeachstate.edu/library. Library support at the Boca Raton campus is provided through Florida Atlantic University (see Board Policy 6Hx-18-2.07, Administration of the Library Learning Resources Center, [District-Board-of-Trustees-Policies](#)). Your PantherNet ID card also serves as your library card.

Security Office Contacts:

Lake Worth

SEC101
4200 Congress Ave
Lake Worth, FL 33461
(561) 868-3600
(561) 324-3531 Mobile

Palm Beach Gardens

AD123
3160 PGA Blvd.
Palm Beach Gardens, FL 33410
(561) 207-5600
(561) 876-1081 Mobile

Belle Glade

CRB124
1977 College Drive
Belle Glade, FL, 33430
(561) 993-1120
(561) 261-4609 Mobile

Boca Raton

BK104
3000 St. Lucie Ave
Boca Raton, FL, 33431
(561) 862-4600
(561) 703-1287 Mobile

Please take a few moments to program your mobile phone with the security office phone numbers at the campus or campuses where you instruct classes.

Campus Lockdown

A campus lockdown means no one is allowed in and no one is allowed out. Students are not permitted to leave the college during a lockdown and off-duty staff members are not allowed in. Doors are locked and students must follow the directives of college personnel. Procedures include:

- An emergency lockdown (or shelter-in-place) will be announced by voice communication.
- All faculty and staff have been issued and maintain in their possession a "Lock-Down" key. The key can be utilized college-wide and is intended to be used during any lock down type of situation. As an example, a disturbance breaks out in a hallway near your work area; use this key to lock the door and reduce the possibility of the disturbance finding its way into your space. It should be noted the "Lock-Down" key does not eliminate egress from the room. When the door is locked, using the "Lock-Down" key, the door, can still be opened from the inside.

- If a situation that may require an emergency lockdown is discovered, the individual making the discovery shall immediately contact Law Enforcement by dialing 911 and provide as much information as possible.
- Fire evacuation alarms should not be sounded.

Hurricane Procedures

The Palm Beach State College administration and staff recognize their responsibility for the life safety of individuals associated with the college as well as the protection of college property in the event of a major storm. This Hurricane Preparedness Plan is in place to provide direction for those involved in these efforts. The plan is not all-inclusive, however, and may be supplemented by additional actions.

Decision to Close

The decision to close the College will be based upon the projection of a threatening situation. Bulletins issued by the National Hurricane Center, the Palm Beach County Office of Emergency Management as well as the Palm Beach County School Board will be considered in determining the implementation of emergency procedures. The President or Vice President of Administration and Business Services may close the College in advance of a hurricane warning depending on local conditions; however, classes will be canceled once a hurricane warning has been issued by the National Hurricane Center. The college *Centers for Early Learning* will close upon the announcement of closure by the School Board. All facilities in the district will be closed upon announcement of the decision to close the college.

Notification of Closing

Closing announcement information will be announced in the following methods:

- Web Page (www.palmbeachstate.edu)
- All-User E-mail
- Palm Beach State Alert text messaging
- Phone Messages
- LED Signs
- News Media (TV and radio)
- Main Palm Beach State Phone Number – (561) 967-7222

Reopening of the College

College re-opening will be announced on the Palm Beach State web page or main number, (561) 967-7222. For the detailed College's hurricane plan, please see the web page at www.palmbeachstate.edu/safety/hurricane-preparedness.

TEACHING EXCELLENCE

There are many models of teaching to which faculty members and instructors may subscribe. Whether you are a new or seasoned faculty member or instructor, it is important to align yourself with teaching philosophies and methods. Listed below are some examples on teaching philosophies and methods; feel free to explore your own as you enter into your teaching career, or refresh yourself with the values with which you began teaching. These learning theories address how people learn and will assist you in working with your students. It is a good exercise to reexamine annually your teaching philosophy as you gear up for another academic year. In addition, you may utilize these models as you revisit or devise your personal teaching philosophy. For additional information, you may visit us at www.learning-theories.com.

ARCS Model of Motivational Design (John Keller)

Perhaps the theory most often used to apply to college students is that of the ARCS Model. According to John Keller's ARCS Model of Motivational Design, there are four steps for promoting and sustaining motivation in the learning process: **Attention, Relevance, Confidence, and Satisfaction (ARCS)**.

1. Attention

Attention can be gained three ways: (1) Perceptual Arousal – provide novelty, surprise incongruity or uncertainty; (2) Inquiry Arousal – stimulate curiosity by posing challenging questions or problems to solve and (3) Variability - Incorporate a range of methods and media to meet students' varying needs.

Methods for grabbing the learners' attention include:

- Active participation - Adopt strategies such as games, role-play or other hands-on methods to get learners involved with the material or subject matter.
- Variability – To better reinforce materials and account for individual differences in learning styles, use a variety of methods in presenting material (e.g. use of videos, short lectures, mini-discussion groups).
- Humor - Maintain interest by use a small amount of humor (but not too much to be distracting).
- Incongruity and Conflict – A devil's advocate approach in which statements are posed that go against a learner's past experiences.
- Specific examples – Use a visual stimuli, story, or biography.
- Inquiry – Pose questions or problems for the learners to solve, e.g. brainstorming activities.

2. Relevance

Establish relevance in order to increase a learner's motivation. To do this, use concrete language and examples with which the learners are familiar. Six major strategies described by Keller include:

- Experience – Tell the learners how the new learning will use their existing skills. We best learn by building upon our preset knowledge or skills.
- Present Worth – What will the subject matter do for me today?
- Future Usefulness – What will the subject matter do for me tomorrow?
- Needs Matching – Take advantage of the dynamics of achievement, risk taking, power, and affiliation.
- Modeling – First of all, "be what you want them to do!" Other strategies include guest speakers, videos, and having the learners who finish their work first to serve as tutors.
- Choice – Allow the learners to use different methods to pursue their work or allowing choice in how they organize it.

3. Confidence

Help students understand their likelihood for success. If they feel they cannot meet the objectives or that the cost (time or effort) is too high, their motivation will decrease.

- Provide objectives and prerequisites – Help students estimate the probability of success by presenting performance requirements and evaluation criteria. Ensure the learners are aware of performance requirements and evaluative criteria.
- Allow for success that is meaningful.
- Grow the Learners – Allow for small steps of growth during the learning process.
- Feedback – Provide feedback and support internal attributions for success.
- Learner Control – Learners should feel some degree of control over their learning and assessment. They should believe that their success is a direct result of the amount of effort they have put forth.

4. Satisfaction

Learning must be rewarding or satisfying in some way, whether it is from a sense of achievement, praise from a higher-up, or mere entertainment.

- Make the learner feel as though the skill is useful or beneficial by providing opportunities to use newly acquired knowledge in a real setting.
- Provide feedback and reinforcement. When learners appreciate the results, they will be motivated to learn. Satisfaction is based upon motivation, which can be intrinsic or extrinsic.
- Do not patronize the learner by over-rewarding easy tasks.

Inventory of Learning Methods and Theories

<p>Paradigms:</p> <ul style="list-style-type: none"> • Behaviorism • Cognitivism • Constructivism • Design-Based • Humanism <p>Behaviorist Theories:</p> <ul style="list-style-type: none"> • Behaviorism Overview • Classical Conditioning (Pavlov) • GOMS Model (Card, Moran, and Newell) • Operant Conditioning (Skinner) • Social Learning Theory (Bandura) <p>Cognitivist Theories:</p> <ul style="list-style-type: none"> • Cognitivism Load Theory (Sweller) • Assimilation Theory (Ausubel) • Attribution Theory (Weiner) • Cognitive Theory of Multimedia Learning (Mayer) • Component Display Theory • Elaboration Theory (Reigeluth) • Gestalt Psychology (Tolman) • Mental Models (Johnson-Laird) • Schema Theory • Stage Theory of Cognitive Development (Piaget) 	<p>Constructivist, Social, and Situational Theories:</p> <ul style="list-style-type: none"> • Constructivism Overview • Case-Based Learning • Cognitive Apprenticeship (Collins et al.) • Communities of Practice (Lave and Wenger) • Discovery Learning (Bruner) • Goal Based Scenarios • Social Development Theory (Vygotsky) • Problem-Based Learning (PBL) • Situated Learning (Lave) <p>Motivational and Humanist Theories:</p> <ul style="list-style-type: none"> • Humanism Overview • ARCS Model of Motivational Design (Keller) • Experiential Learning (Kolb) • Facilitative Teaching (Rogers) • Invitational Learning (Purkey) • Maslow's Hierarchy of Needs (Maslow) <p>Design Theories and Models (Prescriptive):</p> <ul style="list-style-type: none"> • Design-Based Research Overview • ADDIE Model of Instructional Design • ARCS Model of Motivational Design (Keller) • Elaboration Theory (Reigeluth)
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Miscellaneous Learning Theories and Models: <ul style="list-style-type: none"> • Affordance Theory (Gibson) • Multiple Intelligences Theory (Gardner) 	Descriptive and Meta Theories: <ul style="list-style-type: none"> • Activity Theory (Vygotsky, Leontiev, Luria, Engstrom, etc.) • Actor-Network Theory (Latour, Callon) • Distributed Cognition (Hutchins) Identity Theories: <ul style="list-style-type: none"> • Erikson's Stages of Development (Erikson) • Identity Status Theory (Marcia) • Self-Theories: Entity and Incremental Theory (Dweck)
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Source: www.learning-theories.com

Statement of Teaching Excellence

Teaching excellence at Palm Beach State College describes the level of quality that is evident in faculty members/instructors. Student learning and success are the expected focuses of faculty and instructor efforts. An excellent teacher at Palm Beach State College:

- Is committed to teaching.
- Is well informed, current, and enthusiastic.
- Models positive behaviors.
- Understands, appreciates, and provides for different types of student learning styles.
- Makes clear and effective presentations.
- Relates positively to students.
- Sets high but realistic standards for students.
- Is flexible and respects students' points of view.
- Is fair and consistent in evaluating students.
- Is highly organized and conducts well-planned classes.
- Presents complex material in an understandable manner.
- Provides multiple sources of learning opportunities.
- Is accessible and encourages students to seek his/her advice.
- Encourages students to become responsible and enthusiastic learners.
- Understands student diversity and provides for it.
- Constantly evaluates and improves his/her teaching strategies.

Service-Learning

Palm Beach State College encourages its faculty and instructors to look for ways to increase student satisfaction and learning through enhanced learning opportunities. One effective way to enhance student learning is through Service-learning. Palm Beach State defines Service-Learning as "a teaching method that increases student engagement and success through community involvement to apply theories or skills being taught in a course. Service-learning furthers the learning objectives of the academic courses, addresses community and civic needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics."

At Palm Beach State, we envision a College that is a diverse community of active learners where achievement occurs in an environment without boundaries. We envision a responsive collaborative institution committed to the ongoing renaissance and enrichment of its community. Service-Learning provides a teaching method to assist faculty, students, and the community in fulfilling the College vision.

For more information on Service-Learning, see the web page www.palmbeachstate.edu/servicelearning.

Student Engagement

Some resources for increasing student engagement:

Chickering, Arthur W., and Zelda F. Gamson. Seven Principles for Good Practice in Undergraduate Education. *UNC Charlotte the Center for Teaching and Learning. Reprinted with Permission.* AAHE Bulletin/Johnson Foundation Mar. 1987. Web. 3 July 2015. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/education-philosophy/seven-principles>

Good practice in undergraduate education:

1. encourages contact between students and faculty,
2. develop reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

Hurst, Stacy. "7 Ways to Increase Student Engagement." Web Blog post. *The Reading Horizons Blog.* Reading Horizons, 18 Sept. 2013. Web. 3 July 2015. <http://www.readinghorizons.com/blog/seven-ways-to-increase-student-engagement-in-the-classroom>

I'Anson, Sally. "10 Ways to Increase Student Engagement." Online posting. *Interactive Achievement.* Formative Assessment, 21 July 2014. Web. 3 July 2015. <http://interactiveachievement.com/formative-assessment/10-ways-increase-student-engagement>

Weimer, Maryellen, PhD. "10 Ways to Promote Student Engagement." *Faculty Focus. Effective Teaching Strategies.* Magna Publications, 12 July 2012. Web. 3 July 2015.
<http://www.facultyfocus.com/articles/effective-teaching-strategies/10-ways-to-promote-student-engagement/>

CCSSE

The organization formerly known as the Community College Survey of Student Engagement (CCSSE) has become the **Center for Community College Student Engagement**. CCSSE is a flagship survey that collects quantitative and qualitative work with community colleges across the United States, British Columbia, Nova Scotia, and the Northern Marianas, and Marshall Islands.

CCSSE's survey instrument, *The Community College Student Report* (CCSR), provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. *The Community College Student Report* is a versatile, research-based tool appropriate for multiple uses. It is a:

- Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time.

For more information on CCSSE or the CCSR, visit: www.ccsse.org.

In Spring 2011, Palm Beach State College took part in the Community College Survey of Student Engagement (CCSSE), joining the more than 300,000 students at over 500 two-year colleges who have The data for the 2011 administration is available at www.palmbeachstate.edu/ire/ccsse-2011.

"CCSSE data also demonstrates that instructors' use of classroom time may have an impact on student engagement. Not surprisingly, more time spent on interactive instructional approaches appears to increase student engagement. For example, colleges in which instructors use high percentages of classroom time for

lecturing have lower benchmark scores than those in which instructors spend high percentages of classroom time on in-class writing or small group activities." "Colleges can capitalize on the time students spend in the class by using engaging instructional approaches that emphasize active learning and building connections (CCSSE 2009 Findings 12 "Making Connections-Dimensions of Student Engagement").

Building Connections through Understanding Your Students

The original intent of the College was to provide low-cost, quality education to the citizens of Palm Beach County. While most of today's students come from nearby communities, the College is also host to students from all corners of the United States and the world. These students are very serious about their studies. Many are working toward B.A.S. and A.A. degrees, while others are interested in beginning their careers in the workforce with a certificate or an A.S. degree. Most students are more mature than the student body of a few decades ago. The average age (College-wide) is 31 years of age with a job (or two), a family, and a mortgage or rental payment. These students are diverse thinkers and learners as well. Adult learners have more life experience and are often more self-directed than younger, "traditional" students. Awareness of some common characteristics of adult learners will help increase the effectiveness of instruction and enhance the classroom experience for both faculty and student.

"Students have come back to me and said, 'This person cared.' The sense that whoever they're working with actually cares about their welfare has an impact on their success." - (Staff Member CCSSE 2009 Findings 3)

According to the 2009 findings of the *Community College Survey of Student Engagement (CCSSE)*, an engaged campus helps students achieve the desired goals by connecting with their students and encouraging them. Through interactions with administrators, staff, students, and yourselves the faculty, students feel more connected to their campus, and are therefore more likely to be successful.

Characteristics of Adult Learners

Adult Learners:

- Carry stresses that divert attention.
- Appreciate being treated as an adult.
- Seek to learn that which is most applicable to their needs.
- May question/discount instruction presented in an authoritarian manner.
- Have a rich reservoir of life experiences from which to draw.
- Are problem solvers who benefit from active participation?

Techniques Instructors may employ:

- Invite students to create a "to do" list and put outside thoughts away for their time together.
- Permit sharing of life experiences.
- Present information with many viewpoints, promote discussion, and minimize editorial comment.
- Facilitate learning activities that allow for practice or implementation of new ideas.
- Provide positive feedback for participation.

Research, Instructional Tips, Lecture Techniques

General

- Set a good example; be punctual and organized.
- Begin and end class on time.
- Encourage class attendance by giving points for attendance, holding unannounced quizzes, and discussing test content.
- Frequently provide feedback concerning student's progress in the class, including attendance; take initiative to talk with students.
- Students who are doing poorly and advise them of available services such as advising, the Career Center and Student Learning Center (SLC).

- Review previous class content before discussing new ideas.
- Vary physical environment by having students sit in a circle or other non-traditional arrangements.
- Solicit student assistance in collecting assignments and completing administrative paperwork. Provide incentives such as bonus points or extra assignments that pertain to the course objectives, or drop the lowest grade or allow revision or retakes and average the first and second grades.
- Remember that students' term grades indicate the level of competency achieved in the course and are valuable to future employers and instructors. Make sure your students are prepared for that next level.

Study Skills

- Encourage note-taking as it increases understanding of concepts and accuracy of assignments.
- Increase reading comprehension by noting major points to be studied and key definitions.

Presentation Techniques

- Keep students alert by moving around the room; do not perch on the desk or hide behind the podium or lectern.
- Use a variety of presentation methods such as audio-visual materials; brainstorming; case studies; chalkboard, overhead transparencies, flip charts; conferencing; critiques by students; debates, demonstrations, discussions; experiential activities; dramatic re-enactments; field trips; and group exercises and projects.

Communication/Discussion

- Allow ample time for students to ask questions.
- Watch for student cues that signal awareness or lack of understanding.
- Make use of non-verbal cues to strengthen communication: eye contact, tone of voice, gestures, facial expressions, and posture.
- Since oral participation from students increases retention of material, provide for discussion by asking thought-provoking, open-ended questions, direct questions to the entire class as well as individual students (including non-verbal students as well as responsive ones) in the discourse, and have students share answers to their work.

Assignments

- Make assignments explicit; prepare handouts for complex assignments.
- Find something positive to say about every writing assignment; students are sensitive, often feeling you are judging them rather than their work.
- Provide prompt, timely feedback on all assignments. Most assignments should be returned within one week.
- Note areas that need improvement so students can correct their errors on future assignments.
- Be fair in grading; develop the grade sheets for assignments so your scoring is consistent for all.

Testing

- Assist students in reviewing materials to be covered on exams. Encourage them to predict test questions on their own, using their notes and assignments as guides.
- Return tests promptly. Like assignments, this should happen within one week in most cases. If possible, allow students to review errors made.
- Review objectives to be tested on the final exam.

Tips for Faculty or Instructor/Student Interaction

- Use positive language; let them know that you want them to succeed.
- Give students oral compliments when they are doing well, especially on a one-to-one basis. Some students are embarrassed by praise within a group.
- Stress the positive within a group.
- Try to say a few friendly words to each student during the term.
- Write a personal note or call students who miss class.
- Respond to student ideas so students know that their contributions are valuable.
- Show interest in all students and give extra support to less skilled students.
- Emphasize your willingness to answer questions and explain problems at the student's convenience. Urge students to talk to you about problems and work conflicts before dropping out.
- Treat students as mature adults, letting them know that you expect them to act responsibly.
- Create a non-threatening classroom environment where students feel free to respond and ask questions without intimidation.
- Be honest and direct in your opinions and attitudes toward students and the subject matter.
- Avoid creating the learning blocks of boredom, irritation, and fear.

Characteristics of Palm Beach State Students

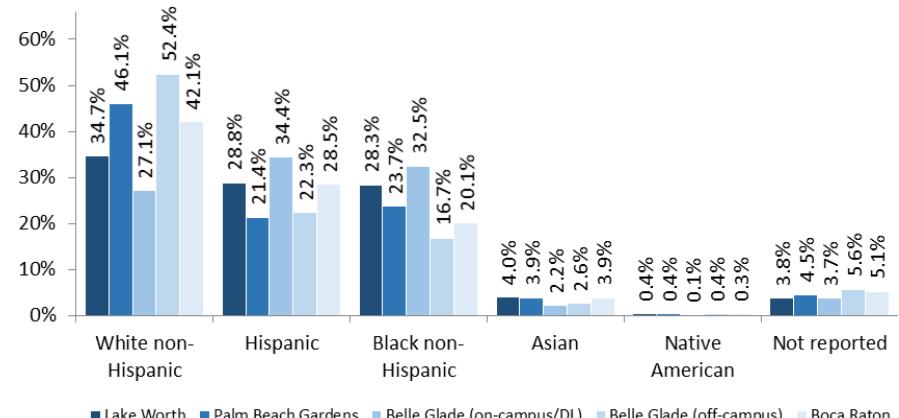
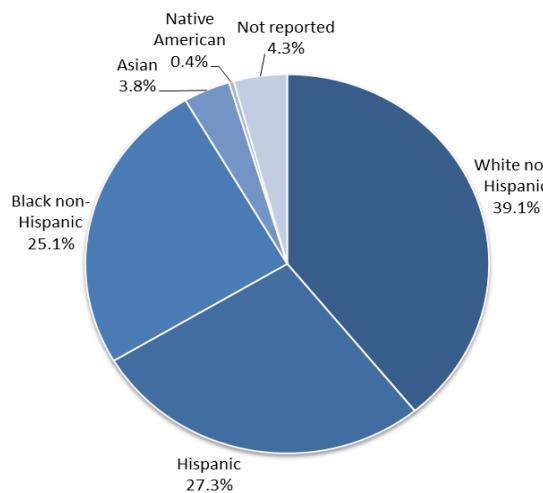
"Most community college students are enrolled part-time. Many students, even full-time students, work nearly full time. Thus, many college students take classes at night and online" (CCSSE 2009 Findings 5).

Community College Leadership Program, College of Education, 2009. *Community College Survey of Student Engagement*.

The following two pages provide demographic information about Palm Beach State College students during the 2014 academic year. These statistics and more may be found within the online publication *Panorama* at: www.palmbeachstate.edu/panorama/.

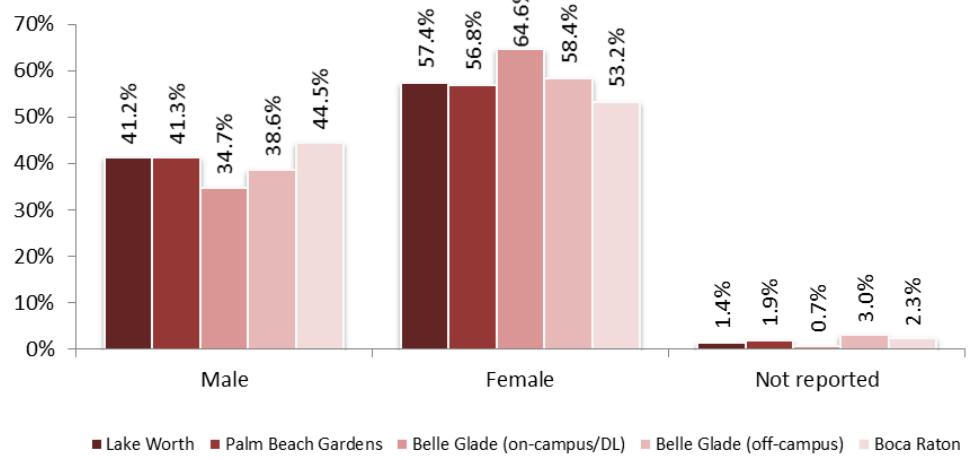
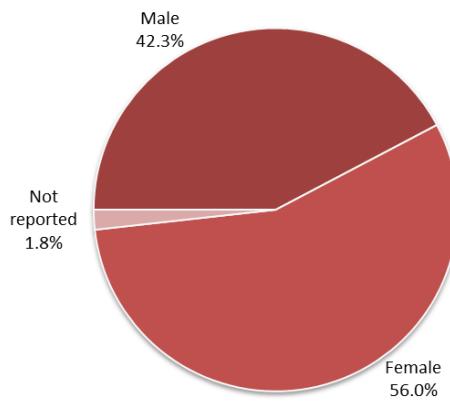
Fall 2014 Credit/Prep Race/Ethnicity

Palm Beach State College is racially and ethnically diverse. More than half of all credit and college preparatory students are members of minority groups.



