2019-2020
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

www.palmbeachstate.edu/AcademicServices/Faculty-Information
Academic Affairs
2019-20 Faculty/Program Instructor Handbook

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An Equal Opportunity Institution

Palm Beach State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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.
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INTRODUCTION

A Message from the Vice President of Academic Affairs

Dear Faculty and Instructors,

On behalf of the entire administration at Palm Beach State College, I would like to warmly welcome you to the 2019-20 academic year.

For those of you who are new to our faculty and instructor ranks, you join an academic community dedicated to our mission of empowering students to change their lives. We accomplish this goal as we embrace a student-centered approach to teaching and learning, and as we seek to open educational doors for the students we welcome to the College.

With learning at the core of the College’s activities, the faculty and instructors at Palm Beach State College are a critical component of our College community, and I am proud of the work faculty and instructors do every day to support this institution and promote high student achievement.

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 (yoher@palmbeachstate.edu) or phone (561) 868-3147.

I encourage you to become familiar with PBSC’s new Strategic Plan that was developed last year. The three new institutional outcomes of ENGAGE, EXPAND, and EXCEL will provide a new focus for all as we renew our commitment to student success, with particular emphasis on student completion.  
[www.palmbeachstate.edu/ire/StrategicPlanning](http://www.palmbeachstate.edu/ire/StrategicPlanning)

A new broad-based initiative focused on student completion is Guided Pathways. I invite you to learn more about this comprehensive reform movement on our website, [www.palmbeachstate.edu/career-pathways](http://www.palmbeachstate.edu/career-pathways)

Palm Beach State College is a special place where we all grow and learn. To that end, I hope that this Handbook serves as a single-source guide for you along your journey this academic year. As we embrace growth in student enrollment and new initiatives for excellence, I hope you will feel the excitement I do for the upcoming year. I look forward to working with you.

Again, welcome to what will be a rich and rewarding academic experience.

Sincerely,

Roger L. Yohe, Ph.D.
Vice President of Academic Affairs
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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, 2019-2020
- Barbara J. Miedema, Chair
- Wendy S. Link, Esq., Vice Chair
- Carolyn L. Williams
- Philip H. Ward, III, Esq.
- Darcy J. Davis
- John Smith, Student Trustee

Meeting Dates and Locations for 2019-2020
www.palmbeachstate.edu/boardoftrustees
District Board of Trustees Web Page (with board policies)
www.palmbeachstate.edu/boardoftrustees/district-board-of-trustees-policies

Accreditation Statement
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
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Equal Opportunity Statement and Disability Access
Palm Beach State College, an equal access/equal opportunity institution, complies with all applicable federal and state laws and therefore does not discriminate on the basis of race, color, creed, ethnicity, national origin, gender, sexual orientation, age, religion, marital status, veteran status, disability, genetic information, pregnancy status, and any other factor protected under the law, state or federal, in employment, admissions, or educational programs section and activities. Information regarding the Nondiscrimination Policy may be obtained from the Assistant Director, Human Resources and Equity Officer, Office of Human Resources at (561) 868-3111 or via email to Juanita T. Hook at hookj@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), vote passes these amendments. A record of the vote of each member present is kept in the Board minutes.
GENERAL INFORMATION

Strategic Plan, Vision, Mission and Values

VISION
Palm Beach State College is nationally recognized as an innovative academic leader advancing student success through its unparalleled commitment to excellence, engagement, and dynamic partnerships.

MISSION
PBSC provides student-centered learning experiences that transform lives and strengthen our community.

VALUES

TRANSFORMATIONAL
We provide pathways and opportunities that positively and profoundly change the lives of our constituents.

CONSCIENTIOUS
We will serve the College, community and global society as we aspire to always do what is right, just and fair.

OPTIMISTIC
We inspire hope and encouragement in our constituents for the achievement of their goals and in the pursuit of lifelong learning.
Goals, Strategies, and Outcomes 2023

STRATEGIC PLAN 2018-2023
PALM BEACH STATE COLLEGE

GOALS

ENGAGE
Strengthen internal and external relationships through engaging and high-quality experiences.