Fall 2014 Credit/Prep Gender

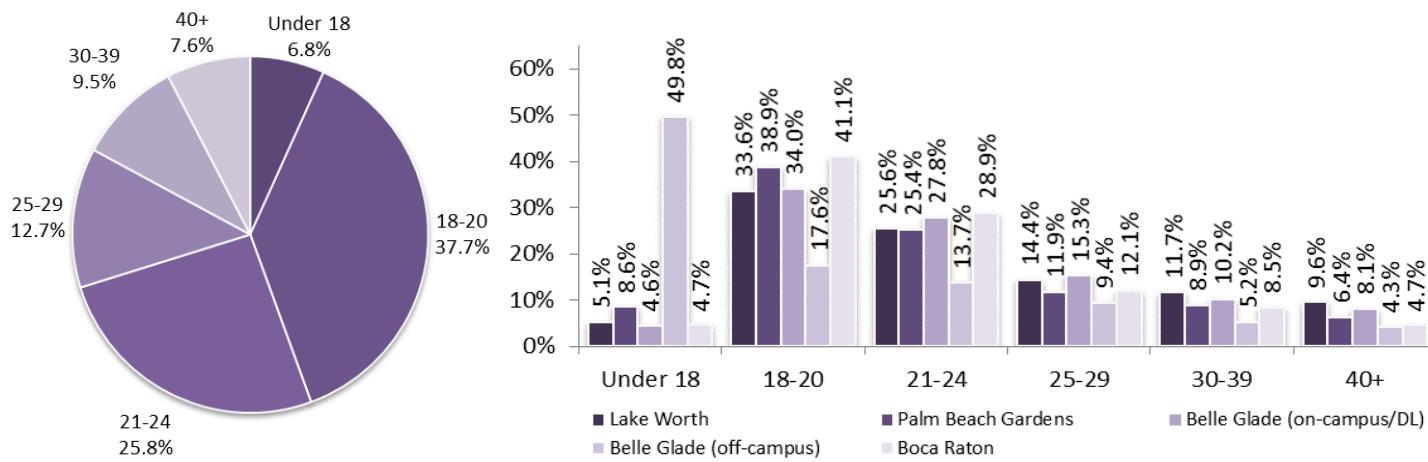
District-wide, women make up nearly three out of every five-credit students at Palm Beach State. However, this proportion varies significantly by campus, from 53% at Boca Raton to 65% in on-campus classes at Belle Glade.



Fall 2014 Credit/Prep Age Distribution

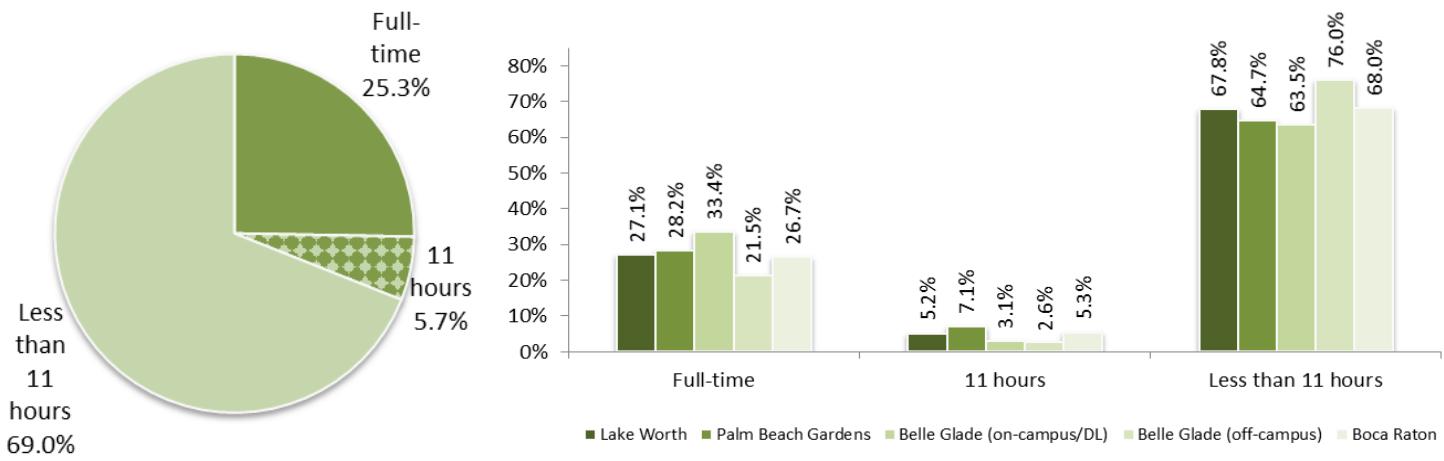
Palm Beach State College serves students of all ages. In Fall 2014, 63% of our credit and prep students were in the traditional college age range of 18 to 24; however, nearly one in six were older than 30.

The highest proportion of tradition-age students is at Boca Raton, where about two-thirds of credit and prep students are between 18 and 24. However, more than half of Belle Glade off-campus students, including those taking classes at Wellington, Royal Palm Beach and Seminole Ridge high schools, are under 18, reflecting the high number of dual enrollment students at those schools.



Fall 2014 Credit/Prep Full-time/Part-time Status

About one-quarter of credit and college preparatory students at Palm Beach State are classified as full-time. (Please note that the campus figures are based on the student's status at the College, not on that particular campus. For example, a student taking six hours at Lake Worth and six hours at Boca Raton would be shown as a full-time student on both campuses.)



STUDENT ISSUES OR CONCERNS

FERPA

As an employee of an education institution, you may sometimes access individual student records while performing your official duties. Under FERPA, you are legally and ethically obliged to safeguard the confidentiality of any information they contain.

So, what is FERPA? Let us begin with the basics.

FERPA is known as the **Family Educational Rights and Privacy Act**. Evolved from the Gramm-Leach-Bliley Act (GLBA) of 1999, it was determined by the Federal Trade Commission that higher education institutions are “financial institutions” because financial aid is disbursed. The GLBA requires institutions of higher education to implement policies for protecting financial information. FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The primary rights of students under FERPA are

- Right to inspect and review education records.
- Right to seek to amend education records.
- Right to have some control over the disclosure of information from education records.

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

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's record. However, FERPA allows schools to disclose those records, *without consent*, to the following parties or under the following conditions (34 CFR 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

FERPA “protects the privacy of student education records” not just financial information. It is always best to use caution when disclosing student information, even within the college. Always be sure that there is a legitimate education interest regarding student inquiries.

When in doubt, refer to [Family Educational Rights and Privacy Act \(FERPA\)](#) and review the policies and guidelines on the FERPA homepage.

Students with Disabilities

On the Disability Support Services website, you will find a section dedicated specifically to our faculty to assist you in helping your students with disabilities. In addition to resources, you will find a Faculty Corner with Faculty Rights, Faculty Responsibilities, and Most Frequently Asked Faculty Questions.

[Faculty Corner Disability Services](#)

Non-Violent Crisis Intervention

The Nonviolent Crisis Intervention program is a workshop, which introduces a safe, non-harmful behavior management system designed to help employees provide for the best possible care, safety, and security of disruptive individuals while also taking appropriate measures to protect themselves and others in their charge.

Learn about early intervention methods for preventing or managing disruptive behavior. Become aware of steps to be taken to handle situations that may become violent such as attempting to resolve conflicts between students or employees to handling a situation in a classroom. Discover how to identify threatening behavior and intervention techniques, both verbal and nonverbal, to reduce the potential for violence.

Website: [Professional Growth Workshops](#)

SCORE (Student Contact Request)

An electronic student referral system, SCORE ([Student Contact Request](#)) ensures access to Advising and other free student resources i.e. referrals to peer mentoring services and the Student Learning Center tutors and specialists. This academic intervention tool was designed to bridge the gap between the student and the variety of resources and options available to them at Palm Beach State College

SCORE facilitates connecting the identified student with the resource, paperwork, or personnel necessary in order to enhance student retention and academic longevity.

Formerly known as “Early Alert,” this name was too similar to Palm Beach State College’s “Emergency Alert” system; therefore, a name change was necessary. The newly named SCORE system is the positive message this program hopes to communicate to students and faculty alike.

The SCORE button is found on each professor and instructor’s class roster. This is to serve as a supplemental and proactive tool to assist with students achieving their scholastic long- and short-term goals. By clicking on the SCORE button, the professor will have an email sent to the student and the academic advisor requesting they set up an appointment to meet. SCORE (Student Contact Request) is a resource where students are invited to meet with the SCORE academic advisor to discuss strategies to maintain good academic standing.

SCORE’s Purpose and Vision:

1. To encourage and foster student success and retention
2. To address student’s academic and personal difficulties before the course withdrawal deadline so an academic intervention can be initiated
3. To serve as an additional tool to contact students at risk

Steps for an Effective SCORE Referral:

1. The faculty member will inform the student that their name has been submitted to the SCORE system
2. The faculty member will explain what the SCORE system entails and why the student has been identified- if the student is accessible
3. The faculty member will ask the student to check their Palm Beach State email because a message will be sent to them from the SCORE Success Coach/advisor
4. The faculty member will suggest the student call the Advising Front Desk to set up an appointment with the designated SCORE Success Coach/advisor on that campus

*Be aware that the information submitted to the SCORE team is **not confidential** and will be shared with the student.

The SCORE system encompasses four types of referrals. To ensure an effective and efficient student intervention, the SCORE referral initiator should become familiar with what does and does not constitute as a SCORE referral. Please read the information found on the two web links below before activating the SCORE system.

To read the Score web page created for students, click on this link [Student Contact Request \(SCORE\)](#).

To read the SCORE web page discussing the proper procedure and situations for a SCORE referral, click on this link [SCORE Resources for Faculty](#).

If the type of referral needed is behavioral in nature i.e. if a professor or instructor is concerned about the behavior of a student, whether that student seems intoxicated, impaired, agitated, or disruptive, the faculty member should contact Security immediately. A call or email to the Associate Dean of the instructor's department and the Dean of Student Services on your campus informing them of this incident is also strongly advised.

If the type of referral needed is emotional in nature- i.e. if a professor or instructor believes the student could benefit from mental health counseling, provide information on the College-Wide Counseling Center immediately. A SCORE referral should not be sent. Encouraging the student to contact the Counseling Center directly by calling (561) 868-3980 to get more information about the services provided and to make an appointment is advised. The student must initiate the appointment.

Student Responsibilities

Philosophy

Palm Beach State College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The student code of conduct and conduct process is educational and developmental in nature, and balances the interest of individual students, as well as the interest of the College.

Our College community exists on the basis of shared values and principles. At Palm Beach State College, students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. Each member of the College community bears responsibility for their conduct and to assume reasonable responsibility for the behavior of others.

The student conduct process at Palm Beach State College is not intended to punish students; rather, it exists to protect the interests of the College community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

Palm Beach State College, as an educational institution, has interests and purposes, the protection and promotion of which are essential to its effective functioning. These include (1) maintenance of the opportunity for students to attain their educational objectives; (2) the creation and maintenance of a stimulating, intellectual and educational atmosphere free of intimidation throughout the College; (3) protection of the health, safety, welfare, property, and human rights of all members of the College; and (4) protection of property of the College. The College has responsibility in the area of student conduct to protect and promote the pursuit of its goals as outlined above. The College's approach to student conduct emphasizes the College's obligation to foster inclusion, equity, tolerance, independence, maturity and responsibility in students.

Students are expected to adhere to all federal, state and local laws, and, in addition, must abide by the rules and regulations of the College. A student violating the Code of Conduct will be subject to the College disciplinary processes. Criminal offenses may result in both criminal prosecution and referral to the College disciplinary procedure.

Palm Beach State College governs its members using fair and nondiscriminatory measures of conduct including but not limited to their academic work, College-related social activities, communications and social media.

Behavior that deviates from these measures will be dealt with in accordance with the procedures outlined in this handbook.

When students attend the College, they become subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner in all areas of campus life. By enrolling, they agree to obey the rules and regulations of the College and are responsible for observing all Board of Trustees' policies and procedures as published in the Student Handbook, College Catalog and other College publications. The College community considers the disciplinary procedures identified here to be secondary to modeling, counseling and guidance to promote civility and personal responsibility on campus.

Palm Beach State College Code of Student Conduct is adapted from The NCHERM Group Model Developmental Code of Student Conduct and is used here with permission.

Student Code of Conduct

Authority

All alleged student violations of the Code of Conduct of the College should be referred to the dean of student services, or the dean of educational services, or campus security, or other College representative. This includes any infractions by a College student organization. The dean or designee will notify the executive director of human resources or the assistant to the president for equity programs as to the complaint if the incident involves an employee, faculty or third party. The executive director of human resources or designee will meet with the student alleging the violation pursuant to its investigation of the complaint.

The dean of student services or dean of educational services or designee (henceforth referred to as the dean or designee) is responsible for the administration of policies, regulations and procedures falling under their jurisdiction. In the case of academic dishonesty charges, the dean of academic affairs, the dean of educational services, or the dean of bachelor's degree programs is responsible for the administration of these policies, regulations and procedures.

The dean or designee investigates the accusation. The dean of academic affairs or designee should confer with the dean of student services or the dean of educational services in applying due process standards and imposing sanctions for a violation of academic integrity/dishonesty. Students may appeal the decision of a dean or designee regarding academic dishonesty to the campus provost. The dean of student services will maintain all disciplinary files under their jurisdiction including those administered by the dean of academic affairs, the dean of educational services, or the dean of bachelor's degree programs.

Retaliation against individuals who have filed a complaint, participated in an investigation, or opposed any unlawful practice is prohibited and will subject the person who retaliates to disciplinary action.

The College reserves the right to take interim disciplinary action, to protect the peace and welfare of the college community pending completion of an investigation and/or conduct hearing. The following College conduct procedures are designed to ensure reasonable protection of the student and a fair determination of the facts and provide due process in the application of appropriate sanctions.

Jurisdiction

The jurisdiction of the Student Code of Conduct extends to all College locations, off-campus sites hosting a College event, class or other gathering, including College-sanctioned social networking sites and College-sanctioned student travel. In the event of a breach of the College Code of Conduct, the College Student Conduct Procedures shall apply. Additionally, the College reserves the right to impose sanctions based on any student conduct, whether part of a program or not, regardless of location, that may adversely affect the College community.

Prohibited student conduct for the Student Code of Conduct includes, but is not limited to, those listed below. Any student who is found to have engaged in these acts while on campus or on property controlled by the College or its affiliates (e.g., clinical sites, volunteer sites, career placement sites, etc.) or in connection with any off-campus College activities or non-College related activity may be subject to the maximum penalty of expulsion or any other penalty authorized herein or specifically noted in the student's program of study.

1. Academic Dishonesty/Integrity

Academic misconduct including, but not limited to, unauthorized use of aids, cheating, fabrication, plagiarism, or facilitating academic dishonesty in the classroom or other college environments, as defined below:

Plagiarism

- Taking the words or specific substance of another and either copying or paraphrasing the work without giving credit to the source.
- Submitting a term paper, examination or other work written by someone else.
- Failure to give credit in a footnote for ideas, statements of facts or conclusions derived by another.
- Failure to use quotation marks when quoting directly from another person, whether it is a paragraph, a sentence or even a part thereof.
- Similar and extended paraphrasing of another.

Cheating

Using unauthorized notes, study aids, or information from another student or student's paper on an in-class examination; altering a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do one's work and to submit the work under one's own name or otherwise not following the rules or instruction to gain an advantage.

Fabrication

Presenting data in a piece of work that were not gathered in accordance with guidelines defining the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were generated or collected.

Aiding and Abetting Dishonesty

Providing material or information to another person with knowledge that these materials or information will be used improperly.

Forgery

Altering documents affecting academic records, forging a signature of authorization or falsifying information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established College academic regulation.

Warning: Students may not withdraw from a class to avoid a failing grade as a result of such a violation.

2. Alcohol

Possession, promotion, manufacture, distribution, sale, use, transfer, purchase or delivery of alcoholic beverages. Public intoxication on campus or at a College-related site or activity.

3. Arson

The intentional commission of an act that results in a fire being ignited that causes damage, or is intended to cause damage, to the property of the College or to the property of any other person.

4. Assault

Threaten by word or act bodily harm or discomfort to another such as could constitute an assault. Intentional touching, striking another against their will, committing an act, or aiding in the commission of an act that causes bodily harm or discomfort to the person of another such as would constitute a battery.

5. Computer Use

The use of college Information Technology (IT) resources in violation of federal and state laws or regulations, College rules or policies or applicable contracts or licensing agreements. The use of IT resources to cause a disruption to the College environment or program or to interfere with the rights of others or College activities. A computer use violation may include, but is not limited to:

- Use for the violation of personal privacy or for the committing of crimes.
- Unauthorized access to or use of computer, computer system, network, software or data.
- Unauthorized alteration of computer equipment software, network or data.
- Unauthorized duplications or use of computer programs or files.
- Making unauthorized changes to a computer account or other deliberate action that disrupts the operation of computer systems serving other students or the College community in general.
- Posting or transmitting threatening, harassing, vulgar, or pornographic content to any College chat rooms, bulletin boards, College-sanctioned social networking sites or emails.
- Posting or transmitting any unsolicited email, advertisement, promotional materials or any other forms of solicitation to students.

6. Conspiracy

Planning to commit a violation of the Code of Conduct or aiding, abetting, assisting, hiring, soliciting or procuring another person to violate the Code of Conduct.

7. Complicity

A student present during the commission of an act by another student that constitutes a violation of Code of Conduct may also be charged if his/her subsequent behavior constitutes consent or condoning of the violation.

8. Damage of Property

Accidental damage, vandalism, intentional damage to property belonging to the College or others may require restitution from persons responsible for such damage and/or disciplinary action.

9. Defamation, Threats or Extortion

- Verbal or written communication that unlawfully exposes any individual or group to hatred, contempt or ridicule, and thereby injures the person, property or reputation of another.
- Verbal or written communication that threatens another of a crime or offense, or threatens injury to the person, property or reputation of another.
- Threaten to expose another to disgrace, with the intent to extort money or other benefit(s).

10. Disruption

Florida Statute § 877.13 provides that disruption of the campus environment of the institution is prohibited to include but not limited to:

- Deliberate or persistent disruption, obstruction, intimidation or repeated interruption of the learning environment, research, administration, disciplinary proceedings or other College activities that has the purpose and effect of unreasonably interfering with a student's ability to participate in or benefit from the College's program or activity. This includes inappropriate use of cell phones, laptops or other electronic devices.
- Disorderly, lewd, or obscene conduct or language on campus or at any College-sponsored or College-supervised activity. This includes the sending of harassing, lewd, or obscene messages that have the purpose and effect of unreasonably interfering with a student's ability to participate in or benefit from the College's program or activity.
- Wearing styles or articles of clothing or accessories that cause undue disruption of the learning environment, or intimidation of others in the learning environment, or have the purpose and

effect of unreasonably interfering with a student's ability to participate in or benefit from the College's program or activity.

- Behavior, which is so distracting that it is difficult or impossible to conduct a class, a meeting, or any other authorized event.
- Congregating in such a fashion as to create a situation that could endanger life or property.
- Incitement to any of the abovementioned actions or to other violations of College Policy that could result in such actions whether orally or through written materials or pictures.
- Physical violence or abuse of any person or College-owned or controlled property, or at College sponsored or supervised functions, or conduct that threatens or endangers the health or safety of any person.
- Deliberate interference with academic freedom and freedom of speech, including not only disruption of a class, but also interference with the freedom of any speaker invited by any section of the College community to express his/her views.
- Forcible interference with the freedom of movement of any guest of the College. Blocking of entryways to buildings, rooms, or sections of buildings, or of hallways, or stairways, in such fashion that people find it difficult or impossible to pass.
- A breach of peace is conduct or expression on College-owned or controlled property or at College sponsored events that disrupts the orderly functioning of the College, or which is lewd, indecent, or obscene is prohibited.
- Blocking of vehicular traffic.

11. Dress Standards

Students must comply with standards of dress established for safety or health reasons.

12. Falsification of Records

- Misuse of College documents, forging, transferring, altering or otherwise misusing a document, receipt, PantherCard, other identification, or any other College document or record.
- Presenting any form of falsified documentation or identification.
- Making false statements including, but not limited to, the application for admission to the College or College program(s), Financial Aid, petitions, requests, or other official College documents of records; forgery of "add" or "drop" processes or action on other College records or documents, whether by use of computer or other means of communication. **Falsification of any application shall subject the student to immediate dismissal with no refund.**
- Contracting in the name of Palm Beach State or claiming, allowing or giving the impression that a student is acting under the authority of College administration or otherwise officially represents the College for any purpose.
- Making a known false report to College faculty, administration or campus security.

13. Fraud

Deception or misrepresentation deliberately practiced for unlawful gain or unjust advantage.

14. Gambling

Gambling as defined by the Florida Chapter 849.

15. Harassment and Discrimination

- Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, disability, veteran status, pregnancy status, religion, or sexual orientation, or other protected status) that is sufficiently severe that it limits or denies the ability to participate in or benefit from the College's educational environment, program, or activities.

- Harassment is any unwelcome conduct based on actual or perceived status including: sex, gender, race, color, age, creed, national or ethnic origin, disability, veteran status, pregnancy status, religion, sexual orientation or other protected status.
- Hostile Environment is behavior that is sufficiently severe, pervasive, persistent and/or offensive that interferes with limits or denies the ability to participate in or benefit from the College's educational environment.
- Retaliatory Discrimination or Harassment is any intentional, adverse action against a student.
- Intimidation and Bullying is behavior that is repeated and/or severely aggressive and threatening to intentionally hurt, control or adversely impact another person.

16. Hazardous, Biological or Other Substances

College students shall not bring onto or dispose of hazardous, biological, or other substances on or within any of the College's property that will threaten or affect the health, safety and welfare of the people at the College.

17. Hazing

Florida Statutes, §1006.63, prohibits students from engaging in any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of, but not limited to, initiation or admission into or affiliation with any campus or College based organization sanctioned by the College as an official College activity or organization, either on or off campus.

The prohibition against hazing includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance or other forced physical activity that could adversely affect the physical health or safety of the individual, and also includes any activity that would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct, which could result in extreme embarrassment, or other forced activity which could adversely affect the mental health or dignity of the individual.

18. Illegal Drugs and Narcotics

Under Florida law, no person may possess, sell or deliver substances regulated under the provisions of Chapter 893, Florida Statute (controlled substances) unless dispensed and used pursuant to prescription or otherwise authorized by law. The use of illegal drugs and the misuse of prescription and other drugs pose a serious threat to the physical and mental well-being of the students, faculty and staff at the College.

- Possession, promotion, manufacture, distribution, sale, use, transfer, purchase or delivery of drugs (including drugs not prescribed for the user).
- Possession of drug paraphernalia or any other item that could potentially contain or does contain illegal residue.
- Under the influence of the above referenced drugs on campus or at a College-related site or activity.

19. Interference with Conduct Proceedings

Noncompliance with the Student Conduct Process including, but not limited to:

- Failure to appear before the Dean of Student Services, Conduct Committee, or other College officials when requested to do so.
- Falsification, distortion, or misrepresentation of information during the course of the conduct process or before a Conduct Committee.
- Disruption or interference with the orderly conduct of a conduct hearing.
- Knowingly making false accusations of student misconduct without cause.

- Attempting to discourage an individual's proper participation in, or use of, the student conduct system.
- Harassment (verbal or physical) and/or intimidation of a member of a Conduct Committee prior to, during, and/or after a conduct hearing.
- Failure to comply with the sanction(s) imposed under the Student Code of Conduct.
- Influencing or attempting to influence another person to commit an abuse of the student conduct system.

20. Mail Services

Inappropriate use of College mail, email or voicemail services.

21. Obey Reasonable Order of College Official(s)

- Failure to respond to a request by a College official (or College affiliate) for identification.
- Failure to obey a written or verbal request/order by a College official.

22. Prior Disciplinary Sanctions or Warnings

Violation of any of the restrictions, conditions or terms of a prior sanction, that resulted from a prior disciplinary action.

23. Public Endangerment

Behavior or activities that intentionally or unintentionally endanger the safety of oneself or others, or reckless injury or harm to persons, property or reputation including, but not limited to, riding bicycles, skateboards or inline skates in hallways or on walkways.

- **Sexual Misconduct** (Title IX, VAWA, Campus Save Act) - Gender-based sexual discrimination/misconduct to include:
 - **Sexual battery** means non-consensual sexual penetration by another or other, by union of sexual organ or another object.
 - **Domestic Violence** means any assault, battery, sexual assault, sexual battery, stalking, kidnapping, false imprisonment or any criminal offense resulting in physical injury or death of one family or household member by another family or household member.
 - **Dating Violence** means violence between individuals who have currently, or have had in the past, a continuing and significant relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on the consideration of all the following factors: A dating relationship must have existed within the past 6 months.
 - **Stalking** a person who willfully, maliciously, and repeatedly follows, harasses, or cyberstalks another person commits the offense of stalking under Florida law.
 - **"Harass"** means to engage in a course of conduct directed at a specific person, which causes substantial emotional distress to that person and serves no legitimate purpose.
 - **"Cyberstalk"** means to engage in a course of conduct to communicate, or to cause to be communicated, words, images or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
 - **Discrimination** is prejudicial treatment based on an individual's membership in a particular category. Types of discrimination include disparate treatment, disparate impact and retaliation.
 - **Retaliation** is intimidating, threatening, coercing or discriminating against an individual for making a complaint, testifying, assisting or participating in an investigation, proceeding or hearing.

- **Sexual Harassment** includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that seriously interferes with a student's learning environment or employee's work environment. Sexual harassment is illegal because it is a form of sex-based discrimination.

24. Smoking and Tobacco Use (includes eCigarettes and Hookah)

- Smoking in any enclosed facility or building on campus or in College vehicles or where otherwise posted.
- Smoking in areas other than those specifically designated by the campus.

25. Theft

- Attempted or actual theft of College or property of a member of the College community or other personal or public property including, but not limited to, the theft of textbooks, library or media materials and parking decals.
- Possession or sale of stolen items.

Unauthorized Use of College Property or Unauthorized Presence

- Repeated presence in or failure to leave a marked or noticed unauthorized area of a building or other unauthorized premises when asked.
- Use of College property or property of members of the College community or College affiliates without prior expressed approval by College or affiliate personnel or in violation of any section of the Code.
- Forceable entry into a building or other premises.
- Tampering with fire and safety equipment.
- Fraudulent and/or unauthorized use of the College name, logo, seal, nickname, slogan or any registered service mark of the College.
- Violation of an official College or campus restriction or trespass order or court order related to a student, faculty/instructor or member of the College community
- The unauthorized use of, or entry into, any College facilities (i.e., classrooms, laboratories, athletic fields), whether by force or not, is prohibited
- Unauthorized possession of or duplication of College keys.

26. Violation of Law, Rule or Mandate

Charge, arrest or conviction of any municipal, state or federal law, rule or mandate involving violence, threat of violence, weapons, and/or possession, use, or sale of a controlled substance. Lewd, obscene, indecent conduct or expression as defined by Florida state statute.

27. Weapons

Possession or use of firearms, fireworks, dangerous weapons or possession of chemicals on College property or at a College-sponsored activity without written authorization by an appropriate College official is expressly forbidden, except as provided by Florida law. Dangerous weapons may include, but are not limited to, knives, firearms, objects that resemble or can be construed as a weapon, explosives, illegal tasers or any other item that may cause bodily injury or damage to an individual or property. **Students in possession of a firearm on campus or at a College-sponsored activity, except as provided by Florida law, will be automatically dismissed.**

Student Due Process

The violation of the Code of Conduct is referred to the dean of student services or the dean of educational services, campus security or College representative by those involved or bystanders. The dean or designee will send a conduct summons via email and/or certified letter to the student accused of the Code of Conduct violation.

Temporary Suspension

A temporary suspension may be imposed when the dean or designee, in his/her sole discretion, determines that a student's continued presence on the campus or at any College-related activity or class may represent an ongoing danger to persons or property or an ongoing disruption or threat to the educational process, or if the student is non-compliant with requests from the dean for a conduct conference or informal hearing. Prior to a temporary suspension, notice of the infractions may be given to the student verbally. Written notification, within one (1) day, will be delivered to the student's College email address.

The student will be notified in the email as to the date, time and location of the conduct review session. During the session, the student will be notified of the conduct violations and proposed sanctions. The student can agree to the sanctions or request a conduct hearing, to be held within five (5) days unless there is mutual agreement on an alternative timeframe. In the case of a distance-learning student who is not a resident of Palm Beach County and does not reside within a 50-mile radius of a PBSC location, this process may be conducted electronically. Based on the student's situation, the dean or designee will determine the appropriate option. A hold is placed on the student's record until such time as the charges are resolved.

Informal Hearing

- The student filing the complaint and the student alleged to be responsible for the violation will be treated with dignity, courtesy, sensitivity and understanding and will not be prejudged or blamed for what occurred. The College will take all reasonable steps to prevent unnecessary or unwanted contact or proximity between both parties. Reasonable attempts will be made to provide support academically and through referral to support services.
- An investigation will be conducted by the dean or designee. This investigation can include, but is not limited to, meeting with the accused student, gathering additional written documentation and/or conferring with appropriate College personnel or witnesses. Investigations may also include, but are not limited to, text, emails, social media post, voice messages, law enforcement reports, and any other type of documentation or media that support the complainant's complaint or are offered by the accused, or discovered in follow-up interviews.
- If, after investigating, the dean or designee determines that the complaint is not supported by the evidence presented, the complaint will be dismissed and the student will be notified in writing or via email that no charges will be filed.
- If the investigation reveals that a violation may have occurred, the student(s) accused of misconduct will be notified in writing of the charges and advised that they are required to attend an informal hearing with the dean.
- During the informal hearing, the charges will be read and explained to the student, and the student will be asked to respond to the charges. The student also will have an opportunity to ask any questions.
- If the student admits responsibility, the dean will notify the student of the sanctions; the student can either accept or reject the sanctions. If the student rejects the sanctions, a formal conduct hearing will be convened pursuant to the procedures outlined in this handbook. If the student accepts the sanctions, the student will sign a waiver accepting the sanctions and waiving the right to a formal hearing.
- If the student denies responsibility, written notice informing the student of the time and place of the hearing will be sent to the student's address of record and to his/her college e-mail address.
- The student has the right to admit to or deny responsibility for the charges prior to the hearing.

Formal Conduct Hearing

If the student elects a conduct hearing, the student will receive written notification via certified mail and email notification five (5) business days in advance as to the time and place of the hearing unless there is mutual agreement on an alternative time frame. This notice shall include:

- The complaint(s) filed.

- The dean or designee will make available to the student any evidence in his/her possession and, upon written request, any files, subject to the provision of Florida State Statutes and the Family Educational Rights and Privacy Act. This evidence will be made available at least 48 hours in advance of the formal hearing.
- A student advocate may be provided by the College, upon request, to assist a student through the conduct process, or the student may elect to have an independent advocate present at his/her own expense. In either case, the advocate may only counsel the student, not address the committee or others participating in the hearing. Note: The conduct hearing is a non-adversarial proceeding and is intended to be fact-finding. Accordingly, students may have an advocate present, but the advocate may not participate in the proceedings and may only advise the student.
- All hearings are only open to those involved as determined by the dean or designee and or the chairperson.
- The student has the right to hear from the complainant and witnesses and to direct questions to the complainant and witnesses through the committee chair, and to present a defense and witnesses in his/her own behalf. Either may provide testimony in person or via electronic means as determined by the dean.
- The student may not be compelled to testify against himself/herself.
- The College reserves the right to make a recording and will notify all parties at the beginning of the hearing.
- Failure to appear or refusal to testify or to answer questions in the course of the hearing shall not be regarded as admission of responsibility. Should the student choose to ask questions of witnesses or otherwise pursue a defense, this will not equate to a student's forfeiture of his/her right to remain silent provided that the student does not offer personal testimony in defense. Any personal testimony offered may be addressed by the committee.
- Where several persons are alleged to have been involved in an incident, the dean will determine if separate hearings will be held.
- Pending a conduct hearing, the student will be permitted to attend class and otherwise participate in College activities, except in the case of a temporary suspension.
- The conduct committee will look to the preponderance of evidence to determine if a violation of the student code of conduct has occurred.
- All conduct proceedings are confidential unless confidentiality is waived in writing by the student. Disclosure is required by law.
- Resolution of any situation not outlined in this process will be at the discretion of the dean of student services.

Conduct Committee

The dean or designee shall initiate the formation of a Conduct Committee for the academic year. In the case of academic dishonesty charges, the dean of academic affairs/educational services or designee shall initiate the formation of a campus Conduct Committee.

The committee shall be composed of five persons including two (2) students, two (2) instructors and one (1) administrator. Where possible, three (3) alternates will be identified. Faculty/instructors, staff and students who are directly involved in the case may not serve on the committee. The dean shall select one of the committee members to serve as chairperson.

Chairperson's duties:

1. Calls the hearing to order and introduce all parties present.
2. Explains to the student and all participants the manner in which the hearing will be conducted.
3. Reads the charges being considered.
4. Maintains proper decorum and order, dismissing any person who impedes or threatens to impede a fair and orderly hearing.

5. Ensures the committee adheres to standards of confidentiality as provided for in state and federal law (i.e., Family Educational Rights and Privacy Act)
6. Ensures the student and the person bringing the charges each has the opportunity to testify and present evidence and witnesses in his/her behalf
7. Ensures all available relevant evidence is presented and that the decision is based solely upon the evidence and any testimony given.
8. The committee chairperson is a neutral party and shall facilitate the hearing process, only voting in the case of a tie, the chairperson may call a recess at his/her discretion.

Hearing Process

The process is as follows:

- Opening remarks will be given by the chairperson detailing the procedure and rules of the hearing the chairperson will also read the notice of violation.
- The dean or designee will present reports, results from investigations and witnesses regarding the alleged violations.
- The student responding to the notice of violation will present his/her perspective including any witnesses, reports or documentation.
- Any witnesses can be recalled, if available, by either party or the committee chairperson.
- A summary statement will be given by each side.
- At the conclusion of the fact-finding portion of the hearing, the participants will be excused, and in closed session, a decision will be rendered by a majority vote.

Committee deliberation

The process for determining the outcome of the hearing involves a review of the documentation, consideration of testimony, and a vote. The committee will decide the matter based on the preponderance of the evidence presented to determine whether the student violated the student code of conduct. Preponderance of the evidence is when it is more likely than not that, the violation occurred.

- Only evidence presented at the hearing itself may be taken into account in reaching a decision.
- Evidence of prior College disciplinary action may be considered in determining the sanction when it has been determined that the student violated the code of conduct.
- Findings and recommended sanctions will be delivered by the committee chairperson to the dean or designee. The dean or designee will consider the committee's recommendation and impose appropriate sanctions, notifying the student via college email within two (2) business days and in writing to the address on record within five (5) business days.
- The dean's office will maintain findings, including any sanction to be imposed and supporting documentation. All records are confidential, per the Family Educational Rights and Privacy Act.

Conduct Sanctions

Sanctions that may be imposed by the College include, but are not limited to:

- **Dismissal** - permanent separation from the College and any College program. A student who has been dismissed is barred from enrolling at, or visiting, any of the campuses of Palm Beach State College or participating in any College activity.
- **Suspension** - leave of absence from the College for a period of time as specified in the sanctions, which will include any conditions, which must be met before re-enrollment.
- **Disciplinary probation** - notice that the student's behavior is in violation of this Code. Violation(s) may result in suspension.
- **"Campus Organization suspension"** - loss of recognition and associated privileges for a specified period of time.
- **Conduct Agreement** - Student signs and agrees to abide by College conduct agreement
- **Disciplinary Warning** - notice that the student's behavior is inappropriate, and further problems will result in more permanent and formal sanctions. (See Code of Conduct, #22: Prior Disciplinary Sanctions or Warnings.)

- **Failing Grade** - A grade of "F" may be assigned in the case of academic integrity/dishonesty violation. Students may not withdraw from a class to avoid a failing grade as a result of such a violation.
- **Restitution** - Compensation for code of conduct violations involving damage to, destruction of, theft, or misappropriation of property
- **Other** such sanctions as deemed appropriate including, but not limited to, written apologies, revocation of privileges, counseling assessment or community service.
- **Parental notification** for drug or alcohol use or offenses involving weapons, where appropriate.

The above sanctions may be included in a student's permanent record.

Note: Any student who is the subject of a Florida Atlantic University trespass order may also be trespassed from the Palm Beach State College Boca Raton campus.

Appeal of the Outcome of a Hearing

If either the complainant or the accused disagrees with the determination, an appeal may be made to the campus provost within 10 business days of receipt of the results of the hearing. Grounds for appeals are as follows: 1) a procedural error occurred that significantly impacted the outcome of the investigation, 2) consideration of new evidence, unavailable during the original investigation that could substantially impact the sanction. A summary of this new evidence and its potential impact must be included; 3) the sanction imposed is substantially disproportionate to the severity of the violation, and 4) either the student filing the complaint or the student responding to the complainant believes there was an abuse of discretion.

The campus provost shall issue a decision within 15 business days of receiving the request, which may include an affirmation of the recommended sanctions, or reduced or increased sanctions. The campus provost has discretion in determining whether a sufficient reason was stated for an appeal. The campus provost is the final point of appeal.

Harassment/Discrimination Involving PBSC Personnel

Palm Beach State College is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, veteran status, genetic information or other immutable characteristic of individuals or any other subgroup stereotyping or grouping within the College is unacceptable. It is illegal and constitutes a violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Florida law, in accordance with PBSC Board Policy Number 6Hx-18-5.86.

The College designates the vice president of student services and enrollment management or designated representative to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, and with the Americans with Disabilities Act of 2008 (ADA).

Students who feel that they have been harassed or discriminated against by an employee or who believe that the College has not adequately fulfilled its obligations under the provisions of Title IX or the ADA should follow the Complaint Procedure stated below. For grievances concerning grades, follow the Final Course Grade Appeal Process.

Complaint Procedures

Palm Beach State College shall provide an education, employment and business environment free of sexual harassment, harassment or discrimination. Sexual harassment, including sexual violence and/or a hostile environment of sexual harassment, is a form of discrimination that is not tolerated by the College. Sexual violence is physical sexual acts or the threat of physical sexual acts committed against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or where a person is unable to give consent or object due to intellect or other disability. (Note: While the use of drugs or alcohol may violate the College's Code of Conduct policy, this shall not be considered when investigating a complaint.)

When a faculty/instructor or staff member receives a complaint, or has reason to know of or believes that a student is the victim of harassment or discrimination, he or she shall immediately advise the student to notify the campus dean of student services. A staff member's failure to immediately notify the dean or designee of suspected harassment, a hostile environment or any other discrimination is a violation of this policy, which will be investigated, and subject to ramifications as noted in the College's Human Resources policies.

Substantiated harassment or discrimination complaints may result in disciplinary action. Complainants who make accusations of harassment or discrimination in bad faith may be subject to equivalent disciplinary action. The College reserves the right to take interim action, to protect the peace and welfare of the college community pending completion of an investigation.

Filing a Complaint

Palm Beach State College requires any person who believes that he or she has been subjected to civil rights violation or any other type of harassment or discrimination to file a complaint with the campus dean or designee when the incident involves a student immediately or as soon as possible. The dean or designee will notify the executive director of human resources or the assistant to the president for equity programs as to the complaint involving employees, faculty or third party vendors. The executive director of human resources or designee will meet with the student alleging the complaint pursuant to its investigation.

A formal complaint may be in a written report confirmed by the student or one made by college personnel at or near the time of the incident stating in detail the nature of the complaint, any relevant dates, and the names of any potential witnesses and submitted to the dean of student services.

The dean or designee and/or the executive director of human resources or her/his designee will conduct a thorough and prompt investigation of the complaint. An interview will be conducted with the accused person regarding the nature of the complaint, and the College will provide the accused with a copy of the complainant's written complaint within 15 business days. The accused will have five (5) business days to respond in writing to the complaint.

Any persons thought to have information relevant to the complaint shall be interviewed, and such interview shall be appropriately documented. It is expected that interviewees would cooperate in providing all requested information; however, witnesses have the right to refuse to engage in self-incrimination. Investigations will include, but are not limited to, visual inspection of text, emails, social media post, voice messages and any other type of documentation or media that support the complainant's complaint or are offered by the accused, or discovered in follow-up interviews.

Complaint Process

This complaint process is intended to provide a fair, prompt and reliable determination about whether any College's policy has been violated. Anyone who, at the time of the alleged harassment, was enrolled at the College may file a complaint.

The College reserves the right to initiate a formal investigation based on a third party report or to continue processing a complaint even after the request is withdrawn. A student who wishes to withdraw a complaint must do so in writing to the dean or designee. The complaint process is not intended to impair or limit the right of anyone to seek a remedy available under state or federal law.

All persons involved in any aspect of this process will act at all times to preserve the confidentiality of these proceedings. The College will take all necessary actions to keep the complainant's name and identity confidential; however, the College cannot guarantee anonymity. Information will be shared with those individuals who have a legitimate and operational need to be informed, and to the extent that is necessary to maintain the effectiveness of this process. Individuals who have violated the confidentiality of this process will be subject to possible formal action through Human Resources.

The complainant and accused will be treated with dignity, courtesy, sensitivity and understanding and will not be prejudged or blamed for what occurred. The College will take all reasonable steps to prevent unnecessary or unwanted contact or proximity between the complainant and the accused student. The complainant or the accused have the right to appeal an adverse decision.

The accused has a right to: (1) to receive a written copy of the complaint; (2) to meet with the Investigator and provide a written response; (3) to refuse to engage in self-incrimination; (4) to provide witnesses on his/her behalf; (5) to have an advocate during the investigation process; however that advocate is not permitted to speak on behalf of the accused; and (6) the accused has the right to appeal an adverse decision.

Upon completion of the investigation, a written report of the investigation will be prepared. The report shall include the following: (1) a summary of the findings; (2) whether there is a reasonable basis for taking further action; (3) a recommendation to pursue or not pursue disciplinary action against the accused; (4) a proposed disciplinary sanction; and, (5) the basis for the recommended action. A copy of the report will be sent to the Title IX coordinator as appropriate.

At the conclusion and upon request, the complainant/accused may request any documents in the investigation file.

If either the complainant or the accused disagrees with the determination, an appeal may be made to the vice president of administration and business services (for employees) within 10 business days of receipt of the written report. Grounds for appeals are as follows: 1) a procedural error occurred that significantly impacted the outcome of the investigation, 2) consideration of new evidence, unavailable during the original investigation that could substantially impact the sanction. A summary of this new evidence and its potential impact must be included; 3) the sanction imposed is substantially disproportionate to the severity of the violation, and 4) either the accused or the complainant believes there was an abuse of discretion. The vice president of student services and enrollment management shall review all such appeals and may, at his or her discretion, further investigate the matter. The vice president shall issue a decision within 15 business days of receiving the request, which may include an affirmation of the recommended sanctions, or reduced or increased sanctions.

If either the complainant or the accused disagrees with the determination of the vice president, a final appeal may be made to the College president. An appeal may be made to the College president within 15 working days of receipt of the written report. The College president shall review all such appeals and has discretion to further investigate the matter. The president shall issue a decision within 30 days of receiving the request.

The determination of the College president shall be the final step of the internal review process. Any conduct administered for full-time faculty shall be subject to the grievance and arbitration procedure as outlined in the faculty union contract.

The College shall use a preponderance of evidence standard to determine whether a violation occurred.

Confidentiality shall be maintained to the greatest extent possible within the law and the requirements for conducting appropriate investigations.

Teaching with Writing: Responding to non-native speakers of English

This information is included with the permission of Sheryl Holt, University of Minnesota. Ms. Holt is an instructor in the Writing Studies Department. For feedback on information in this section, please contact: Sheryl Holt (612) 624-4524, holtx001@tc.umn.edu, Coordinator, First-Year Writing (Non-Native Speaker Sections), Writing Studies. <http://writing.umn.edu/tww/responding/non-native.html>

Most instructors encounter non-native speakers of English or ESL students (students with English as their second language) in their classes at one point or another. Although native speakers of English also have

problems with writing, non-native speakers' problems can be quite different, and the approach taken by the instructor needs to be different as well. The following list of ideas and suggestions will help you recognize and respond to the typical problems for ESL students. Some services are available on campus to help non-native speakers, but the majority of the improvement will need to come from comments made by the instructor. Although standards for grading must remain the same for native and non-native speakers in a class, the instructor may need to alter the approach of teaching and commenting slightly for the non-native speaker.

Overall

Generally, instructors find non-native speakers' papers overwhelming because there are several issues that need to be addressed. It is sometimes difficult to determine if the student is simply a weak writer, if too little time has been spent on the draft, or if the kinds of mistakes stem from a lack of knowledge and experience of U.S. academic writing standards. While their American peers are usually satisfied and sufficiently directed with a few well-worded comments, most non-native speakers expect and need more extensive commenting. In fact, the role of the teacher in most countries is to correct everything, so even the comments the American instructor gives may seem inadequate to many of the international students. Most ESL-trained teachers say that they take the following approaches with their students.

Suggested Approaches:

- Put more direct, instructive, and extensive comments on papers, for example, "You need a thesis statement at the beginning of this paper." The instructor might even find such a statement later in the paper and tell the student where the American audience would expect to find it.
- Try to focus on the content and ignore the grammar at first, so you can determine what else needs work.
- If only one draft will be seen, put comments about both the grammar and the organization, but don't just correct the grammar. The exceptions are articles, prepositions, and word choice or idiomatic expressions, which need to be corrected because there are few rules or patterns or, as in the case of articles, they are very complex in English.
- Try to put more marginal comments instead of just end or front comments. Even if the paper looks filled with comments, it will help the student to see comments at the place of concern. Few non-native speakers have ever told me that they were overwhelmed when they saw all the comments. Many, however, have told me that the comments were too brief and not instructional enough. Remember that most non-native speakers have not had years of American-style writing instruction and need to have more direction.
- Make sure the assignment sheets spell out organizational expectations and guidelines. Non-native speakers often depend on printed materials instead of their listening skills.
- In class, write more on the board than you might for an all native-speaker class. It will help non-native speakers understand better and will reinforce what has been said in class discussions. (Often, non-native speakers have a hard time understanding their peers because of the students' poorly organized statements and the ESL students' poor listening skills.)

Specific Approaches to typical problems for non-native speakers

GRAMMAR

The most obvious problem for virtually all ESL writers is grammar. Recognizing grammar problems is so easy that it tends to mask the more serious problems of the ESL writer. It may also mask the good points of the paper and cause you to overlook the depth or insights presented in the paper. Writing grammar corrections all over a paper causes a student to focus only on grammar and not realize that "fixing the grammar" may not significantly improve the other problems. Most ESL writers cannot focus on both grammar and development of ideas at the same time. They must first write their ideas and then edit for grammar.

Possible alternative approaches:

- Comment on grammar only after the organization and content of the paper are reviewed, so you will avoid the trap of over-correcting the grammar and ignoring the content.

- Put a lot of written comments about organization and ideas and only circle grammar errors (if they are minor).
- Ask the student to hand in another draft for grammar comments after the ideas are more organized.
- If there are consistent, problem areas (ignore article problems, since they are so complex in English), then correct or provide a rule for that area and ask the student to correct THAT mistake throughout the paper. An ESL specialist at Student Writing Support can help with article usage.
- Decide what a tolerable WRITING ACCENT is—ideas are understandable though the paper still contains minor errors such as singular/plural agreement problems and article errors.
- Suggest that the student use Student Writing Support¹ with a trained ESL specialist.

GAPS

Sometimes for cultural reasons, non-native writers may have fewer written connections between ideas. There will often be jumps between ideas with fewer written explanations of how the ideas are connected. Many cultures, particularly Asian cultures, would not insult the intelligent reader (especially a professor) by stating the obvious connections between ideas. American readers, on the other hand, want all connections of thought and transitions stated in black and white, not between the lines. Comments on papers must be more specific than "This is not clear." Another aspect of this problem is the lack of examples or specific explanation for ideas. Compared to other cultures, students often say we "beat a dead horse" with explanations, examples and other evidence.