- Achieve a Healthy and Diverse Culture
- Build Learning Environments
- Connect to Community

EXPAND
Ensure growth by attracting and retaining students through effective alignment of programs, services and resources for a changing marketplace.

- Evaluate and Align Offerings
- Grow Enrollment and Retention
- Maximize Resources

EXCEL
We will amplify our impact on the community, leading with talented people, innovative practices, diversity and performance excellence.

- Accelerate Completion
- Grow Talent
- Escalate Continuous Improvement

TACTICS - action items that are established yearly to assist in strategy execution.

OUTCOMES 2023

ENGAGE
- 90% Key Stakeholder Engagement

EXPAND
- 15% Retention Rate Increase (part-time students)
- 15% FTE Growth

EXCEL
- 20% Completion Rate Increase
- 25% AA Students Attain Micro-Credential

palmbeachstate.edu/IRE/StrategicPlanning

INSPRING HOPE, ADVANCING SKILLS, TRANSFORMING LIVES
### Nominations for Strategy Champions, Team Members and Cabinet Liaisons

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<td>General Counsel</td>
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<td>Juanita Hook (Co-Champion)</td>
<td>Assistant Director HR and Equity Officer</td>
<td>District</td>
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<td>Becky Mercer (Co-Champion)</td>
<td>Associate Dean</td>
<td>Palm Beach Gardens</td>
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<td>John M. Maloney (Team Member)</td>
<td>Student Development and Disability Support Advisor</td>
<td>Loxahatchee Groves</td>
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<td>Natacha Nettles (Team Member)</td>
<td>Student and Career Development Advisor</td>
<td>Boca Raton</td>
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<td>Dr. Emmanuel Alvarado (Team Member)</td>
<td>Professor II</td>
<td>Palm Beach Gardens</td>
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<td>Dr. Sankaranarayana Chandramohan (Team Member)</td>
<td>Professor III</td>
<td>Lake Worth</td>
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<tr>
<td>Don Lawrence (Team Member)</td>
<td>Student Development Advisor II</td>
<td>Lake Worth</td>
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<tr>
<td>Karline Prophete (Team Member)</td>
<td>Program Director, Teacher Education K-12 Programs</td>
<td>Lake Worth</td>
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<td>Rachel McDermott (Team Member)</td>
<td>Associate Professor, ATD Team Leader</td>
<td>Boca Raton</td>
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<td>Helen Shub (Team Member)</td>
<td>Assistant Dean, Enrollment Management</td>
<td>Lake Worth</td>
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<tr>
<td>Israel Johnson (Team Member)</td>
<td>Adjunct Instructor, Hospitality Management</td>
<td>Lake Worth</td>
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<tr>
<td>Shadreck Chitsanga (Team Member)</td>
<td>Professor III</td>
<td>Palm Beach Gardens</td>
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<td>Edward H. Tucker (Team Member)</td>
<td>Student Development and Outreach Advisor</td>
<td>Belle Glade</td>
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<td>Bernadette Russell (Cabinet Liaison)</td>
<td>VP - e-Learning Instructional, Provost</td>
<td>Boca Raton</td>
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<td>Ken Libutti (Co-Champion)</td>
<td>Chief Information Officer</td>
<td>District</td>