Suggested comments:

- Directed comments about what the student needs are usually most helpful. Try comments like, "You need more explanation or another example here."
- Provide some examples of connective sentences for ESL writers. Some teachers will revise one or two paragraphs, providing the transitional words, phrases, and sentences for the student so he or she can see good examples of our connective devices. (This will be a very hard concept for many ESL writers to learn and change because it takes time to change one's thinking process—especially if the student has been a successful writer in his or her own language.)
- Talk to the student about the differences in cultural styles and ask about his or her cultural expectations of writing. Some students will be unaware of these differences, but many are very insightful and will help you understand their background.

LOGICAL DEVELOPMENT

"Logical development" is very culturally defined.

Possibly the most difficult problem to diagnose relates to the logical and thorough development of ideas as they relate to cultural training. What an American considers logical in an academic paper may not be logical in another culture. Because of cultural training, some internationals will have trouble sticking to a thesis, narrowing a thesis sufficiently, or proving a thesis concretely enough for an American audience. You may find that the point is difficult to find or understand because of the difference in presentation. Of course, this is not true of every writer from other cultures. Some students have had a lot of practice writing for an American audience, while others have simply translated styles as well as language. Comments on logical development should be abundant in a non-native speaker's papers.

Many ESL students do not recognize that the American style is very direct and very narrow (in comparison to their style). For example, look at the last paragraph of the last page to find a thesis in many Japanese writers' papers. It is often stated quite clearly there, but you may have had to guess throughout the paper what the student has been trying to say or prove. For another example, many cultures admire the beauty of the language as much as the message. A South American may want to put too many flowery words into an academic paper and will often report that American writing is very boring. They may also appear to be straying

¹ This would be the Student Learning Centers located at each campus, or Smarthinking for online students.

from the initial thesis as the paper progresses. Many writers educated in other cultures have never been trained to write in a direct (or, as they say, "blunt and colorless") style.

How another person's cultural style differs from an American's style is new knowledge to many non-native writers, even very experienced ESL writers, and it takes practice to recognize and change the style to fit an American academic audience. If you help the student understand that an American audience often expects a thesis statement to come early in academic writing, and that all other points would need to prove the thesis in a very direct way, it will help the student become a better writer for an American audience. (There is much discussion of late about whether to change the American audience's expectations or whether to make others change to fit our traditional style. I believe that ESL students should at least be aware of the variances in expectations within an American university setting.)

Suggested comments:

- Comments about logical development should, as much as possible, be formulated in clear, direct statements. Although there is a place in papers for comments given in the form of questions, when it comes to thesis statements and logical development, questions like "Does this belong here?" can be more confusing than "This statement would be clearer if stated at the beginning of the paragraph (for an American audience)."
- Help the students come up with an outline before writing the first draft. It is frustrating for students to spend a lot of time writing a paper just to find out that they need to start over with a narrower thesis.
- Some instructors will give the opportunity for any student to submit a plan (not a draft) via e-mail so they don't feel like they are singling out the ESL students. Others approach the weaker students (ESL included) and ask them to submit a plan.

EVIDENCE

What constitutes solid evidence in the U.S. is different from some other cultures. In some cultures, the more passionately a point is argued, the more it is believed. In others, personal experience would never constitute good evidence. In still others, quoting "the masters" is the most reliable evidence. In the U.S. academic setting, we highly value research statistics, personal experience or observation, and words of current authorities. Without these types of evidence, papers are considered weak. Furthermore, logical reasoning is highly valued, but that reasoning is usually from an American perspective and assumes knowledge of the counterarguments.

Suggested responses:

- Instead of assuming the student has not done enough research, tell the student, what type of evidence is expected for an American audience and where to find that type of evidence.
- Encourage summarizing or paraphrasing instead of quoting long sections of authorities' ideas, being especially clear about why this is important in U.S. writing.

CRITICAL THINKING

Teachers frequently complain about non-native speakers' lack of critical thinking. Although this is the biggest complaint I hear from university instructors about all students, international students may be displaying a different problem than Americans. Culturally, many non-native speakers have a very high regard for what is written by someone else. They are taught that using someone else's words in a paper is more important than their own interpretations or opinions. In some cultures, they are seldom asked to (publicly) criticize, evaluate, or think deeply about an authority's written words. Questioning and evaluating are intricate parts of U.S. culture, but many cultures have been taught to accept, not question—at least in writing. For South East Asians educated in American high schools, the problem may include some cultural conflicts, but there is an added problem as well. Depending on when they arrived in the U.S., they may not have had a chance to develop critical thinking skills in American high schools. They were often busy trying to pick up the English language in mainstream classrooms at the age when their native-speaker peers were concentrating on developing critical

thinking skills. However, after some extra help and practice, ESL students often are able to formulate unique and insightful opinions that many Americans lack the world experience for.

Suggested comments:

- Ask leading questions like, "Why are they saying this?", or "Why do YOU think...?", thus giving them permission to make inferences about the author's thoughts.
- Make it very clear to students that you expect them to form an opinion about a piece instead of simply summarizing it.
- Make comments or give examples about how to connect personal opinion/viewpoints and other sources. Most internationals have not had a lot of practice with these connections.

ASSIGNMENT INTERPRETATION

Teachers often report that their ESL writer has totally misunderstood the intentions of the assignment. Although listening and other language skills often enter into the misinterpretation of an assignment, there may be other factors. The assignment may include a lot of cultural or historical information that is beyond the knowledge of the ESL student. For example, asking a student to analyze a certain event in U.S. history will probably be more difficult for a foreign student than for someone who has lived in the U.S. all his or her life. Students in first-year writing courses may have special difficulties because so many of the topics are approached from an American viewpoint. They may also lack knowledge of the audience's needs and expectations surrounding style, tone, or background knowledge.

Suggested approaches:

- Use the international students in the class as cultural (international) informants. Many American students could benefit from a wider worldview of historical events.
- Invite the ESL student to your office hours to discuss assignment expectations.
- Suggest that ESL students hand in a preliminary draft so the teacher has a chance to discuss any misinterpretation problems before the assignment is due.
- Describe the audience and the needs of the audience.

PLAGIARISM

Plagiarism is often interpreted culturally. What and how sources are documented varies widely around the world. What may appear to be blatant plagiarism could be a lack of knowledge of American documentation techniques. Also, because others' words are deemed more important than the student's is, it may seem that there is an overuse of other sources with little of the student's opinion or ideas established. Furthermore, in many cultures, students work together on projects, so identical papers could be turned in to you without the student knowing how an American teacher would view this practice. Also, "sharing" of papers from past semesters is commonly practiced in some cultures, so students should be clearly warned what the consequences of such sharing should be. Explicitly stating expectations early in the semester regardless of all issues of plagiarism can often help avoid major confrontations later.

Suggested approaches:

- Define plagiarism clearly and thoroughly in your syllabus. Do not assume all of your students will understand what it is.
- Be a suspicious reader—not with the intention of punishing the student, but with the intention of addressing plagiarism before the student writes papers for another class and is reported for scholastic misconduct.
- Once plagiarism is suspected, have a frank one-to-one discussion of what constitutes plagiarism in the U.S.
- In most cases, give an opportunity to rewrite a paper, unless it has been a thoroughly copied paper or other very blatant example of plagiarism.
- Student Writing Support is prepared to spend extra time explaining the expectations of documentation in an American university.

READING COMPREHENSION

Many teachers encounter problems with ESL students' lack of understanding of an assigned reading. Although it is most often assumed ESL students do not understand readings because of the English vocabulary, this problem is also likely to result from some other sources. There may be some cultural assumptions in the reading that most Americans would easily understand, but there may be numerous subtle ideas that would not be easily recognized by the non-native speaker. Because of the differences in organizational patterns in the US, even picking out the main idea of a piece can be difficult for some students.

Suggested approaches:

- Be prepared to spend time individually with students for explanations of the concepts presented in a reading.
- Possibly, assess the readings more closely for cultural implications before assigning them. Does a reading assume too much mainstream cultural knowledge? If so, maybe you can spend time individually with the student explaining the readings.
- If the ideas of the readings are discussed in class, try to review what has been said at the end of the hour. Many ESL students cannot pick up the main ideas from a loose discussion-based class.

TIME CONSTRAINTS

Because of the lack of experience with other ESL issues, non-native speakers will usually need a lot more time to write and rewrite.

When students are faced with in-class, timed writing such as essay questions on a test or first-day writing samples, the non-native speaker will always be at a disadvantage.

Suggested approaches:

- Some instructors will allow the non-native speaker to take more time.
- Other instructors assure the student that they will be focusing on ideas and will mostly ignore grammar mistakes in timed writing.
- Hand out writing assignments early enough in the semester so the non-native speaker has ample planning, writing, and rewriting time.

GRADING STANDARDS

Although many instructors have learned by trial and error how to work with ESL students, grading is still a confusing task. How can you grade the ESL student fairly when the paper still has grammar errors? No one approach is the RIGHT approach, but here is a collection of ideas that work for some instructors.

Possible alternative approaches:

- One approach is to categorize what you are grading. Try using a written or mental checklist that categorizes several areas such as organization, critical thought, narrowed thesis, and grammar with the heaviest weight of the grade being critical thought and organization. Less weight should be given to categories such as grammar and sentence structure. In this way, if the student has very good organization and ideas, he or she is given credit in those categories, but is graded down for sentence structure only in one area. This helps the student realize that the paper has several aspects that are worth looking at. Most teachers using this method will grade down only on areas that interfere with understanding of thoughts. Minor problems such as subject-verb agreement, article usage, etc., are usually overlooked or viewed as tolerable writing accent.
- Another method is to grade primarily on content, but to circle types of errors on the final draft and ask the student to correct and hand in a clean copy now that the ideas are clear (or at least graded). This ensures that the subject has not had someone else change the ideas along with the grammar, or if you expect the student to get help at all, that should be clearly stated. If you expect the students to have someone else "fix" their drafts before handing them in, then this should be clearly stated at the

beginning of the semester. If this type of help is seen as a form of plagiarism (another person doing work that should be done by the student) then this should also be clearly stated, but some consistency should be established for the whole class.

- Some instructors prefer another method. Students hand in final drafts for a grade on the due date (which does not include any penalty from grammar errors), but when the paper is handed back, the student may take the paper to a writing center and work with a tutor. The goal should not be a completely corrected draft, but a reasonably changed draft. If you expect an absolutely clean draft, you are forcing someone else to simply go through the paper and correct it. The tutor can help the student in a few major areas instead of simply correcting the draft with the student. The corrected version does not change the grade, but is simply an additional step the student may take before receiving the grade. In other words, an additional draft is required of the ESL student, but the student has not been penalized for grammar errors on the final draft. (It also seems that the same strategy could be suggested for native speakers with poor grammatical or mechanical skills if you suggest it for the non-native speaker.)

Final Advice

The worst possibilities are to correct the draft completely for the student, to ignore the grammar totally, or to pick out an area of insignificance for the student to work on. There needs to be a balanced approach when working with the student.

BEFORE CLASSES BEGIN

Listed below are items of interest before classes begin listed in alphabetical order.

Attendance Statement & Reporting Requirements

Faculty and program instructors at Palm Beach State College are required to monitor student attendance in each course offering, and all faculty, program instructors, and departments must maintain accurate records of attendance. Individual faculty/instructors/departments may set attendance policies specific to their disciplines concerning student absence and tardiness, which should be set forth in the syllabus.

In order to comply with Federal law and various agencies, (i.e., Title IV (Federal Financial Aid), Veterans Affairs, SEVIS, INS) instructors/faculty will be required to confirm attendance dates to Palm Beach State financial aid representatives, the College Registrar, and/or the State Auditor General's office. Failure to provide such information will cause an undue financial detriment to the student or to Palm Beach State College.

In order to report non-attendance in a timely fashion, each faculty member must verify online that a student has attended. Please see the web page at [Attendance-Reporting Title IV Regulations](#) for more specific information and instructions.

Class Assignments

Any College or department required class assignments/tests and educational materials necessary for that assignment will be coordinated by the campus dean, associate dean, or department chair. Any questions about required assignments or tests should be directed through your supervisor.

In many noncredit programs, program managers will give each instructor an instructor packet. This packet will contain the educational materials needed for teaching the specific noncredit course.

Course Outlines

All Palm Beach State course outlines are available online by visiting: [Academic Services-Curriculum and Programs-Course Outlines](#).

Email Guidelines for Faculty and Instructors

- The Palm Beach State email system assures a more consistent and reliable means for faculty, instructors, and staff to communicate with students. The Palm Beach State College email systems and the College's website are official means of communication with students.
- For the protection and privacy of the College's students and faculty/instructors, all email correspondence between faculty members/instructors and students must be through the Palm Beach State email system. Faculty members/instructors should use the assigned Palm Beach State College email account and communicate with students through the Palm Beach State College student email system.
- Palm Beach State College assigns all students a College email address when processing their applications. Students will receive information about their Palm Beach State email with their Conditions of Acceptance (COA) letter.
- Faculty members/instructors may determine how email is used in his/her classes. It is highly recommended that faculty members/instructors clearly articulate to students how email is to be used in class and include email policies in the course syllabus.
- Students should be encouraged to use and frequently check their Palm Beach State email account as this will be their official means of communication with faculty members/instructors and administration.
- Emailing within the College's course management system (CMS), Blackboard, will remain the same. Faculty members/instructors may use Blackboard to communicate to students within the course. When emailing students outside the CMS, faculty members/instructors must use the College email system.
- Faculty members, instructors, and students are able to forward Palm Beach State email to a personal email account, but the College cannot be held responsible if the email does not arrive at a personal email address. Palm Beach State can only guarantee delivery to the Palm Beach State email address.
- All bulk email messages to students (emails outside the class or CMS) must be approved by a member of the President's Staff prior to being sent.
- Information about the student email system is located by clicking on the link (www.palmbeachstate.edu/helpdesk/) to Student Email on the Palm Beach State home page.
- The Palm Beach State Email Administrative Procedure can be found at <http://intranet.pbcc.edu/policies/documents/emailadminprocedure.pdf>

Faculty/Program Instructor Web Pages/Course Syllabi Web Pages

With the increased importance of the Internet in education, Palm Beach State encourages all faculty/instructors to provide information to our students and to the community through faculty/instructor homepages. To create a faculty/instructor web page, each faculty/instructor member should gather the following data:

- courses which you teach
- telephone numbers where you may be reached
- your Palm Beach State College email address
- degrees held, dates of these degrees and the colleges which granted the degrees
- the names and numbers of courses taught for the College
- Internet web addresses which your students should access to supplement their course

Please see the requirements below for posting syllabi. For more information, please see the web page at www.palmbeachstate.edu/eLearning/faculty-and-staff.

Faculty/Program Instructor Syllabus Posting Online

The District Board of Trustees Policy 6Hx-18-2.051 addresses the course syllabus and the posting of the syllabus. The new wording REQUIRES all faculty/instructors to post their syllabus **ONLINE** for each course prior to each term's registration period. This syllabus must include all textbook information, which is part of the syllabus template. All syllabi must be prepared using a syllabus template. This template contains all information that meets SACS, state, federal and board of trustee requirements.

PLEASE WATCH YOUR EMAIL FOR NEW PROCEDURES FOR THE SPRING 2016-2 TERM

The dates that all fulltime and adjunct faculty MUST have their course syllabus posted are as follows:

Term	Post Syllabus by Date
Fall Term 2016-1	March 20, 2015
Spring term 2016-2	October 6, 2015
Summer 2016-3	March 15, 2016
Fall 2017-1	April 19, 2016
Spring 2017-2	October 4, 2016

More information on Syllabus Posting: www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/faculty-web-pagesyllabi-resources

Palm Beach State Documents from the Professional Teaching and Learning Center (PTLC)

How to attach a syllabus to your faculty home page:

www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/faculty-web-pagesyllabi-resources

Please remember that the faculty member's name MUST be attached to the class for the class to be displayed on the faculty member's faculty home page. If a faculty member's name is added to a class today, it will display the next day on the web as it is refreshed each night.

Gordon Rule**Implementation of Florida State Board of Education Administrative Rule 6A-10.030 ("Gordon Rule") Writing Requirements**

In compliance with Florida State Board of Education Administrative Rule 6A-10.030, the College will accomplish Gordon Rule writing standards through designated courses in communications, humanities, and social science. These courses, which require significant writing, were incorporated into the College's 1993 implementation of a writing-across-the-curriculum approach in its degree programs. This policy reaffirms that philosophy and clarifies the specific standards for meeting the requirements of the Gordon Rule.

College-level placement scores and/or other prerequisites (for those students required by statute to be tested and be placed) are required for enrollment in all Gordon Rule writing courses. A minimum grade of "C" is required in all Gordon Rule courses. To support a culture of academic excellence, to maintain consistency and to create comparable levels of rigor in all designated courses, the following are the minimum criteria for Gordon Rule courses:

- Designated Gordon Rule courses must be identified as such in the catalog and course syllabi.

- Syllabi of the Gordon Rule courses will include a statement on the College's policy regarding academic integrity as stated in the Student Handbook.
- Writing assignments must be incorporated into the designated course curriculum and must be computed in the course final grade in such a way that the writing component will have a significant impact on the course grade.
- Faculty must provide feedback (strengths and weaknesses of the students' writing) conforming to standard writing practices as expressed in the syllabus for all Gordon Rule writing assignments.
- All writing assignments must be the students' original, independently produced work and demonstrate college-level proficiency.

Writing assignments used to fulfill the Gordon Rule requirement, may include, but are not limited to the following:

- Formal and informal essays
- In-class writings with clearly stated performance criteria
- Critical analyses of course readings, presentations, or discussions
- Research papers
- Creative writings appropriate to the course
- Reports
- Academic journals
- Case Studies
- Portfolios
- Oral history assignments
- Position papers
- Speech outlines and scripts

Assignments that are not acceptable in meeting the Gordon Rule requirement are:

- Résumés
- Note-taking
- Free-writing or brainstorming
- Class notes
- Emails
- Visual media reports without accompanying full-length script
- Writings with extensive quotations or paraphrases
- Personal writings unrelated to course content
- Homework assignments with responses copied from textbooks or reading materials, with no evidence of analysis, comparison, interpretation, or other critical thinking applications.
- Writing assignments in the designated Gordon Rule courses must be graded according to effective writing standards as expressed in the syllabus, such as organization, coherence, grammar, and mechanics.
- At least one-third of the writing assignments used to meet the "multiple assignments" requirement of the Gordon Rule must be polished, edited pieces written outside of regular class time. All of these formal academic writing assignments must conform to standard writing practices including the following:
 - The writing will have a clearly defined thesis or central idea.
 - The writing will include adequate evidence to support the thesis or idea.
 - The writing will reflect the awareness of the conventions of standard written English such as grammar, punctuation, spelling, and word usage.
 - The writing will use clear and logical organization.
 - The writing will demonstrate the ability to synthesize and apply discipline content at the course-specific level.
 - The writing will demonstrate the ability to discriminate between credible and unreliable sources of information.

- The writing will be formatted or presented in a manner appropriate to the assignment.
- The writing will conform to style standards appropriate to the course or discipline as determined by the instructor (i.e. MLA, APA, etc.).

Please see the 2015-16 College Catalog (<http://www.palmbeachstate.edu/catalog/current/index.pdf>), pages 49-52 for courses which are designated as Gordon Rule, designated with the "GR" code.

Instructional Materials

Textbook/Software Selection

Textbook/Software selection is based on Palm Beach State College Textbook Selection Board Policy 6Hx-18-2.11 and individually approved cluster textbook selection policy. After a textbook/software selection is made, cluster chairs must submit a completed Textbook/Software Adoption Form to Kathleen Gamble (Gamblek@palmbeachstate.edu), along with copies of the revised course outlines and cluster minutes approving the textbook changes. With this information the online course outline list will be checked and it will be determined if curriculum action is required for the change.

Three Years or More since Textbook/Software Revision

If a course has not changed its textbook/software in three years or more, the selection process follows what is outlined by the Palm Beach State College Policy on Textbook/Software Selection and the specific cluster textbook selection policy. Once the textbook is selected, an update course outline and the cluster minutes approving the selection are sent to Academic Services and are posted on the online course list.

Less Than Three Years since Textbook/Software Revision

If course textbook/software changes occur within three years of the last selection/revision, in addition to the cluster selection process, a completed textbook/software adoption form is submitted to Academic Services along with the cluster minutes and updated course outline. These documents are sent to the Associate Dean, Dean, Director of the Library and Director of Computer Resources for electronic approval. Once these signatures are gathered, the form, cluster minutes, and the revised outline are sent to the Vice President of Academic Affairs for approval. Vice President of Academic Affairs approval will authorize Academic Services to post the updated outline and textbook/software on the Palm Beach State website.

To view the list of textbooks that are on current order for the College, visit the Follett website at www.efollett.com, you will key in "Florida" to select the location. Next, you will select the Palm Beach State location of your course. Finally, you will key in the course number. The course text title and price will be displayed.

Computer Resource Management provides an online website where faculty/instructors can view textbook software evaluations and licensing information. The CRM's at each respective location will keep this page up to date as they test and evaluate textbook software.

In accordance with the Higher Education Act of 2008, Florida Statute 1004.085, and Florida Administrative Code rule 6A-14.092, Palm Beach State College is working actively to reduce the costs of textbooks to students. Please see [Academic Services Information and Reference Textbook Certification](#) to see how Palm Beach State has implemented these requirements.

Textbook Certification by Faculty/Instructors

The Higher Education Act of 2008 by the federal government contains several provisions regarding textbook affordability. In response to the act, the Florida Legislature enacted statute 1004.085, Textbook Affordability. For the full text of the statute: [Section 1004.085 Florida Statutes Textbook Affordability](#)

In response to this statute, a Florida Administrative code was developed. This Rule (6A-14.092) has certain requirements, as follows:

Pursuant to Section 1004.085, F.S., institutions within the Florida College System shall:

- (1) Adopt textbooks no later than forty-five (45) days prior to the first day of classes to allow sufficient lead-time to bookstores to work with publishers so as to confirm availability of the requested materials and to ensure maximum availability of used books. Where courses are added after this forty-five (45) day deadline, textbooks for such courses shall be adopted as soon as is feasible to ensure sufficient lead-time.
- (2) Pursuant to Section 1004.085(3), F.S., for those classes added after the thirty (30) day notification deadline, institutions shall post textbook information on their websites immediately as such information becomes available.
- (3) Collect and maintain, before textbook adoption is finalized, written, or electronically transmitted certifications from course instructors attesting:
 - (a) That all textbooks and other instructional items ordered will be used, particularly each individual item sold as part of a bundled package, and
 - (b) The extent to which a new edition differs significantly and substantively from earlier versions, and the value of changing to a new edition.
- (4) Provide assistance as requested by the statewide textbook affordability workgroup established by the Department of Education to recommend policies and strategies that address the availability of required textbooks to students otherwise unable to afford the cost. The workgroup shall consist of nine representatives from institutions within the Florida College System chosen based on variable student enrollment (small and large student populations), geographic location (north, central and south) and economic status of student body (high population receiving need-based financial aid). A report was submitted by the workgroup to the State Board of Education on December 1, 2009, that identifies the policies.

Specific Authority 1004.085(3), (4) FS. Law Implemented 1004.085 FS. History-New 2-25-09.

The goal of all of this legislation is to reduce the cost of textbooks for students. The report mentioned above also is available online at [Florida Administrative Code Rule 6A-14.092](#). This report contains many good strategies for reducing the cost of textbooks on the following Palm Beach State web page: [Textbook Affordability](#).

Reporting Requirements for Faculty/Program Instructor

In order to be in compliance with the statutes and rules, a committee of faculty and administrators designed a process and web form.

All faculty (full-time and adjunct) will be required to complete the on-line form, which meets the requirements set forth in Section 3 of FAC 6A-14.092(listed above). This form will allow faculty to attest that all items students are required to purchase are used in class (including all items in a "bundle") and the extent to which a new edition differs significantly and substantively from earlier versions.

This web form must be completed for each class that the faculty member/instructor teaches, once per year, as part of the textbook review and adoption process. As stated in Board Policy 6Hx-18-2.11, once textbooks are selected they must be used for at least three years (see District Board of Trustees policies at [www.palmbeachstate.edu/boardoftrustees/district-board-of-trustees-policies](#)).

The web form is available through the College's EmployeeWeb system. To access EmployeeWeb, go to the web page at [www.palmbeachstate.edu/employeeweb](#). The Textbook Certification link is located on the

Faculty/Advisor tab. For a tutorial document on how to complete the online form, please see the web page at [Palm Beach State Textbook Certification Tutorial](#).

Summary:

1. **What faculty and instructors need to do:** Complete an online web form for each course they teach.
2. **How they accomplish this:** They access a web form on EmployeeWeb at: www.palmbeachstate.edu/employeeweb and select the Faculty/instructors Tab, and click on the Textbook Certification item.
3. **When they need to do this:** This task must be completed for all classes an instructor is scheduled to teach at Palm Beach State College. If additional classes are to be taught by the faculty member/instructor as the academic year progresses, faculty/instructors are required to enter these additional courses in the tool as assigned.

Textbooks and Other Resources

Textbooks, software, and supplementary materials are available from your respective department chair, associate dean, and/or program manager. By the end of each semester, all instructional materials are to be returned to the office of your department chair, associate dean, or program manager.

Instructional Technology (ITC) (the link between Technology and Teaching)

The Office of Instructional Technology provides:

- Leadership in the identification and evaluation of emerging technologies and facilitation of their integration, as appropriate in the teaching, learning and outreach functions of the college,
- Effective tools, processes and products for developing appropriate technologies and media for teaching and learning,
- Faculty/Instructor training in effective and pedagogical use of instructional technologies.

Instructional Technology Offers a Full Range of Services to Assist Faculty/Program Instructors

Because we continually research and explore technology and best practice standards, we are ready to identify the best solutions to help you in moving forward with your teaching goals. Faculty may request ITC's assistance in the development of digitally based course content by contacting the eLearning Department.

Ways ITC help the Faculty/Program Instructors

Interactive Instructional Technology Design and Content Organization, we help in framing your curriculum for effective and efficient delivery via face-to-face or online.

- *Syllabus Workshops* – learn how to upload your syllabus and other support materials (assignments, PowerPoint, and resources).
- *Podcasting and Vodcasting* – we help you in archiving lectures, creating case studies, skill demonstrations and study guides and so much more. Once completed you can post them on Palm Beach State's streaming media server or on iTunes U.
- *Web 2.0 (communications, collaboration, virtual classroom, blogs, Wikis, and more)*.
- *Student Response System (Clickers)* for classroom engagement.

Other Services include but are not limited to...

- Media Development
- Instructional Software
- SMART Board Software and Symposium

- Teaching and Learning Best Practices

For assistance and additional information, please contact Jeannine Burgess, Instructional Technology Coordinator, by phone (561) 868-3257, email Burgessj@palmbeachstate.edu or their website at www.palmbeachstate.edu/eLearning/faculty-and-staff.

Instructional Technology

eLearning (instructional technology) also supports the integration of technology in the traditional (classroom) learning environment via the use of the Internet as a resource in the classroom, email, compressed/streaming video, web conferencing and other instructional technologies. The department licenses several instructional software packages and makes them available to faculty upon a request. Many workshops are provided on Blackboard and other instructional tools. A list of Blackboard workshops available each month is published at www.palmbeachstate.edu/eLearning/blackboard-workshops, and a workshop list on other instructional tools are provided at www.palmbeachstate.edu/instructionaltechnology/workshops. These lists are updated monthly.

For more information about eLearning, see the web page at www.palmbeachstate.edu/eLearning. For other inquiries, contact the department via email at eLearning@palmbeachstate.edu or phone at (561) 868-3762. Contact information for the staff on each campus is published at [eLearning Contact Information - Location - Hours](#).

Learning Outcomes and Lesson Plans

Essential to establishing your lesson plan is Learning Outcome Development. Learning Outcomes should drive how you plan your lessons, develop your syllabi, and design your course. Learning Outcomes have become essential in the growing need for accountability and ongoing assessment. What exactly is a "learning outcome"?

Learning outcomes are statements that indicate what is expected that the student will be able to do upon completion of an activity, course, program, or degree. Although relatively new to colleges accredited under the Southern Association of Colleges and Schools (SACS), the learning outcomes approach has been an integral part of accreditation standards in western states such as California, and in nations such as the United Kingdom (see Board Policy 6Hx-18-2.05, Instruction, [District Board of Trustees Policies](#))

The movement toward learning outcomes changes the way we think about curriculum and teaching. Education has either focused on teaching small, discrete skills, which can be 'mastered' or teaching abstract concepts without connecting or integrating them with how students actually use or apply those concepts in daily life.

This focuses what we do towards two very simple questions:

- What did the student learn? (Learning Outcome)
- How do we know it? (Assessment)

Visit the Course Outline Database to determine what the established Learning Outcomes are for your course and program: www.palmbeachstate.edu/academicservices/curriculum-and-programs/course-outlines

The following information is adopted from Honolulu Community College Teaching Tips Index; the source of this specific information is unknown. While these tips can be helpful, it is not an exhaustive list. We encourage you to utilize technology and other sources when developing your lesson plan.

Time -- we only have so much of it. The effective teacher cannot create a single extra second of the day -- any more than anyone can. But the effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time.

One of the primary roles that you will perform as a teacher is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.

Teachers need more than a vague, or even a precise, notion of educational goals and objectives to be able to sequence these objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide *direction* toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Several lesson plan outlines will be presented. You as a teacher will probably begin by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once you are in the classroom with your own set of learners, have developed your own instructional resources, and have experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation.

The lesson plan is a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment and is essential if a substitute instructor is to be effective and efficient. Three stages of lesson planning follow:

Stage 1: Pre-Lesson Preparation

1. Goals
2. Content
3. Student entry level

Stage 2: Lesson Planning and Implementation

1. Unit title
2. Instructional goals
3. Objectives
4. Rationale
5. Content
6. Instructional procedures
7. Evaluation procedures
8. Materials

Stage 3: Post-Lesson Activities

1. Lesson evaluation and revision

Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

One final word. Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probably hinder, rather than help, the teaching-learning process. The elements of your lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual

classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

(Retrieved August 5, 2013 from [Honolulu Community College Faculty Development Teaching Tips](#)).

How Should the Content Be Organized?

Here are four ways in which content can be organized for delivery:

- Simple to complex.
- General to specific. Start with an overall scheme or theme and then get down to the specific items within that overall picture.
- Concrete to abstract. Start with the here and now before moving to theories or concepts.
- Chronological sequence. An historical sequence starting at the beginning and working through history to today or any other time sequence.

With the course goals, objectives, outcomes, and material organized, the course can be broken down into individual sessions/meetings.

How Much Material Should Be Covered?

This is not always an easy decision. Sometimes a class may get caught up in discussion and cover only a fraction of the lesson plan's objectives. Other times the students catch on sooner than anticipated. Instructors must be prepared for both possibilities, having enough material available and yet being able to trim and cut back to the most essential points when necessary. A long discussion on a particular point may be a positive sign of involvement and learning. A silent classroom may not be a sign of faster learning. Questions, discussions, and disagreements over one single idea may mean more learning than quiet acceptance of a whole series of points.

Material can be arranged into three categories:

- Material essential for students to know,
- Material important for students to know, and
- Material nice for students to know

Convey what is essential, try to work in as much important material as possible and add what is nice to know if time is available. With time running short, cut out the nice-to-know material, then the important items, and concentrate only on the essential points.

Is There a Danger of Over-structuring?

Although there is no such thing as over preparing for a class, there is the definite danger of over-structuring the course or an individual class. Over-structuring is simply cramming too many things into one time period or controlling the class session so much that the participants lose all sense of participation, involvement, and enjoyment. It is definitely not wise to structure the class session so that one or more of the following mistakes occur:

- Every minute of the class session is scheduled.
- Too many facts, figures, and points are made within one time session without adequate breathing time, reflection, or questions.
- There is inadequate time for discussion.

Preparation does not mean filling up the hour with things to say or keeping participants running so fast with exercises, reports and taking notes that they do not have time to absorb or interact. It takes forethought to schedule discussion, thought time, silence or even a break when appropriate.

There is no one correct format for lesson plans. Some faculty members and instructors, especially those beginning their teaching careers, may find a very detailed listing helpful, while others may find that notes in outline form work best.

Course outlines can be likened to a road map, making each lesson a particular "stop-over" on the way to the final destination. A lesson plan is a detailed, carefully planned, and organized "itinerary" for that stopover. Many faculty members/instructors number their lesson plans and organize them on a flash drive or in a three-ring notebook.

Preparing for Class

Most satisfactory teaching and learning experiences come when both instructor and student are prepared. Your preparedness as an instructor will set you apart as a professional and provide the direction needed by students to obtain the skills and knowledge required for your course. You may begin by reading the course description in the catalog and determining if the course is part of a sequence or prerequisite to other courses. Review the objectives listed on the official college generic outline (this may be obtained from your dean/CTE program specialist) as you will need to address them in the course. You can enhance your presentation by researching available supplements such as film catalogs or periodicals. Feel free to discuss the course with other faculty/instructors. They may provide hints for lectures, assignments, and organizational techniques.

The First Class Meeting

Wright, Delievee L. "The Most Important Day: Starting Well." Lincoln, NE: Teaching and Learning Center, University of Nebraska. Reprinted with permission, February 21, 2012 and retrieved August 5, 2013, Honolulu Community College Faculty Development Guidebook: [HCC - Faculty Resources - Guidebook - The First Day](#).

Introduction

The first day of class is a very important time for faculty to establish a tone for what will happen the rest of the term. It is appropriate that a teacher reflect on just what climate and first impression she/he would like to establish. This article offers some ideas about that all-important day.

Reflecting on the first day of class, McKeachie (1986) suggests "... meeting a group of strangers who will affect your well-being, is at the same time exciting and anxiety producing for both students and teacher." Research on the first day of class by Knefelkamp showed there was a real desire on the part of both students and teachers for connectedness, but neither group realized the other shared that desire. If the participants on both sides do not understand how to develop their relationships, learning will be diminished. If you have experienced some anxiety about this meeting, planning some specific steps cannot only reduce that feeling, but can get students to share in the sense of purpose you hold for the class.

Some faculties avoid the "first day anxiety" by handing out a syllabus, giving an assignment, and dismissing the class. This only postpones the inevitable. It also gives students a sense that class time is not too important. Most of all, it loses the opportunity to use the heightened excitement and anticipation that students bring that day; the chance to direct that excitement toward enthusiasm for the class.

What can you do to establish a positive beginning? How can you make sure student's attitudes toward you, the course, and the subject matter will support a constructive learning climate for the semester? The following ideas have been gathered to stimulate your thoughts about these questions. Perhaps you will think of others, but the following are things, which could contribute to this goal. They are not in a particular order, but can be sampled to fit your own preferences.

Enthusiasm

Conveying a sense of enthusiasm for the content is important. Scholl-Buchwald suggests that professors "Rarely ... need to impress students with our command of the material. What is not always clear to students is whether we are interested in the subject and whether we will be able to help them become as competent as we are." He suggests that one way to demonstrate enthusiasm is to talk about yourself and your own excitement about what you teach. What intrigues you, and what could interest them?

Another approach is to give a short lecture or lead a discussion to stimulate interest in the problem-solving that this subject matter could enable students to do. Consider core ideas, typical problems in the field, cutting-edge discoveries, commonly held myths, provocative insights/interpretations or other stimulating insights into the field. Do you have slides or videotapes to enhance these images of inquiry? What interesting, related research is going on here at UNL? How might this have impact on their lives? How can you relate these ideas to their own experiences? Perhaps an interesting experiment or problem to solve can introduce the field.

Ice-Breakers

Opening communications among students as well as between yourself and students will pay dividends throughout the semester. Exercises, which do this, are called "icebreakers" and can take many forms such as the following:

1. Have students raise hands indicating whether they are freshmen, sophomores, juniors, or seniors; majors, non-majors, or other interests; those who have had related course and those who have not; or other categories of student descriptors. This will immediately initiate participation and can give you useful information about the students.
2. Have each person introduce themselves and give some information you and other students can associate with the person. This could be hometown, field, questions they have, why they took the course, what they did this summer, etc. Include yourself in the introductions.
3. Use a "naming cycle" in which students introduce one another with each successive person repeating names of all those already introduced. This can be a device to help you learn names quickly, and this will pay significant dividends in how students feel about you as an interested teacher.
4. Have students interview one another and then have them introduce someone else on the next day. A variation could be to write a short sketch about the interviewed person to be turned in as well as being used for introductions.
5. Have students complete an interest or experience survey from which the teacher would provide summarized feedback for discussion the second day. A variation could be oral student responses to the survey in class or responses with a show of hands.
6. Select a key word from the course title and have students do an "association exercise" by reporting what first comes to mind, record answers on the chalkboard and use these to give an overview of the course.
7. Ask students to suggest what problems or ideas they would like to see included in the course, or have them tell what they have heard about the course. Post these on the chalkboard and refer to the list when the syllabus is reviewed. Students can clarify or correct perceptions they have held.

Your Own Introduction

Who you are and what you are like is of great interest to new students. Learning in the classroom results from an interrelationship of people, and what students perceive about you can help support that interaction. Sometimes students never have the sense that the professor is a "real person," and they may respond in ways that would be unthinkable to someone they felt they knew. Sharing something about yourself can begin a constructive relationship.

You might share your own experiences in the course when you first took it. How did you study it, when did it come together for you? Share what you as a teacher expect from them. What do you believe about teaching and learning? Who is responsible for what in an academic setting? What are your hopes for them when they have completed the course?

Be sure to put your name on the board so they know what it is and how to spell it correctly. It is always surprising to find that many students do not know the names of their teachers. Let them know your attitudes about when and where it is appropriate to contact you outside of class. Are you willing to spend a few moments after each class for those questions, which may not warrant an office visit?

McKeachie suggests that the teachers "characteristics" most appreciated by students are:

1. Enthusiasm and willingness to work to make the course worthwhile.
2. Objectivity (the students will call it, "fairness").
3. A sympathetic attitude toward the problems of students

Your attitudes in these areas would be useful topics to convey your values. Caution: Do not focus on your own inadequacies or limitations. This only increases the insecurity on the part of students, and may lead to their blaming their own limitations on the inadequacies you have identified.

Course Expectations

A well-designed syllabus can go a long way toward clarifying expectations so students have a sense of knowing what they are to do. The teacher can give them the idea that he/she is prepared to help them learn, while also developing the sense of their own responsibility for achieving course goals.

The faculty must use the syllabus format template, which was implemented in spring 2014. Please see the website at [Faculty Web Page - Syllabi Resources](#), and (Board Policy 6Hx-18.2051, College-wide Course Outline and Syllabus, [District Board of Trustees Policies](#)).

Textbook Introduction

Tell students how you expect them to use the text in their learning, and what is useful about it. Do not criticize it or the author. This is not constructive and can undermine learning. If discrepancies occur between your views and the text, explain that rival interpretations exist, and give reasons for your choice. You can encourage realization that clear "truths" are not always agreed upon. Do clarify for students which ideas are acceptable for examinations purposes.

Student Questions

Provide an opportunity for students to ask questions about the course, you, the text, or other aspects of the course. It is important to establish a sense that you are willing to change things they do not understand. Be accepting of all questions. This does not mean you need to change your plans, but you can listen to questions and be responsive to students.

Student Feedback

At the end of the first class period, give students two minutes to write their reaction to the first day. These should be anonymous so you get an accurate sense of the students' views. This can provide feedback on doubts, or questions that students were afraid to raise. It can also begin to build a learning climate in which they have responsibility for thinking about learning in this class.

Checklist for the First Day

1. Am I energized to be enthusiastic about this class?
2. Is the classroom arranged properly for the day's activities?
3. Is my name, course title, and number on the chalkboard?
4. Do I have an ice-breaker planned?
5. Do I have a way to start learning names?
6. Do I have a way to gather information on student backgrounds, interests, concerns, questions, and expectations for the course?
7. Is the syllabus complete and clear?
8. Have I outlined how students will be evaluated?

9. Do I have announcements of needed information ready?
10. Do I have a way of gathering student feedback?
11. When the class is over; will students want to come back? Will you want to come back?

Room Assignments

Classroom adjustments may only be made by the campus dean, the associate dean, or the department chair if the situation requires changes in room assignment or time. If it becomes necessary to relocate a class, please post a notice on the room door directing the students to the new location. Please turn off all lights and lock the door. Note: Not all classes begin and end at the same time. What may have all the earmarks of being a vacant classroom may not be so for a few minutes, days, or a few weeks after the fact. Please note that buildings have been wired with security alarms. Also, please secure the room when you leave the area by locking the door.

Syllabus

The syllabus is arguably the most important document that faculty prepare. It is, in effect, a contract between the student and the College. Syllabus templates that must be used are available at [Faculty Syllabus Templates](#). These templates ensure that each syllabus contains the information required by the Southern Association of Colleges and Schools (SACS) and needed by students. The content and form of each instructor's syllabus is reviewed within each academic department. The faculty member who prepares the document by extension represents the College. Any potential discrepancies or controversies are resolved with reference to the syllabus. Thus, there are few responsibilities that faculty assume that are more important.

Should any major changes or revisions occur during the actual term; these should be given to students in writing to protect both the students and the faculty member.

For posting requirements, see the following web page: [Faculty Web Page / Syllabi Resources](#)

Steps toward creating an effective syllabus:

- Read the course description in the College Catalog and determine if the course is part of a sequence or prerequisite to other courses.
- Thoroughly review the learning outcomes listed on the course outline. Every faculty member is expected to meet those outcomes within the time frame of the term.
- Review the text and other instructional materials.
- Research instructional supplements available through the Library, Media Services, SLC (student learning center), etc.
- Discuss the course with other faculty members to gather additional ideas.
- Consider major assignments and develop directions for them.
- Check with your department chair or associate dean if your discipline has a grading policy. State your grading policy (or the department grading policy) clearly on the syllabus.
- Provide Internet web addresses (URLs) which students may access to supplement the course material.
- Provide a detailed calendar of lessons which will list, session by session, the specific dates of the class meetings. Use the academic calendar and the final exam schedule to note holidays, withdrawal dates and the exact date, time, and place of the final. Note within the calendar reading assignments, homework assignments, special projects, review sessions, tests, and other activities. Doing this will help both faculty and students to balance time and energy for the successful completion of the course.
- Within the College guidelines, clearly state policies for attendance, withdrawals, make-up exams, extra credit, behavior and academic dishonesty. Use the *Student Handbook* and this handbook as guides.

- You must prepare your syllabus using the course syllabus templates please visit: [Faculty Web Page / Syllabi Resources](#)

Please have your syllabus duplicated to distribute during the first class session, or email to students in eLearning classes.

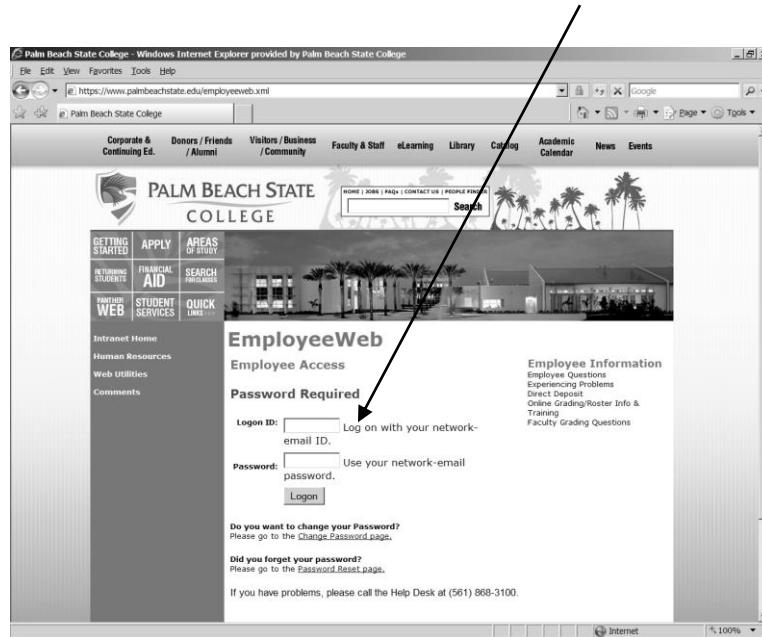
Faculty/Instructor Resources under EmployeeWeb

EmployeeWeb allows faculty and instructors to access many web services such as midterm grading, final course grading, faculty web page, and syllabus posting and pay information.