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<td>Eliana Mukherjee (Co-Champion)</td>
<td>Professor II</td>
<td>Palm Beach Gardens</td>
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<td>Robb Erwin (Team Member)</td>
<td>Interim Instructional Technology Training Coordinator</td>
<td>Boca Raton</td>
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<td>Jim Robinette (Team Member)</td>
<td>Instructional Designer</td>
<td>Palm Beach Gardens</td>
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<td>David Edris (Team Member)</td>
<td>IT Customer Support and QA Director</td>
<td>Lake Worth</td>
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<td>Kimberly Lancaster (Allen) (Team Member)</td>
<td>Associate Dean</td>
<td>Lake Worth</td>
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<td>John Wasukans (Team Member)</td>
<td>Facilities Director</td>
<td>Lake Worth</td>
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<td>Heather J. Naylor (Team Member)</td>
<td>Professor I</td>
<td>Palm Beach Gardens</td>
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<td>Holly Thompson (Team Member)</td>
<td>Client Services Manager</td>
<td>Palm Beach Gardens</td>
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<td>Colette Chiacchio (Team Member)</td>
<td>Assistant Professor</td>
<td>Loxahatchee Groves</td>
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<td>Bob Priolo (Team Member)</td>
<td>Facilities Assistant Director</td>
<td>Lake Worth</td>
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<td>Gloria McAllister (Team Member)</td>
<td>Program Director</td>
<td>Belle Glade</td>
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<thead>
<tr>
<th>Connect to Community</th>
<th>College Role</th>
<th>Campus</th>
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<tbody>
<tr>
<td>Diego Meeroff (Cabinet Liaison)</td>
<td>Director, College Relations</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Rachael Boniarro (Co-Champion)</td>
<td>Executive Director, Community Engagement and Special Assistant to the President</td>
<td>District</td>
</tr>
<tr>
<td>Stephen Joyner (Co-Champion)</td>
<td>Executive Dean, Center</td>
<td>Loxahatchee Groves</td>
</tr>
<tr>
<td>Brian Seymour (Team Member)</td>
<td>Gunster, Real Property Practice</td>
<td>External Member</td>
</tr>
<tr>
<td>Karen Cover (Team Member)</td>
<td>Career Center Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Ana Thomas (Team Member)</td>
<td>Corporate Partnerships Director</td>
<td>District</td>
</tr>
<tr>
<td>Jernae Thomas (Team Member)</td>
<td>Financial Aid Manager</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Mark Alexander (Team Member)</td>
<td>Executive Director Theaters</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Nicholas Mihaljevic (Team Member)</td>
<td>Outreach Program Specialist</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Carolyn Allen (Team Member)</td>
<td>Associate Professor</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Matthew Watkins (Team Member)</td>
<td>Veteran Affairs Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Robin Johnson Blake (Team Member)</td>
<td>Community Relations Director</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Precious Pace</td>
<td>Security Sergeant</td>
<td>Belle Glade</td>
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Nominations for Strategy Champions, Team Members and Cabinet Liaisons (continued)