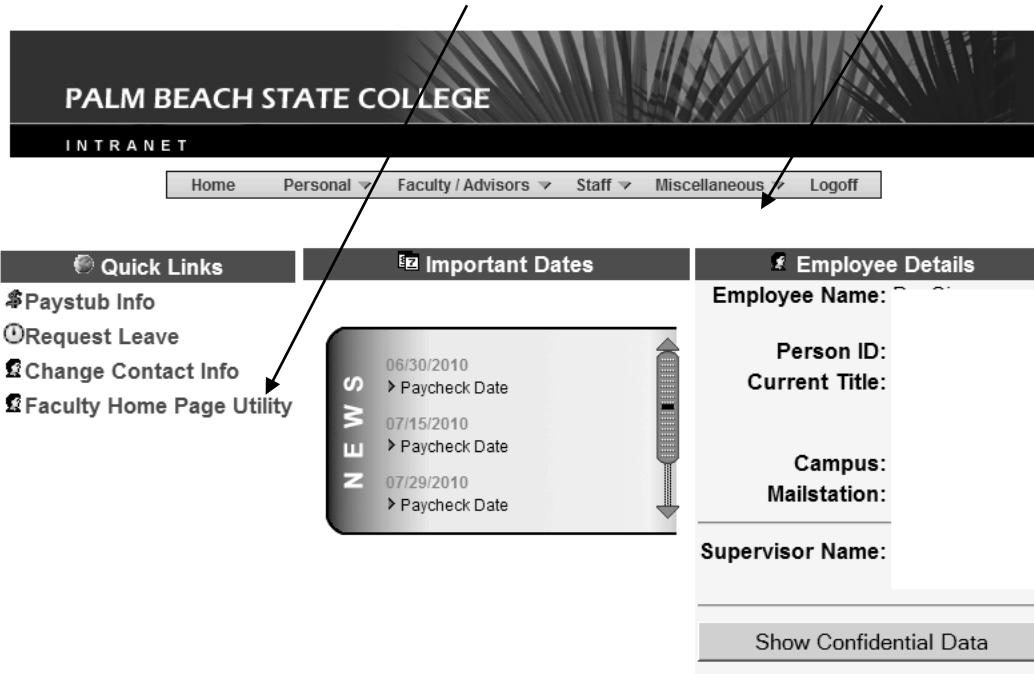
1. To logon to EmployeeWeb: Type www.palmbeachstate.edu/employeeweb in your browser:



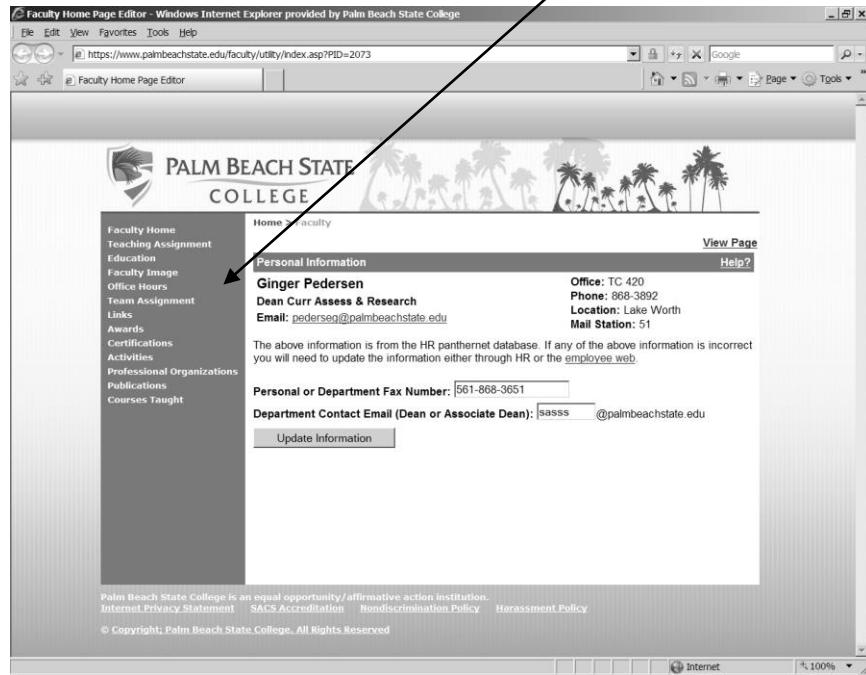
2. Log in to EmployeeWeb using the same **user ID and password** you use for email:



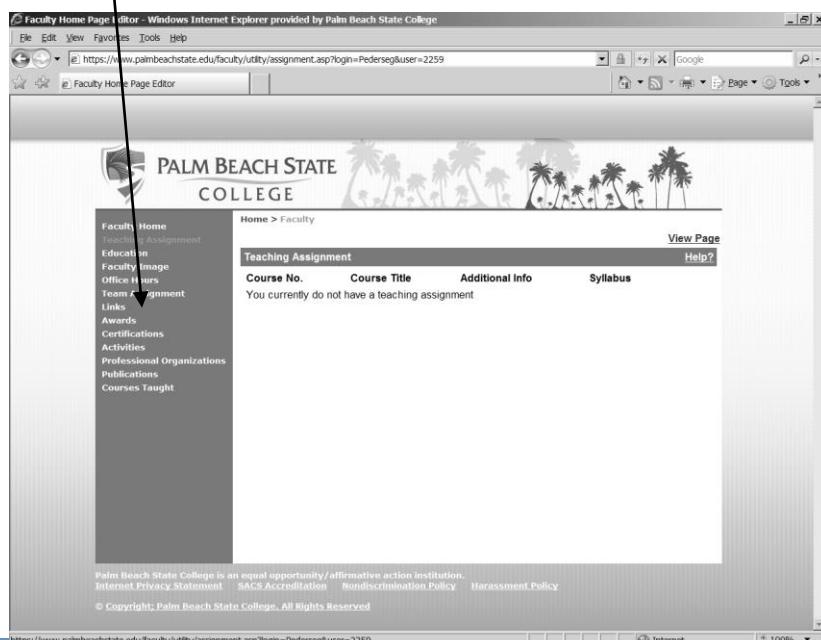
3. Functions are located both in the **Quick Links** area and in the **yellow bar pull-down menus**:



4. The **Faculty Home Page Utility** allows faculty/instructors to add information that builds their faculty/instructor home page – each of the categories on the **green side bar** may be updated with your information:



5. Clicking **Teaching Assignment** will allow you to upload syllabi for your classes, in compliance with District Board of Trustees policy 6Hx-18-2.051. Syllabi must include all required information and use the syllabus template at the following link: www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/faculty-web-pagesyllabi-resources.



6. The **Faculty/Advisors Tab** provides many utilities for faculty/instructor use including class rosters and grading, midterm grades, textbook certification, student assessments of courses and faculty results, and the faculty home page utility.

Functions:

Class Rosters and Grading, At-Risk Reporting – Clicking this link will display all class rosters to which your name is attached. You should print all class rosters and ensure that all students in the class are on the class roster. Students attending but not on the class roster should be directed to the Registrar's office. Final course grading is the way that faculty/instructors report final course grades for all classes. Please be aware of the deadlines for grading your classes. The class roster also gives you the ability to refer students who are “at risk” academically or personally to student services.

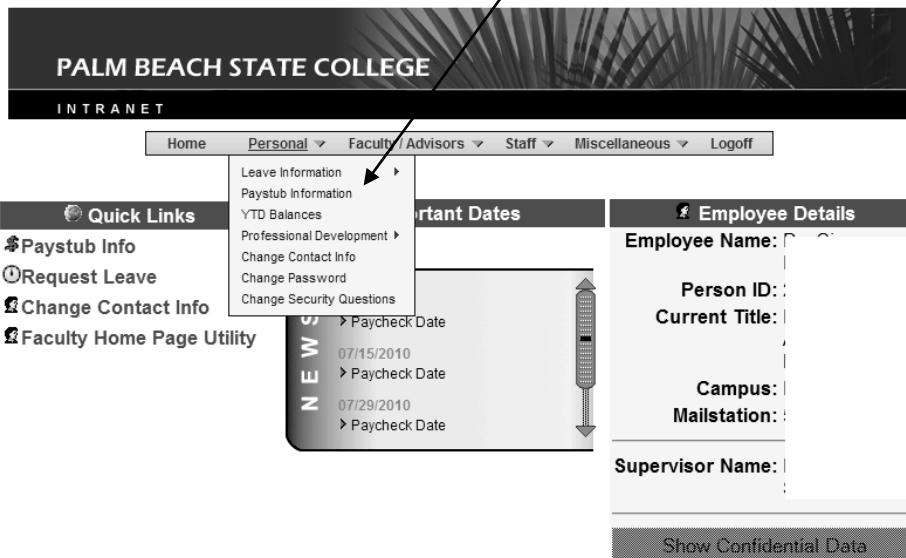
Mid-Term Grades – Faculty are required to provide midterm grades to students. Faculty may choose to use a web utility, which will email the midterm grade to the student. Please use the grading method that matches the type of grades used in the class (i.e. issue a grade A-F if that is the type of final grade the student will be issued; do not use S or a U grade) - see pages 60-61.

Textbook Certification – To be in compliance with Florida State Statute and the 2008 Higher Education Act, faculty must certify that the textbooks require students to purchase are utilized in class and the value of a new edition (if applicable) - see pages 45-46.

My Evaluation Reports – This will display the results of any student assessment of courses and faculty that have been processed for your classes.

Faculty Home Page Utility - This is an additional link to the faculty home page utility mentioned previously.

EmployeeWeb also provided access to personal information:



If you have any other questions about EmployeeWeb, please contact your supervisor.

www.palmbeachstate.edu/academicservices/documents/employeeweb_tutorial.pdf

WHILE CLASSES ARE IN PROGRESS

Audits

Declaring audit of a class will only be permitted during the add/drop period of that class session. After the Add/Drop period of the session or the designated registration date, students will only be allowed to withdraw from a class and will not be able to change their class status to audit.

For Senior citizens and state employees receiving a tuition waiver, declaring audit for a class is only permitted at the time of their designated registration date.

Cancelled Classes

According to the Guidelines for Scheduling Credit/Prep Course Offerings at Palm Beach State College, the following procedure for cancellation of courses should be followed:

With input from the campus department chair, the associate dean and dean of each campus will:

1. Review for cancellation classes with enrollments of 12 and under, two to three days prior to the first day of the session (16 wk., 12 wk., 8 wk., 6 wk., etc. is defined as a session).
2. Conduct final course cancellation 1 day prior to the beginning of the first day of the session.
3. Will not cancel any sections after the first day of the session.

Classes may be canceled due to low enrollment. At times, a class taught by an adjunct may be reassigned to a full time faculty member to make a full load for that instructor. Should students question you about what to do when a class is canceled, please tell them to go to registration if they want to reschedule into another class.

Otherwise, they will receive a 100 percent refund in the mail in approximately two to four weeks. (Please see Board policy 6Hx-18-2.08, Deletion of Courses from Catalog and SCNS, [District Board of Trustees Policies](#)).

Class Rosters (Web)/PantherNet Procedures

Class rosters may be accessed through the employee website located at www.palmbeachstate.edu/EmployeeWeb or www.palmbeachstate.edu/Info.

PantherNet Procedures

If a student is not on your class list, he/she cannot attend the class. Your class list will be **very** current and **precisely** accurate. On PantherNet, a student can be dropped from the class list for two reasons: the student did not pay for the course; or the student failed prerequisites for the course. The second reason is particularly important. PantherNet will run programs to drop students who did not pass their prerequisites or did not pay for their class the night before the first class meeting. For example, a student will have received his/her spring grade report but may not realize that a failing grade in a prerequisite affects his/her summer schedule. Therefore, he/she may show up in your class. You will need to direct them to the Registrar's Office. **Such students are not allowed to sit in on your class if their names are not present on your class list.**

Also, please notice that your class list indicates the home telephone numbers for your students. *For this reason, it is imperative that you keep the class list in a secure place away from student access.* The Family Educational Rights and Privacy Act of 1974 (FERPA) protects student information and holds college personnel liable for inappropriate access to such documents. If you have any questions, please contact the College Registrar at (561) 868-3305.

Department Program Meetings

All faculty members are encouraged to attend all scheduled departmental or program meetings. Consult your supervisor about specific requirements for your program area.

Field Trips

All field trips that are associated with an academic course or program must comply with Board Policy 6Hx-18-2.12, Field Trips (see [District Board of Trustees Policies](#)) and the Student Code of Conduct as stated in the Student Handbook.

In-District and Out-of-District Field Trips

Instructor must submit a Request for Leave form with items 1-14 completed, at least seven days in advance, to immediate supervisor. Instructor must provide the following information with the Request for Leave form:

- Class Roster
- Explanation of the learning experience and how it will enhance the course (#11 and #12 on leave form)
- Description of alternative learning experience for students who are unable to participate in the field trip
- Transportation details

Immediate supervisor will notify the instructor of approval or disapproval of the planned activity within 72 hours of receipt of leave for and documentation. Signed permission forms from students shall be obtained by instructor prior to departure for field trip and turned in to Associate Dean's office. There will be no reimbursement for travel. Faculty will receive TDE for approved field trips.

Guest Speakers

At times, you may wish to have a guest speaker for your class. There is no stipend available for guest speakers. Please notify the dean or Associate Dean of Academic Affairs to comply with Board Policy 6Hx-18-2.13, Speaker or Guests (see www.palmbeachstate.edu/boardoftrustees). If there is a guest speaker, you are still responsible for meeting your class.

Mid-Term Grading Tools

Why Mid-Term Grading Is Important

We have all witnessed the rise of student withdrawal rates and the increase in non-passing grades at Palm Beach State over the last few years. Assigning midterm grades is certainly not a new idea; faculty, instructors, and staff have been in agreement for many years that it is an important academic exercise.² Students need our feedback concerning their progress in our classes. Faculty and instructors use that information to determine how they can best provide assistance to those who need it. Providing our students with that feedback and assistance should help students stay enrolled in class and, ultimately, improve their success rate. This will support Palm Beach State's Strategic Plan and the enrollment management plan in raising retention and success rates. Faculty and instructors play a vital role in making student success at Palm Beach State a reality.

What the Mid-Term Grading Tool Can Do

Palm Beach State is pleased to announce that an online tool has been developed by Information Technology to assist faculty and instructors in the assignment of midterm grades. This online tool uses the same technology as our online grading system, and will provide midterm grades to students through email. No printing is required, which saves precious time and resources and supports sustainability. It can be accessed from faculty and instructor offices, from the Professional Teaching and Learning Centers, and from home through EmployeeWeb (www.palmbeachstate.edu/employeeweb). If you are not sure how to use the Palm Beach State online grading system, please see the web page at [Online Grading System Grade-a-Class](#).

How the Mid-Term Grading Tool Works

Faculty and instructors will have a one-week window before and after midterm to issue midterm grades. The faculty or instructor will log on to the EmployeeWeb, and the Mid-Term Grades tool will appear under the Faculty/Advisors tab, where end-of-term grading appears. Each class where the faculty or instructor is assigned as a primary instructor will appear. The faculty member or instructor may issue the following grades, but the grade you issue should be the type of grade issued as a final course grade (i.e., if you assign A-F grades, do not issue the student an S or U grade at midterm).

A - Excellent

B - Good

C - Fair

D - Poor but passing

F - Failure

N - No pass

P - Pass

S - Satisfactory

U - Unsatisfactory

² ARTICLE XIV MID-TERM GRADE PROCEDURE

Section A: Within one week after the close of the midterm grading period, midterm grades will be made available to all students for each class that the teaching bargaining unit member teaches by either written notification or individual conference *Agreement between the Board of Trustees of Palm Beach State College and the United Faculty of Palm Beach State College*.

Mid-Term Grading Windows for 2015-16:

Term	Session 1		Session 2		Session 3		Session 4	
2016-1	8/21/2015	12/17/2015	8/21/2015	10/16/2015	9/21/2015	12/17/2015	10/19/2015	12/17/2015
Grading Tool	Open	Closes	Open	Closes	Open	Closes	Open	Closes
	10/11/2015	10/27/2015	9/10/2015	9/26/2015	10/26/2015	11/11/2015	11/9/2015	11/25/2015
2016-2	1/6/2016	5/6/2016	1/6/2016	3/3/2016	2/1/2016	5/6/2016	3/14/2016	5/6/2016
Grading Tool	Open	Closes	Open	Closes	Open	Closes	Open	Closes
	2/27/2016	3/14/2016	1/26/2016	2/11/2016	3/11/2016	3/27/2016	4/1/2016	4/17/2016
2016-3	5/16/2016	8/9/2016	5/16/2016	6/27/2016	6/28/2016	8/9/2016	NA	NA
Grading Tool	Open	Closes	Open	Closes	Open	Closes	Open	Closes
	6/20/2016	7/3/2016	5/30/2016	6/13/2016	7/11/2016	7/25/2016	NA	NA

Evaluating the Mid-Term Grading Tool

As in everything we do at Palm Beach State College, we will be seeking to improve our new online tool by inviting faculty and instructor feedback on its usefulness. Please keep notes about the process, the feedback students provide, and the observations you make about the effectiveness of the system, and then forward those comments and suggestions to Dr. Ginger Pedersen at Pederseg@palmbeachstate.edu.

Plagiarism

Plagiarism is a violation of the student code of conduct. Many times students do not understand what constitutes plagiarism. Rutgers University has provided an excellent resource on understanding plagiarism for students. You may consider requiring your students to view the video [How to Avoid Plagiarism: An Online Tutorial](#)³ to help them better understand the concept.

The College also provides access to plagiarism detection tools for your class through the College's learning management system Blackboard. You may ask your department chair or associate dean about having your class upgraded with this feature.

Relocation of Classes

Contact your department chair, program manager, associate dean, or academic dean to arrange for changes in room assignments or time. No room changes will be made until after drop/add, unless room conflict is involved.

Security of Rooms

For your safety and security of College property, all rooms should be locked before your class begins (unless it is in use just prior to your class-meeting hour). Please secure all rooms and turn off all lights when your class is over.

Student Attendance

Students are expected to attend all courses and course activities for which they are registered. Any class meeting missed, regardless of cause, reduces the opportunity of learning and may adversely affect a student's achievement in the course. Class attendance policies are set by individual instructors and/or departments. An accurate record of attendance will be kept for each class. Students are expected to adhere to the policies set by each instructor.

³ Rutgers University Libraries "How to Avoid Plagiarism: An Online Tutorial" Online Video. Paul Robeson Library. Rutgers University, Camden, NJ (November 13, 2007). Retrieved from <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>

Attendance at the first class meeting of any Palm Beach State course is required. Students who do not attend the first class may be dropped from the course, depending upon the individual faculty member's attendance policy. It is the student's responsibility to read the course schedule notes and/or visit the College Website. The College policy of reinstating students for financial aid reasons or for having been dropped due to College error supersedes individual faculty attendance policies.

Students, when officially representing the College, such as on a field trip, shall not be counted absent, provided their instructors are given prior notification and any missed assignments are subsequently completed to each instructor's satisfaction.

Students will be granted excused absences in the case of a substantiated emergency such as a confining illness, a serious accident, the death of an immediate relative, or religious observances. Instructors decide on the validity of the excuses and provide opportunities for students to complete any required make-up work. Students are responsible for immediately informing their instructors when they must miss class sessions for emergencies.

An accurate record of attendance and tardiness will be kept for each class. It shall be the decision of the teacher as to whether or not the student should be permitted to make up the work missed. The teacher, because of extenuating circumstances, may permit the student to remain in the course.

(1) Excused Absences

A student, if absent when officially representing the College, shall be permitted to make up work, **provided prior notice is given to the instructor**.

(2) Religious Observances

The College shall make reasonable accommodations in admissions, class attendance, scheduling of examination and work assignments in regard to religious observances, practices, and beliefs of individual students, as required by Florida law. Students are required to make arrangements in writing with instructors and other appropriate College personnel at least one week prior to an anticipated religious observance for holidays not recognized on the academic calendar and which come within the accommodation requirement. A student who is denied accommodation may appeal in writing to the supervisor of the faculty or staff member who denied the request within 10 class days from the time of denial. If the student is not satisfied with the determination at this level, an appeal may be made to the next level of management. The maximum time between all appeal and response will be 10 class days. The student may appeal in writing to the vice president of student services for a committee hearing if the student is not satisfied with the results of the preceding steps. The committee, to be appointed by the vice president of student services, composed of one faculty, one staff, and one student, will hear the facts and provide a recommendation to the College President, whose decision on the matter shall be final. Instructors should be aware of major religious holidays in planning their courses.

(3) Tardiness

Class tardiness policies are set by individual instructors and/or departments. An accurate record of attendance and tardiness will be kept for each class.

Substitute Instructor

If an adjunct faculty member cannot attend class, the adjunct must notify the appropriate associate dean's office. If an adjunct has an extended absence, the contract will be adjusted accordingly. If the substitute is covering the class during an extended absence, the substitute's pay will be adjusted accordingly. Substitute procedures for full-time faculty can be found in the contract agreement between the Board of Trustees of Palm Beach State College and the United Faculty of Palm Beach State College.

Testing Center

The Testing Center is organized to provide various testing services for both students and faculty.

NOTE: Students must allow enough time to complete the test before closing. For example: If the instructor allows 60 minutes to complete the test, the student must be seated an hour before closing.

www.palmbeachstate.edu/testing/.

- **Belle Glade Location**—the Testing Center is located in CRA115. Call (561) 993-1125 for information.
- **Boca Raton Location**-- the Testing Center is located in BT126. Call (561) 862-4324 for hours and regulations.
- **Lake Worth Location** --the Testing Center is located next to the Student Services Center, Paul J Glynn Building (north of the cafeteria). Call (561) 868-3012 for information.
- **Palm Beach Gardens Location**--Questions regarding testing services should be referred to BR135, (561) 207-5359. Questions regarding services and testing for students with disabilities should be referred to John Kiefer, Disability Support Services (DSS) Manager, BR131, (561) 207-5345.

(1) College Level Examination Program (CLEP)

Information on CLEP is available at the Testing Center. CLEPs are offered once each month except during December and August. There are certain restrictions on acceptability of CLEP credit at Palm Beach State. Students interested in taking the CLEP should contact the campus Testing Center for information and applications. CLEP is not accepted by all colleges and universities. It is the STUDENT'S responsibility to check with the school he/she is interested in attending to determine if the credit is acceptable.

(2) Make-up Exams and Fees

[Test Information and Test Fees Web Page](#)

Students are permitted to make up announced examinations that have been missed if, in the opinion of the instructor, the absence was justifiable (e.g., illness, death in the family, etc.) There is a fee required for all make-up examinations. The fee **must** be paid **prior** to the test being administered. Fees are not required for those students who did not take the test because of a college-sponsored activity, death of an immediate family member or military duty. The student can pick up a fee slip from the Testing Center, take the slip to the cashier, pay for the test, and bring the paid receipt to the Testing Center. A GOVERNMENT ISSUED picture ID must be presented by the person being tested. The Testing Center does not accept Sam's Club or COSTCO style ID. Students with disabilities who qualify through Disability Support Services for testing accommodations are not required to pay a test fee.

(3) Delivery of Make-Up Tests to the Testing Center--It is the instructor's responsibility to deliver the test to the Testing Center. All instructor make-up tests must be accompanied by a cover sheet. The cover sheets contain the instructions regarding the administration and return of the test. Tests can be dropped off at the Testing Center during regular office hours. The Testing Center staff may not discuss any test items or questions. If a student believes there is a problem with the test, the student is asked to write the question or problem on scratch paper and submit it for delivery to the instructor. A reprimand to a student by the test administrator for any form of cheating will result in the invalidation of the test. A student should be prepared to stay in the Testing Center to complete his/her test. If a student has to leave the Testing Center for any reason, the student will not be allowed to continue the same test when the student returns. Make-up tests will be returned to the instructor marked "incomplete." Tests not completed when the Testing Center closes must be turned in, complete or incomplete.

(4) Scoring of Instructor Tests

The Testing Center can score objective-type tests given in class. Contact the Testing Center for more information.

(5) Test Applications

The Testing Center attempts to maintain a supply of applications for most nationally administered tests.

(6) Test Catalogs

If you need to order tests, the Center has copies of a number of test companies' catalogs. The Center will be able to assist you upon request.

Withdrawals: W, WX, XW

Student may withdraw (W) from one or more classes up to the official withdrawal date. (See the Academic Calendar www.palmbeachstate.edu/AcademicCalendar for deadlines) Instructors may give a non-punitive WX grade or a punitive FX, NX or UX grade for excessive absences, as defined in their syllabi. **Please check.** If you opt to give WXs, please put your WX policy in your syllabus and be specific.

For example:

- If you opt to WX, must your student submit a WX request in writing? If so, by what date?
- May the student request a WX verbally?
- Will you automatically WX a student after three absences?
- If you won't WX and only give F's for non-attendance, say so in your syllabus policy.

Instructors must submit the WX form online to the Registrar's Office by the published last date to withdraw from one course (see semester calendar). Students may only be WX'd up to 65% of the class meeting dates. When an audit student fails to meet the attendance policy, the student may be WX'd. Instructors must submit a grade for students if a WX form has not been submitted by the published course withdrawal date (65 % of the class). **Whatever your policy, be specific on your syllabus.**

AS CLASSES END

Finals Exams

It is expected that a final exam will be given during the final exam schedule. Finals may be comprehensive or unit tests. Final exams do not need to be in the traditional test format. It may be more appropriate to have a final project or course summary. You will receive information regarding specific final examination dates each term from the Campus Academic Dean.

The Academic Affairs Calendar is issued each July and lists the important due dates for Academic Affairs activities for the academic year.

Final Exam Schedule – Common Questions:

1. When are final exams for six (6) and/or 8-week courses?
2. When are final exams for 12-week courses?
3. When are final exams for online courses?
4. Why don't we have any final exams in my course?
5. Why does my friend have their final exams one or two weeks before final exam week?

The College contract with faculty is for 168 days; 160 of those days are for the purpose of instruction and 8 days are non-teaching days. When the academic calendar is planned, it must comply with the 168 days per United Faculty Agreement and assure that the required number of hours per class is met. For the eight, 12 and 16 week sessions, the week of finals is considered as part of the required 80 days of instruction. If final exams are not conducted during the 16th week, the required number of contact hours has not been met, students are shortchanged in the amount of instructional time they pay for in fees, and faculty have not complied with the terms of the Faculty Collective Bargaining Agreement.

The table on the following page should help clarify each semester's last class and final exam dates:

Last Class Date and Final Exam Schedule, 2015-16 Academic Year

Semester	Session	Final Exam Administered	Classes End	Last Day of Session* – Grades Due at 6:00 PM
Fall 2016-1	1 - 16 Week	Dec 10 to Dec 16, 2015	Dec 16, 2015	Dec 17, 2015
	2 – First 8 Week	Last day of class	Oct 15, 2015	Oct 16, 2015
	3 – 12 Week	Dec 10 to Dec 16, 2015	Dec 16, 2015	Dec 17, 2015
	4 – Second 8 Week	Dec 10 to Dec 16, 2015	Dec 16, 2015	Dec 17, 2015
Spring 2016-2	1 - 16 Week	April 29 to May 5, 2016	May 5, 2016	May 6, 2016
	2 – First 8 Week	Last Day of Class	Mar 2, 2016	Mar 3, 2016
	3 – 12 Week	April 29 to May 5, 2016	May 5, 2016	May 6, 2016
	4 – Second 8 Week	April 29 to May 5, 2016	May 5, 2016	May 6, 2016
Summer 2016-3	1 – Summer C	Last Day of Class	August 8, 2016	August 9, 2016
	2 – Summer A	Last Day of Class	June 26, 2016	June 27, 2016
	3 – Summer B	Last Day of Class	August 8, 2016	August 9, 2016

*Only make-up exams are administered on the last day of the session.

Final Exam Calendars – www.palmbeachstate.edu/academicaffairs/final-exam-schedule-dates

Final Course Grade Reporting Procedures

1. Grades will be processed online. **PLEASE NOTE: GRADES WILL BE DUE ONLINE BY 6:00PM ON THE LAST DAY OF THE TERM OR FIVE (5) BUSINESS DAYS AFTER THE END OF A SESSION (WHICHEVER COMES FIRST).** The specific deadline for grades will be listed on each instructor's roster.
2. **PLEASE PRINT OUT A COPY OF YOUR COMPLETED ONLINE GRADE SHEET, GRADE-BOOK, ATTENDANCE RECORDS, AND A COPY OF YOUR FINAL EXAM WITH INSTRUCTOR'S NAME AND REFERENCE NUMBER CLEARLY NOTED ON EACH SHEET.** Place in an envelope and turn into the associate dean or department chair.
3. Students who have officially withdrawn from a course will be indicated with a "W" in the grade column. Students who were officially withdrawn from a course by the instructor will be identified with a "WX" in the grade column.
4. Students who have audited a course will be identified with an "X" in the grade column.
Note: A grade of XW may be assigned only for AUDIT STUDENTS based on non-attendance or excessive absences.
5. Incomplete Grades must be completed within 30 calendar days after classes begin for the 16-week semester.

Grades Due in District Registrar's Office

Grades will be processed online. **PLEASE NOTE: GRADES WILL BE DUE ONLINE BY 6:00PM ON THE LAST DAY OF THE TERM OR FIVE (5) BUSINESS DAYS AFTER THE END OF A SESSION (WHICHEVER COMES FIRST).** The specific deadline for grades will be listed on each instructor's roster.

Grading System

Listed below are all possible grades the College issues, but each course has been assigned a sub-set of these grades (e.g., course grading method) which are available for faculty to assign for the course as a final course grade.

A - Excellent
B - Good
C - Fair
D - Poor but Passing
F - Failure
L - Instructor Grade Late
I - Incomplete
N - No Pass*
P - Pass
S - Satisfactory
U - Unsatisfactory
W - Withdrawn
WX - Withdrawn for Excessive Absences
X - Audit
XW - Withdrawn for Excessive Absences (audited course)
(* Considered In Progress)

Most avocational classes, including "Learning to go" classes, will be assigned a grade of NG unless the course requires a record of attendance. In those cases where an NG is not the grade, an S or WX may be issued.

Use of Third-Party Online Grading Tools

Palm Beach State College does not support faculty use of third-party web-based grading tools. Such tools could be a violation of FERPA rules as student records are being stored on a third-party website. In accordance with College policy, faculty must use grade book software tools provided by the College or record

grades in a hard copy grade book. Failure to comply may be a violation of college policy. The College provides access to an online grade book through Blackboard, the College's learning management system. Please ask your department chair or associate dean about upgrading your class to add this feature.

Incomplete Grades/Documentation Process

A grade of incomplete (I) should be given only for unusual and extenuating circumstances beyond the student's control. The (I) grade is to be used when the student is physically unable to attend and complete the course. It is not meant to be used to make up an academic deficiency or improve a grade. Incomplete grades are automatically changed to punitive grades of F, N or U if not made up within 30 calendar days after classes begin in the subsequent fall or spring term. It is the student's responsibility to complete all assignments and submit them to the instructor. Classes with incomplete grades may not be used to satisfy course prerequisites.

Documentation Process

The purpose of Incomplete Grade process is to provide the associate dean's office with information about how a student is to complete an Incomplete (I) grade. There have been several situations where a student returned to the college to complete the necessary assignments to complete course requirements in association with the "I" grade. However, in each case, the instructor was not available; the student could not be guided towards successful completion of the required course assignments. The completed form and accompanying documentation will reside with the faculty member and the associate dean's office. The department chair should also keep a copy for incomplete grades issued by adjunct instructors. The form is not intended for use by the registrar or the dean of student services; it is an internal form within each associate dean's office. It is still the faculty member's responsibility to grade the materials once they are submitted by the student. The purpose of the form is not to give permission to the faculty member to issue an "I" grade. The associate dean signs the form to assure both faculty and student that s/he is aware of the agreed arrangement, and will support that arrangement in any way needed. The electronic version is designed to be filled out and printed in Word or you can print the form and fill it out by hand. To access Incomplete Grade Form, click on this link: [Incomplete Grade Form](#)

Student Assessment of Courses and Faculty/Instructors

See Academic Affairs Policies & Procedures Manual –

www.palmbeachstate.edu/academicservices/Documents/sectiong.pdf also, see the website at www.palmbeachstate.edu/ire/student-assessment-of-courses-and-faculty/ for information on the online student assessment process.

At Palm Beach State College, all student course evaluations are conducted online. Online assessments offer students an easy and confidential way to provide instructors and the college with valuable feedback regarding their classes and how they have been taught. Students access the system with their PantherWeb accounts, while faculty and administrators may monitor progress and view reports through EmployeeWeb.

Online assessments also save valuable class time by allowing students to take the survey on their own, at a time convenient for them. Palm Beach State College may save as much as 500 classroom contact hours a year by conducting student assessments online.

The system also offers improved data quality and security. Stray marks, double marks and other limitations of the paper form that affect scoring are no longer an issue with the electronic system. And because students are not rushed to take a timed survey in a classroom, they are free to offer commentary that is more thoughtful. In addition, only your students can complete an assessment, and they can submit only one per class, per term.

There are distinct assessment forms to meet the variation of courses offered:

Student assessment forms:

- Regular classroom form
- Distance learning form
- Natural science labs
- Health science/EMS labs/clinical
- Health science/EMS combined lecture/lab/clinical

For detailed directions with screen shots, please go to the Student Assessment of Courses and Faculty instruction page at: www.palmbeachstate.edu/ire/student-assessment-of-courses-and-faculty/

You may also access the Assessment Forms, Faculty Guide, Administrators Guide, and Ways of Increasing Student Assessment Response Rates: Tips from Your Colleagues at:

www.palmbeachstate.edu/ire/student-assessment-of-courses-and-faculty/facultyadministrator-information

Students may also access tabulated scores at www.palmbeachstate.edu/ire/evalreports

AFTER CLASSES HAVE ENDED

Grades Changes

Grade changes are made through the use of a Change of Grade Form, which may be obtained online (www.palmbeachstate.edu/info/documents/changeofgradeform.pdf). Print and complete the form entirely and have the dean of academic affairs or your associate dean approve it with his/her signature. This form must then be delivered to the Registrar's Office. Students have 30 calendar days into the next major semester to complete their course work if an (I) grade was assigned. Students who receive an (I) in the spring or summer semesters have 30 calendar days into the fall semester to complete their course work. Fall semester students must complete their course work 30 days into spring semester.

Do not give the Change of Grade form to students to deliver to the Registrar's Office. Change of Grade forms submitted by students **WILL NOT** be processed.

Grade Reports & Appeals

Grade reports are not mailed to students. Students may access grades via PantherWeb – www.palmbeachstate.edu/PantherWeb, or Florida Virtual Campus – www.flvc.org using their Palm Beach State Personal Identification Number (PIN). Students who do not know their PIN may obtain it from the Admissions Office after presenting legal photo identification. The final course grade appeal process for students is located in the Student Handbook: www.palmbeachstate.edu/studenthandbook/.

Probation

Probation will be continued as long as the student fails to achieve the standard cumulative grade point average (CGPA) for the number of hours attempted. Probation will be calculated at the end of each term. Transfer students whose CGPA does not meet the standard for good academic status will enroll on academic probation. Any student on academic probation will be limited in course load to a maximum of 12 semester hours during the fall, spring and summer terms.

Students on academic probation are required to meet with an academic advisor prior to registering for subsequent terms. Academic advisors are authorized to limit the number of hours and types of courses taken by students on academic probation. Academic probation is noted on the student's permanent record.

Suspension

Academic suspension is the first involuntary separation. Academic suspension results from a student's failure, while on academic probation, to regain good academic standing or achieve a minimum 2.0 term grade point average (GPA). Suspension requires the student to stay out of school for one semester to reflect on their academic goals and level of commitment to education. Academic suspension is noted on the student's permanent record. Students readmitted after an academic suspension will be on academic probation and must meet with an academic advisor prior to registering for classes.

Dismissal

Academic dismissal is a subsequent involuntary separation imposed upon a student who, having been previously suspended from the college and readmitted, fails to regain good academic status or achieve a minimum 2.0 term grade point average (GPA). After one calendar year, students on academic dismissal are eligible to appeal for readmission to the College Admissions Appeals Committee. Academic dismissal is noted on the student's permanent record. An appeal for readmission is not automatic, and the decision of the committee is final. **Note:** Students on academic suspension or dismissal are eligible to enroll in PSAV or avocational courses.

Return of Academic Records

At the end of your class, please return a copy of your final grade sheet, grading, attendance records, and final exam to your department chair, associate dean, or academic dean.

Standards of Academic Progress

Cumulative Quality Point Average of:

- 1.4 or better for 1-14 semester hrs.
- 1.6 or better for 15-27 semester hrs.
- 1.8 or better for 28-45 semester hrs.
- 2.0 or better for over 46 semester hrs.

Academic Issues and Procedures

Final Course Grade

The evaluation of academic work is the responsibility of the faculty member. The method for assigning the final course grade is established by the faculty member. Per Board Rule 6Hx118-3.191, faculty shall communicate the grading policy of the course to their students in writing via the course syllabus at the beginning of each class. If this policy changes during the term, students should be notified of any changes in writing.

The final course grade appeal is NOT to be used to review the judgment of a faculty member in assessing the quality of the student's work. Grounds for final grade appeals shall be evaluated in terms of the standards established by the faculty member as stated in the syllabus. Criteria for an appeal are:

- An error in the calculation of the grade, **or**
- The assignment of a grade was a substantial departure from the faculty member's previously printed standards in the course syllabus.

Appeal Process

If a student believes his/her final course grade was awarded in error or was a substantial departure from the standards contained in the course syllabus, the student should contact the instructor immediately after receiving the final grade. All informal discussions about final grades must be initiated **within 10 business days beginning with the first day of the following academic semester**. The timeline is very important. If the professor is not available, the student should contact the professor's supervisor. The student should keep copies of the class syllabus and all other work such as exams, quizzes, homework, and in-class assignments. **Document everything. If resolution is not reached, the student may ask for a formal review of the final grade.**

Request for a Formal Review of Final Course Grade

1. A request for a formal review must be submitted in writing to the faculty member's associate dean (or equivalent or designee) within 15 business days of the beginning of the academic semester. A written request for a formal review is required and must include:
 - a. The specific complaint, clearly stated;
 - b. All relevant course information including syllabus, exams, homework and other graded work;
 - c. A statement of the resolution that the student is seeking.
2. Within five business days of receipt of the student's appeal, the associate dean (or equivalent or designee) will review the appeal and notify the student, faculty member and dean of academics of his/her decision through the College email.
3. If the student does not agree with the decision in Step 2, he/she may appeal to the chairperson of the Campus Final Course Grade Appeal Committee (contact the Dean of Academic Affairs Office). The appeal must be to the committee chairperson within five business days following the receipt of the associate dean's (or equivalent or designee) decision. Within five business days of the receipt of the student's appeal, the committee chairperson will convene the committee. The committee chairperson will notify all of the hearing by College email. The student, faculty member, and associate dean may appear before the committee. Within five business days of the committee hearing, the chairperson will notify the dean of academics of the committee's written recommendation.

4. Within five business days of receipt of the committee's recommendation, the dean of academics will notify the student, faculty member, associate dean (or equivalent or designee) of her/his decision through the College email. The decision of the dean of academics is FINAL and cannot be appealed.
5. The dean of academics may extend any of the timelines specified above if extenuating circumstances makes this necessary.

Note: Please refer to www.palmbeachstate.edu/academicaffairs/final-grade-appeal website for student final course Grade Appeal Forms.

Campus Final Course Grade Appeal Committee

Who will be on the committee?

The campus academic dean shall select the members for the Campus Final Course Grade Appeals Committee. If a campus has Health Sciences and/or Public Safety programs, the campus academic dean shall also select the members for a Final Course Grade Appeals Committee for each of these program areas.

Unless otherwise required by program accreditation, the committee shall be composed of six persons including two students, three faculty and one administrator. In addition, three alternates will be identified. Faculty, staff and students who are directly involved in the case may not serve on the committee. The academic dean shall select one of the committee members to serve as chairperson.

What role will the chairperson have on the committee?

- Facilitate the hearing process, only voting in case of tie.
- Call the hearing to order and introduce all members present.
- Explain to the student and all participants the manner in which the hearing will be conducted.
- Maintain proper decorum and order.
- Ensure that the student and the faculty have the opportunity to testify and present evidence.
- Ensure that all available relevant evidence is presented and that the recommendation is based upon the appeal criteria, evidence and any testimony given.
- Call a recess at her/his discretion.

What will happen during the hearing?

- Opening remarks will be given by the chairperson.
- The student will present any evidence supporting the appeal.
- Faculty will present their reply.
- At the conclusion of the hearing, the participants will be excused, and in closed session, a recommendation will be rendered by a majority vote.

How will the committee make its recommendation?

The process for determining the outcome of the hearing is called deliberation. This process involves a review of the criteria, evidence and testimony, discussion and a vote. The committee will use the preponderance of evidence standard to determine whether the grade should stand or be changed. The chairperson will ensure that only evidence presented at the hearing itself may be taken into account in reaching a decision and that the committee adheres to the standards of confidentiality. A recommendation will be delivered via College email within five business days to the campus academic dean.

How will the dean of academics notify all of her/his decision?

Within five business days of receipt of the Final Course Grade Appeals Committee's recommendation, the campus academic dean will notify the student, faculty and committee chairperson through College email of her/his decision. The decision of the campus academic dean is **final**.

Academic Complaint Procedure

A student seeking to file a complaint regarding derogatory or other inappropriate behavior on the part of a faculty/instructor or staff member that does not involve academic dishonesty, grade appeal, or another disciplinary action shall:

- Attempt to resolve the situation with the faculty/instructor involved.
- If resolution is not achieved, present the situation to the faculty/instructor's immediate supervisor, in writing, with a copy to the campus dean of student services.
- If resolution is not achieved at this level, the student is entitled to pursue the complaint to the next highest administrator within the campus to which the faculty/instructor is assigned.

If the student's complaint involves a full-time faculty/instructor who is covered by a collective bargaining agreement with Palm Beach State College, reference must be made to that agreement for the purposes of following the proper procedures.

PUBLIC FORUM POLICY

Behavior that disrupts an event, intimidates or attempts to intimidate the speaker or performer, interferes with others' ability to benefit from the program or prevents the program from continuing will be subject to the following process. Disruptive activity must stop immediately upon request. Silent and symbolic dissent must not substantially interfere with the speaker's ability to communicate or the audience's ability to hear and see the speaker or interfere with the free flow of traffic into or out of the event or to interfere substantially with the speaker's communication. Protest will be permitted in designated public areas of the campus. This policy applies to all levels of student participation whether attendance is voluntary or mandatory.

1. Procedure Regarding a Student Disruption

First Offense: Student(s) will be asked to stop and refrain from continued behavior and warned that further disruption may result in removal.

Second Offense: Student(s) will be removed and privately warned that the disruptive behavior must cease in order to continue attendance or participation.

Third Offense: Student(s) will be permanently removed from the activity. A security report and referral to the dean of student services will be made. The dean will consider further disciplinary action according to the Student Code of Conduct and the College disciplinary process.

2. Procedure Regarding Threatening or Violent Behavior

Security will contact the local law enforcement authority for action.

3. Procedure Regarding a Non-Student Disruption

Offender will be asked to stop. Failure to stop will result in removal. Refusal to leave, violent or threatening behavior will result in local law enforcement being called.

ACADEMIC AFFAIRS POLICIES & PROCEDURES

Click on the link for Academic Affairs Policies & Procedures:

<http://www.palmbeachstate.edu/academicservices/academic-affairs-policies-and-procedures/>

Also, see the document at www.palmbeachstate.edu/academicservices/documents/sectiong.pdf

Faculty Role in Governance

Palm Beach State College encourages and relies upon faculty participation in Academic and Governance matters while acknowledging and observing the faculty member's primary role of providing instruction to students. This faculty participation, in partnership with administration, ensures the quality and effectiveness of educational programs. The subjects on which Palm Beach State College looks to the faculty for recommendations include: academic personnel matters (including faculty and academic management appointments), faculty promotions, the development of new academic programs, maintaining currency of existing academic programs and courses, the formulation of annual budget requests, assessment of student learning outcomes, review of the academic calendar as well as other issues that concern the College.

Faculty have a responsibility to participate in Academic and Governance matters in a variety of ways including the standing committees of the College. In addition, faculty participate in ad hoc committees, faculty cluster meetings, and campus-level meetings. Faculty authority and participation is based on individual and collective expertise and the level of participation is relative to the issue or topic involved.

Academic Affairs Standing Committees

Assessment and Faculty Development Committee

The mission of the Assessment and Faculty Development Committee is to promote, support and monitor academic assessment activities at the College and to provide quality faculty development for new and experienced faculty and instructors. This committee will utilize assessment results, faculty and instructor interests, as well as new emerging scholarships, to create faculty development opportunities, including Academic Development Days.

Catalog Committee

Provides oversight and direction for the development of the annual College Catalog. Responsible for planning of catalog contents, organizations, creation and production in the print and electronic environments.

Curriculum Committee

This committee oversees curriculum changes and/or development with the Dean of Curriculum, Planning, and Research serving as liaison with the State Course Number System and monitoring the college catalog content related to curriculum (see Board Policy 6Hx-18-2.01, Curriculum Control [District Board of Trustees Policies](#))

eLearning Advisory Committee

This committee provides recommendations for Academic policies and procedures for distance learning, training and program development, as well as the vision and direction for distance learning and integration of technology in the classroom.

Education Leave (Non-Faculty) Committee

Reviews applications from non-faculty and recommends to Human Resources those to be considered for educational leave.

Faculty Cluster Committees

All faculty are members of a faculty cluster, where faculty meet with peer discipline faculty and discuss all matters related to student performance, textbook selection, course and program development, course revisions and all other matters pertaining to teaching and learning.

Faculty Promotion Committee

Reviews requests for promotion of faculty who have been recommended for advancement in rank by the faculty member's supervisor and whose requirements have been verified by Human Resources.

General Education Committee

Reviews the general education philosophy, learning outcomes and courses included in the General Education

Requirements for Bachelors and Associate degrees (see Board Policy 6Hx-18-2.02, General Education Program, [District Board of Trustees Policies](#)).

Honors College Advisory Committee

Provides direction for the development and implementation of an Honors program and courses, guidelines for Honors projects, and standards for student registration and exit from Honors courses.

QEP Committee

Implementation of the QEP as approved by SACS-COC.

Sabbatical Leave Committee

Reviews application from faculty and recommends to the VPAA those to be considered for sabbatical leave.

Staff & Program Development Committee (Academic Affairs)

Reviews all requests for S&PD funds submitted by Academic Affairs departments and makes recommendations for funding to the VPAA.

Strategic Planning Committee

A broad-based planning team that developed the foundation of the College's Strategic Plan including the Mission, Objectives, and recommendations to the President's Staff, President and Board of Trustees.

Academic Affairs Ad Hoc Committees

In addition to service on standing committees, Palm Beach State College faculty participates in ad hoc committees, which are formed to address academic or other issues, which may arise. These committees make recommendations with regard to disposition of the issue raised.

Student Services Standing Committees

Commencement Committee

To implement policies and procedures pertaining to the commencement ceremonies. To assess and provide recommendations for changes and improvements to the commencement ceremony for the College President's approval.

Creating the Great Experience Committee

To encourage and enhance awareness of behaviors, decisions & processes which foster a positive experience through data collection, communication, and collaboration in order to increase retention, engagement and public perception within the College Community.

Enrollment Management Committees

To identify strategies to achieve and maintain the optimum recruitment, retention and success of students. Faculty serve on Steering Committee and served on various action teams that created the 2009-12 Enrollment Management Plan.

First Year Experience Committee

To encourage and enhance awareness of behaviors, decisions & processes which foster a positive experience through data collection, communication, and collaboration in order to increase retention, engagement and public perception within the College Community.

Student Activities Fee Committee

A budget committee comprised of students, faculty, staff, and administration to review funding requests and recommend budget dollars to be distributed to the campuses, athletics, transportation, programs, and events.

EMPLOYEE BENEFITS

Office of Human Resources

4200 Congress Avenue, MS# 10
Lake Worth, FL 33461
(561) 868-3114 Telephone
(561) 868-3131 Facsimile

For more information on employee benefits, please see the Human Resources website:
www.palmbeachstate.edu/hr

- About HR
- Benefits
- Employee Resource Center
- Professional Development
- Recruitment/Hiring Process

ELEARNING (DISTANCE LEARNING & INSTRUCTIONAL TECHNOLOGY)

Distance Learning

eLearning (distance learning) classes provide increased student access through alternative education delivery systems and provide the students flexibility of time and location. All instructional material for online courses is provided via the Internet – including the syllabus, lectures, assignments, projects, discussions, chat rooms, assessments, email, and various other multimedia course components. Students may contact their instructors and other classmates using any of the communication tools available on the course site as well as the telephone and sometimes during on-campus meetings. eLearning classes generally utilize a Learning (course) Management System (LMS) to present these classes fully online. Palm Beach State currently uses the Blackboard Learn 9.1 learning management system.

The chief difference between face-to-face courses and eLearning online courses is the course delivery. These courses have the same educational objectives as face-to-face classes, are fully accredited, and appear on a student's transcript without any special course/program designation. Palm Beach State distance courses require an additional course fee, as noted in the class schedule.

For complete eLearning Policies and Procedures, please see Section N, of the 2015-16 Academic Management Manual, at www.palmbeachstate.edu/academic-management-manual/section-n.pdf. The web address for Blackboard is <https://palmbeachstate.blackboard.com>.

Online Courses

Online courses offer a world of resources to students who have Internet access. These courses provide instruction asynchronously (anytime) and are accessible from anywhere as long as the student has a computer and an Internet connection. Students can collaborate with the instructor and other students by using communication tools built into the learning management system (LMS).

eLearning Courses Include:

- Web Component – The instructor develops/utilizes a companion website for the face-to-face class where students may interact through messaging. The instructor may provide handouts, presentation slides, and/or administer assignments or tests. Students may use their own computer with an Internet connection or may use a computer at one of Palm Beach State's locations.
- Hybrid – In this type of class, 50% of the content must be in a face-to-face environment. The remainder of the instruction is conducted online through an instructor developed online course site utilizing the Blackboard LMS.
- Online – In this class, all of the instruction is delivered online via the Blackboard LMS. Students may be required to take examinations in a secured testing environment.

eLearning faculty members are faculty who go through the same credentialing as traditional face-to-face faculty teaching on campus classes. Both full-time and part-time (adjunct) faculty must meet the criteria for academic and professional preparation, per Palm Beach State Board Policy number 6Hx-18-5.25, Legal Authority 240.313 FS, 240.319 FS.

Course Certification

The eLearning department certifies course sites based on the 'Course Site Certification Rubrics' provided in Section N, of the 2015-16 Academic Management Manual. Sites must meet a 'Meets Standards' rating level on all Rubric criteria in order to be certified and be offered for as a course at Pam Beach State College.

A course shell will be provided by eLearning upon an instructor's request for development of the course. When an instructor finishes development of their Blackboard (Bb) course site, a request for certification needs to be sent to the eLearning Department.

The site will be reviewed using the 'Online Course Certification Guidelines' (<http://www.palmbeachstate.edu/academic-management-manual/section-n.pdf>) and the instructor will be notified of the result. PantherNet will be updated to reflect instructor's approved certification status.

The instructor needs to notify their department of their approved certification(s) and request to have their course(s) listed/updated in PantherNet with a special designator(s) to reflect the Component, Hybrid or Online status for the next semester. This designator needs to be added into PantherNet's Instructor Resource Management System in order for the course to be offered (and have a course site available) via the Blackboard Learning (course) Management System. If this course modifier is not in place before first day of registration of the upcoming semester, the Bb course site will not be activated for that term and delivery of instructional content via Blackboard will not be possible.

eLearning Advisory & Peer-Evaluation Committee

A faculty-based eLearning Committee meets quarterly each year and serves on an advisory basis, reviewing proposed policy changes, new technological initiatives, as well as serve, as a peer-based evaluation committee should any faculty contest site reviews and certification. This committee has the right to make final recommendations and site certification decisions if faculty does not accept site development recommendations of the eLearning Department.

eLearning Department Distance Learning Services

The department offers the following services:

- Design and maintains a course template to provide standard look of the online course sites. The department assigns these templates to instructional staff for development of course material;
- Provide workshops and online tutorials on course development standards, policies and best pedagogical practices;
- Provide assistance with development of course material, including general advice on site organization of material, as well as assistance with file formatting and development of course material;
- Certify courses to ensure quality and compliance with course site requirements;

- Work with assigned faculty/instructors to develop College-owned courses;
- Support instructional staff with functions and use of Blackboard and other instructional software;
- Meet with the eLearning Advisory Committee on regular basis to review policies, procedures, and possible course site certification resolutions.

Blackboard (eLearning) Training & Workshops

Palm Beach State College offers many ways for faculty to develop professional content and skills. Among these opportunities are Development Days that are offered in the fall and spring terms, and independent development supported by Staff & Program Development (S&PD) funds. Information on Development Days will be updated throughout the year.

Training in Blackboard is ongoing. In addition to Blackboard workshops, several individual 'Tool and Best Tool Practices' for all major Bb Tools, best online pedagogical principles and various instructional software workshops are offered for instructors wishing to improve their skill in utilizing a particular function provided in the Blackboard platform, development of instructional digital content and/or teaching with technology. Please check the following web page for the next available training sessions:

www.palmbeachstate.edu/instructionaltechnology/workshops-ed/default

Complete eLearning Guidelines

For complete eLearning Guidelines, please see Section N, of the 2015-16 Academic Management Manual at www.palmbeachstate.edu/academic-services/academic-management-manual/section-n.pdf. For assistance and additional information please contact Sidney Beitler, eLearning Director, by phone (561) 868-3484 or email Beitlers@palmbeachstate.edu. Staff and campus contact information is available at [eLearning Contact Information - Location - Hours](#).

Dr. Floyd F. Koch Honors College

In keeping with the mission of Palm Beach State College, the purpose of the **Honors College** is to provide a challenging and supportive academic environment in which students are encouraged to think critically, demonstrate leadership, and develop ethical standards. The Honors College pursues an interactive learning experience where students acquire a creative and comprehensive understanding of concepts in an interdisciplinary and global context. Palm Beach State Honors students and faculty share a commitment and civic responsibility that extends beyond the classroom to local, national, and international communities.

For more information visit: www.palmbeachstate.edu/honors or come by the office. The Honors College office is located on the Lake Worth campus, in the Center for Bachelor's Programs, room CBP 314.1. Our office hours are Monday through Friday 9am – 5:30pm. (Summer hours: Monday through Thursday 8:30am - 5:30pm).

Honors Curriculum

The Honors College curriculum is a two-year program building on Palm Beach State College institutional commitment to general education instruction. Students in the Honors College are expected to explore intellectual options and reject narrowly defined paths of knowledge. Following the Aristotelian ideal, it is the goal of the Honors College to produce individuals whose capacity for judgment can broach broad questions of human existence, of what it means to live in a millennial age, of the limits (and limitlessness) of our scientific reach, of the individual's responsibility in a global community. In short, it is the goal of the Honors College to produce individuals of good judgment. www.palmbeachstate.edu/honors/honors-curriculum

Honors Graduation: TWO TRACKS TO HONORS GRADUATION:

Honors Silver (formerly Honors Certificate): Students who fulfill the following requirements will be eligible for the Honors Silver seal:

- Complete 12 honors credit hours (any combination of honors classes or honors projects);
- Maintain a minimum cumulative GPA of 3.5;
- Earn at least a "B" in each honors class or honorized class.
- Earn at minimum of 20 points on the Honors Point System.

Honors Gold (formerly Honors Diploma): Students who fulfill the following requirements will be eligible for the Honors Gold seal:

- Complete 21 honors credit hours, of which:
 - Three (3) credit hours must be IDH2105, "Knowledge Through the Ages";
 - No more than six (6) credit hours can be in honors projects (honorized classes);
- Maintain a minimum cumulative GPA of 3.5;
- Earn at least a "B" in every honors class or honorized class;
- Earn at minimum of 40 points on the Honors Point System.

Students who are eligible for one of the above mentioned Honors graduation tracks submit an application by mail to the Honors College at Palm Beach State College (MS #29), 4200 Congress Avenue, Lake Worth, FL 33461, by e-mail to honors@palmbeachstate.edu or in person to the Honors College office. The form for students to apply is located here: [Honors College Graduation Application](#).

Honors College manager will evaluate the graduation application. If the student meets the requirements, and the application is approved, the application will be forwarded to the Graduation office. The Graduation office will make the Honors notation on the student's transcript and place an Honors gold or silver seal on the student's diploma. The student may pick up the Honors medallion before graduation by contacting the Honors College office.

Note: Diplomas with the Honors Silver or Honors Gold notation will be mailed to the students after graduation day.

Sabiduría

Sabiduría is an online, peer-reviewed journal highlighting the research work of Palm Beach State College Honors College students. All submitted manuscripts are reviewed by the Honors College manager, and then sent for formal evaluation to Honors College students who have been particularly chosen. The peer review process is a learning process for all parties. - www.palmbeachstate.edu/honors/sabiduria.

PROFESSIONAL DEVELOPMENT

Funds for Staff and Program Development (S&PD) for all Academic and Workforce areas are in the budget of the Vice President of Academic Affairs. To request funds for travel or an activity that enhances teaching and learning, full-time faculty and staff in the Academic and Workforce areas of the college will send proposals to the Vice President of Academic Affairs. For a detailed explanation of the proposal process, visit [Academic Affairs Staff & Program Development \(S&PD\)](#). An S&PD Committee (comprised of faculty, staff, and administrators) will review the proposals and make recommendations to the Vice President of Academic Affairs.

All proposals are due by the first business day of each month. The S&PD Committee reviews proposals on the 3rd Thursday in August through November and January through April. Proposals submitted in December and May through July will be reviewed and approved by the VPAA.

All proposals please visit www.palmbeachstate.edu/academicaffairs/spd-deadlines-vpaa-only for a complete list of due dates for the current Academic year.

The S&PD Committee looks forward to working with you and having you share your professional growth experiences with us. If you have further questions, please contact the office of the Vice President of Academic Affairs.

The Employee Resource Center web page provides a list of required professional development courses, policies, and forms for new employees - [Employee Resource Center](#).

Getting Results: A Professional Development Course for Community College Educators

The WGBH Educational Foundation (2006) produced an online course for faculty consisting of six modules aimed at both new and experienced teachers. The authors state that a key theme of this course is "to encourage faculty members to focus on what the students will do and take responsibility for their success."

- Module 1: Creating a Community of Learners
- Module 2: Planning for Outcomes
- Module 3: Active Teaching and Learning
- Module 4: Moving Beyond the Classroom
- Module 5: Teaching with Technology
- Module 6: Assessing Teaching and Learning

This course is utilized in the Adjunct Faculty Online Course FAC0099 and may be accessed free online at: <http://www.league.org/gettingresults/web/index.html>.

For additional free resources and professional development opportunities see the Teaching Resources section on pages 82-83 of this handbook.

RESOURCES FOR NEW FACULTY AND PROGRAM INSTRUCTORS

E-mail

What is my login ID?

Your login ID is your network-id. Your network-id is your email address without the @palmbeachstate.edu, (example: email address = doej@palmbeachstate.edu; network-id = doej). If you do not know your College email address you can go to the college website www.palmbeachstate.edu and click 'People Finder' then enter your name and press the 'Search button'.

Your name should appear in the list. Click on your name and your email address is listed on the bottom left of that page.

What is my Password/Pin?

Your Password is the same password you use to log into the Palm Beach State network. Please contact the Palm Beach State College iTAC Helpdesk Center at (561) 868-3100 or via email helpdesk@palmbeachstate.edu for password information.

Vehicle Information

Parking decals are issued free-of-charge to faculty and staff. Reserved parking decals are restricted to regular full-time and part-time employees. To obtain your decal, visit any campus Security Office and bring the following documents: (1) PantherCard, (2) vehicle registration, and (3) valid driver's license. Please visit the web page at www.palmbeachstate.edu/security/traffic-and-parking.

Faculty/Instructor Identification/PantherCard

Faculty will need to obtain an ID card or PantherCard. PantherCard gives you the convenience of one card for many functions at Palm Beach State! With your PantherCard, you will have access to many features, both on and off campus. These features include:

- Student / Staff ID / Library Card
- Printing / Copying
- Access to Palm Beach State College Wellness Centers
- Access to Media Technology Labs
- Access to Student Learning Centers (SLC Labs)
- Purchases at Follett Bookstores
- Purchases at Palm Beach State Cafeterias*
- Discounts at local merchants

Visit the bookstore at your campus or the LLRC at the Belle Glade campus to obtain your PantherCard today!

New Faculty/Instructor Onboarding

New regular part-time and full-time employees are required to attend a *College-wide Onboarding Informational Session* coordinated by the Office of Human Resources. The onboarding program presents new employees with Palm Beach State's structure, procedures, and services. The [Onboarding Resources](http://www.palmbeachstate.edu/hr/faq#development) website provides a list of required professional development courses, policies, and forms for new employees. For more information visit: <http://www.palmbeachstate.edu/hr/faq#development>

Employee Recognition

Palm Beach State has a number of awards and recognition that faculty and staff may be eligible for:

Adjunct Appreciation Week

Adjunct Appreciation Week is held once per academic year. The event recognizes adjunct professors for their commitment and support to the College. The Employee Recognition Committee sponsors the event and each campus coordinates activities and workshops.

Administrative Professionals Day

Administrative Professionals Day includes a workshop and luncheon. The event recognizes administrative professionals for their contribution to the workplace and enhances skills through a training seminar.

Bravo Award

The Bravo Award is a college-wide employee recognition program where specific actions that go beyond the call of duty, and behaviors that embody the philosophy and mission of Palm Beach State College are acknowledged.

Degree Recognition

Regular full-time employees earning an associate's, bachelor's, master's, educational specialist, or doctoral degree from a regionally accredited college or university will receive a \$1,000 increase to their base salary.

Service Recognition

The Length of Service Award Program recognizes employees for their eligible years of service to Palm Beach State College. The College recognizes regular full-time and part-time employees as Length of Service recipients

Retirement Recognition

Employees who retire from the College are given a retirement clock as appreciation for their dedication and years of service to the College. In addition, the Office of the President holds an annual Retirement Dinner.

TEACHING RESOURCES

"101 Things You Can Do the First Three Weeks of Class," Joyce Povlacs Lunde (Teaching at UNL, Vol.8, No. 1, August. 1986)

A catalog of suggestions for college teachers who are looking for fresh ways of creating the best possible environment for learning.

<http://www.unl.edu/gradstudies/current/teaching/first-3-weeks>

Active Learning for The College Classroom, Donald R. Paulson, (Chemistry and Biochemistry California State University, L.A.) & Jennifer L. Faust (Department of Philosophy California State University, L.A.) Article discussing active learning and cooperative learning as enhancements of professors' lectures rather than alternatives."

<http://web.calstatela.edu/dept/chem/chem2/Active/>

The ADD/ADHD Checklist, Sandra F. Rief, (LD OnLine®, copyright 1997 Prentice Hall Direct)

Excerpt from "The educators' guide to learning disabilities and ADHD."

www.ldonline.org/article/5885

"Classroom Management," Lisa Rodriguez, Ph.D.

This article discusses a wide range of student classroom behaviors from the annoying to the disruptive and suggests "preventive strategies and practical solutions."

<http://www.4faculty.org/includes/108r2.jsp>

"Managing Hot Moments in the Classroom," Lee Warren (Harvard University, Derek Bok Center for Teaching and Learning)

Strategies for turning "hot moments" in the classroom into learning opportunities for students.

isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

Navigating the Bumpy Road to Student-Centered Instruction, Richard M. Felder (1996) (Dept. of Chemical Engineering, NCSU) & Rachel Brent (School of Education, ECU)

Article providing a survey of a wide variety of active learning techniques, which can be used to supplement rather than replace lectures.

www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html

On Course: Strategies for Creating Success in College and in Life, Skip Downing (1997) (6th Ed. ©2011 Wadsworth, Cengage Learning)

This Facilitator's Manual is designed by educators for educators and provides a number of tools to help students succeed and increase retention.

Retrieved from: <http://www.oncourseinstructorsmanual.pdf>

Teaching Effectiveness Program at the University of Oregon: The Teaching and Learning Center established the Teaching Effectiveness Program (TEP) in response to grassroots efforts by faculty to get more support for their teaching. TEP has compiled a list of the questions these teachers frequently ask. Please see the topic headings below for Teaching FAQ's:

- [Presenting and Facilitating](#)
- [Motivating Students](#)
- [Issues of Respect](#)
- [Grading](#)
- [Managing the Class Climate](#)

- Balancing One's Life
- From the Veterans: Advice and Issues to Consider
- Outside Help for Your Students

Retrieved from the University of Oregon website: <http://tep.uoregon.edu/resources/faqs/index.html>

Tools for Teaching, Barbara Gross Davis (1993 1st Edition) A Publication in the Jossey-Bass Higher and Adult Education Series. Jossey-Bass Publishers: San Francisco. Web. School of Education, Indiana University Bloomington. Below is a comprehensive list of the chapters available online at the School of Education Indiana University Bloomington website.

To view the chapters listed visit: [School of Education Indiana University Bloomington "Tools for Teaching" pdf](#)

Preparing or Revising a Course
The Course Syllabus
The First Day of Class
Academic Accommodations for Students with Disabilities
Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender
Encouraging Student Participation in Discussion
Preparing to Teach the Large Lecture Course
Delivering a Lecture
Collaborative Learning: Group Work and Study Teams
Motivating Students
Helping Students Write Better in All Courses
Quizzes, Tests, and Exams
Allaying Students' Anxieties About Tests
Grading Practices
Preventing Academic Dishonesty
Fast Feedback
Watching Yourself on Videotape
Student Rating Forms

Campus-Specific Information

Palm Beach State College serves Palm Beach County from four campus locations. In addition, classes are held in area schools, hospitals and other places of business to maximize educational opportunities.

District Academic Affairs Administration:

Vice President:

Dr. Ginger L. Pedersen
Interim Vice President of Academic Affairs
Email: Pederseg@palmbeachstate.edu
Phone: (561) 868-3147
Office: AD 207

Dean – Curriculum & Educational Technology

(Vacant)
Email:
Phone: (561) 868-3891
Office: TC 417

Dean – Bachelor's Degree Programs:

Dr. Anita S. Kaplan
Email: Kaplana1@palmbeachstate.edu
Phone: (561) 868-4102
Office: CBP 119

Nursing BSN Director:

(Vacant)
Email:
Phone: (561) 868-4115
Office: CBP 123

Director of eLearning:

Sidney Beitler, Ed.S.
Email: Beitlers@palmbeachstate.edu
Phone: (561) 868-3484
Office: LL 103

Course Management Administrator:

Anne E. Guiler
Email: Guilera@palmbeachstate.edu
Phone: (561) 868-4088
Office: TC 417

Executive Director of Institutional Research & Effectiveness:

Dr. Donald W. Taylor
Email: Taylord@palmbeachstate.edu
Phone: (561) 868-3280
Office: TC 303.4

Assessment Director:

Karen D. Pain
Email: Paink@palmbeachstate.edu
Phone: (561) 868-3277
Office: TC 303.5

District Student Services Administration:

Vice President:

Dr. Peter R. Barbatis

Vice President of Student Services & Enrollment Management

Email: barbatip@palmbeachstate.edu

Phone: (561) 868-3142

Office: AD 204

Dean – Enrollment Management

Chuck H. Zettler

Email: Zettlerc@palmbeachstate.edu

Phone: (561) 868-3033

Office: CS 122

Assistant Dean – Enrollment Management

Helen F. Shub

Email: Shubh@palmbeachstate.edu

Phone: (561) 868-4160

Office: CS 109

Executive Director of Student Development:

(Vacant)

Email:

Phone: (561) 868-3375

Office: BK 110

Belle Glade Campus

1977 College Drive
Belle Glade, FL 33430
Phone: (561) 996-7222

Map: www.palmbeachstate.edu/locations/documents/BelleGlade.pdf

Website: www.palmbeachstate.edu/locations/belle-glade/

Serving residents of the western communities of Palm Beach County, Palm Beach State College at Belle Glade opened in 1972. The permanent facility was built in 1977 and occupied in January 1978. Guided since 1999 by a consortium of educational, community and civic leaders called the Glades Initiative Partnership Council, the College has expanded general education, occupational training, student services, and community outreach to meet the diverse educational needs of the area.

The Belle Glade location offers comprehensive courses for college transfer to four-year institutions as well as vocational, technical and continuing education courses. With support from the community, the Nursing Program for registered nursing admitted the first cohort of students in January of 2006. The Belle Glade community celebrated the graduation of these students as they earned an A.S. degree in the fall of 2007.

The 470-seat Dolly Hand Cultural Arts Center at Belle Glade was completed in 1982, and the lobby was added in 1996. The theater offers a variety of cultural and entertainment performances and is available for rental by individuals and organizations.

Palm Beach State College's new Technical Education Center in Belle Glade is complete and open for classes. The 33,982-square-foot Technical Education Center is the start of economic redevelopment and revitalization for the area in order to stimulate growth and help the local economy. It houses programs such as welding, agricultural sciences, a corrections academy, and construction trades including carpentry, masonry, plumbing, welding, and heavy bus/truck mechanic and electrical. In addition, it houses the Sugar Technology Institute, which offers the only sugar technology associate degree in the United States.

Belle Glade Campus Administration:

Provost:

Dr. Holly Bennett

Email: Benneth@palmbeachstate.edu

Phone: (561) 993-1126

Office: CRA 104

Dean:

Kristy K. Taylor (Interim)

Dean of Educational Services

Email: Taylork@palmbeachstate.edu

Phone: (561) 993-1425

Office: TEC 215

Assistant Dean:

Latanya L. McNeal

Assistant Dean of Student Services

Email: Mcneall@palmbeachstate.edu

Phone: (561) 993-1176

Office: CRA 105

Boca Raton Campus

3000 Saint Lucie Avenue
Boca Raton, FL 33431
Phone: (561) 393-7222

Map: www.palmbeachstate.edu/locations/documents/BocaRaton.pdf

Website: www.palmbeachstate.edu/locations/Boca-Raton/

Since 1971, Palm Beach State College has been serving the greater south Palm Beach County area from its campus in Boca Raton, conveniently located adjacent to Florida Atlantic University. Many students take advantage of the unique partnership between the two institutions to earn a baccalaureate degree at one location. Palm Beach State's Boca Raton campus provides its students with state-of-the-art classrooms and laboratory facilities. In addition, all Palm Beach State College students enjoy full-use privileges at the FAU library.

Palm Beach State College at Boca Raton offers classes for those seeking a college degree as well as those interested in job training, upgrading of skills and personal enrichment workshops. Well known for addressing the learning needs of the entire local community, Palm Beach State College at Boca Raton also offers Corporate and Continuing Education including Business and Industry training, and Summer Youth College for children ages 8-14. The campus also houses the Small Business Development Center.

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Lake Worth Campus

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Map: www.palmbeachstate.edu/locations/documents/LakeWorth.pdf

Website: www.palmbeachstate.edu/locations/Lake-Worth/

Palm Beach State College at Lake Worth is the College's largest and longest established campus. Bordered by Lake Osborne and John Prince Park, this 114-acre campus offers numerous programs for those planning to transfer to universities, enter, or advance in the workforce. Palm Beach State College's intercollegiate athletic teams play and practice at this campus, which also offers a childcare center, fitness center and wellness programs for students and employees.

The spacious Watson B. Duncan III Theatre serves as the campus' performing arts instructional facility and hosts a variety of cultural and entertainment events for the public. The Natural Science Building provides state-of-the-art classrooms and laboratories for chemistry, biology, microbiology, anatomy, physiology, physical sciences, earth sciences, geology, physics, and astronomy. The campus's new Public Safety Complex houses the Fire Science, Paramedic, Law Enforcement and Corrections programs on the east end of the campus.

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Palm Beach Gardens - Edward M. Eissey Campus

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Map: www.palmbeachstate.edu/locations/documents/PalmBeachGardens.pdf

Website: www.palmbeachstate.edu/locations/Palm-Beach-Gardens/

The Palm Beach Gardens campus is a permanent, full-time facility offering associate in arts and associate in science degrees and certificate programs. Palm Beach State College at Palm Beach Gardens, opened in 1982, is also known as the Edward M. Eissey campus, and offers credit and noncredit courses, programs and workshops to approximately 17,000 students each year. In addition to offering associate in arts degrees, associate in science degrees and certificates, the Eissey Campus offers several programs unique to the College, such as radiography; sonography; respiratory care; landscape and horticulture management, and paralegal. The Eissey Campus is located on 123 acres in North Palm Beach County nine major buildings in a spectacular Florida setting.

The Bioscience Complex opened in 2008 and houses an expanded science curriculum and biotechnology, environmental science and electrical power degree programs. The campus features a newly renovated, state-of-the-art Library Learning Resource Center, modern multimedia classrooms and laboratories, a horticultural nursery, the 250-seat Alfred W. Meldon Lecture Hall, an art gallery, and a wellness center. In 2009, the Myrna Rubenstein Pavilion was constructed, which serves as a gathering place for numerous student activities and events. This area at the center of the campus also has an impressive ecological pond that allows students to have a peaceful place to study or meet. The 750-seat Edward M. Eissey Campus Theatre is a cultural hub for northern Palm Beach County, presenting community educational programs as well as family entertainment through its popular "Arts in the Gardens" guest artist series. The Center for Early Learning, a state-of-the-art childcare center-serving child of Palm Beach State students and employees,

Each year the campus hosts the prestigious Math Science Institute, the Kids on Campus, the Holocaust Remembrance event, and many other curricular and co-curricular programs.

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