<table>
<thead>
<tr>
<th>Evaluate and Align Offerings</th>
<th>College Role</th>
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<tr>
<td>Rachael Boniarro (Cabinet Liaison)</td>
<td>Executive Director, Community Engagement and Special Assistant to the President</td>
<td>District</td>
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<tr>
<td>Karen Pain (Co-Champion)</td>
<td>Assessment and Special Projects Director</td>
<td>District</td>
</tr>
<tr>
<td>Barbara Cipriano (Co-Champion)</td>
<td>Associate Dean, Public Safety</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Dana Hamadeh (Co-Champion)</td>
<td>Associate Dean STEM</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Michele Tuggle (Team Member)</td>
<td>Professor II</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Jyrece McClendon (Team Member)</td>
<td>Associate Dean</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Arthur Brockway (Team Member)</td>
<td>Associate Professor</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Edward Willey (Team Member)</td>
<td>Dean, Academic Affairs</td>
<td>Loxahatchee Groves</td>
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<tr>
<td>Thomas Gauthier (Team Member)</td>
<td>Associate Dean, Trade and Industry</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Kristy K. Taylor</td>
<td>Interim Associate Dean</td>
<td>Belle Glade</td>
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<tr>
<th>Grow Enrollment and Retention</th>
<th>College Role</th>
<th>Campus</th>
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</thead>
<tbody>
<tr>
<td>Peter Barbatis (Cabinet Liaison)</td>
<td>VP - Student Services &amp; Enrollment Management and Interim Provost</td>
<td>District</td>
</tr>
<tr>
<td>Kathleen Kerran-McCoy (Co-Champion)</td>
<td>Dean, Student Development</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Roy Vargas (Co-Champion)</td>
<td>Dean, Academic Affairs</td>
<td>Boca Raton</td>
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<tr>
<td>Roberto Carballiso (Team Member)</td>
<td>Interim Assistant Dean, Student Services</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Doug Doran (Team Member)</td>
<td>Director of Admissions</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Sheila Scott-Lubin (Team Member)</td>
<td>Associate Dean</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Anthony Piccolino (Team Member)</td>
<td>Professor III</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Stephen Joyner (Team Member)</td>
<td>Executive Dean, Center</td>
<td>Loxahatchee Groves</td>
</tr>
<tr>
<td>Linda Lebile</td>
<td>Associate Dean</td>
<td>Palm Beach Gardens</td>
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<tr>
<td>Mareta Iosia-Sizemore</td>
<td>Interim Athletics Director</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Marcella A. Montesinos</td>
<td>Honors College Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>David Gabriel</td>
<td>Coordinator of the AMP Program</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Lynmmaine Gomes-Highsmith</td>
<td>Program Director, PSAV</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Latisha Myrick</td>
<td>Student Development Advisor</td>
<td>Lake Worth</td>
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<tr>
<th>Maximize Resources</th>
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<th>Campus</th>
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<tbody>
<tr>
<td>Robbi Stivers, (Cabinet Liaison)</td>
<td>VP - Administration and Business Services</td>
<td>District</td>
</tr>
<tr>
<td>David Chojnacki (Co-Champion)</td>
<td>Procurement Director</td>
<td>District</td>
</tr>
<tr>
<td>Maureen Capp (Co-Champion)</td>
<td>Resource and Grant Development Director</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Maureen Capp (Team Member)</td>
<td>Resource and Grant Development Director</td>
<td>District</td>
</tr>
<tr>
<td>Kathi Schaeffer (Team Member)</td>
<td>Student Activities Manager</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Alvin Johnson (Team Member)</td>
<td>Associate Professor</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Juana Montalban (Team Member)</td>
<td>PSAV Instructor II</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Jadeen Notice (Team Member)</td>
<td>Assistant Controller</td>
<td>District</td>
</tr>
<tr>
<td>Jessica Bender (Team Member)</td>
<td>Auxiliary Services and College Card Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Accelerate Completion</td>
<td>College Role</td>
<td>Campus</td>
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<tr>
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</tr>
<tr>
<td>Roger Yohe</td>
<td>Vice-President, Academic Affairs</td>
<td>District</td>
</tr>
<tr>
<td>Velmarie Albertini</td>
<td>Dean, Curriculum</td>
<td>District</td>
</tr>
<tr>
<td>Helen Shub</td>
<td>Assistant Dean, Enrollment Management</td>
<td>Lake Worth</td>
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<tr>
<td>Sheri Goldstein</td>
<td>Dean, Student Services</td>
<td>Boca Raton</td>
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<tr>
<td>Irving Berkowitz</td>
<td>Dean, Academic Affairs</td>
<td>Lake Worth</td>
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<tr>
<td>Eddie Viera</td>
<td>College Financial Aid Director</td>
<td>District</td>
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<tr>
<td>Debra Jackson</td>
<td>Interim Assistant Dean, Student Services</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Sandra Jakobow</td>
<td>Career Center Manager</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Jane Fisher</td>
<td>Program Director, Instruction Surgical Technology</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Ira A. Rosenthal</td>
<td>Professor I</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>John Scarpino</td>
<td>Student Learning Center Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Patricia Hoyle</td>
<td>Business Analyst II</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Susan Bierster</td>
<td>ERP Functional Manager Associate Dean Academic</td>
<td>Lake Worth</td>
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<tr>
<td>Roberto Carballoso</td>
<td>Interim Assistant Dean, Student Services</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Anita Kaplan</td>
<td>Dean, Bachelors' Degree Programs</td>
<td>Lake Worth</td>
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<tr>
<th>Grow Talent</th>
<th>College Role</th>
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<tbody>
<tr>
<td>David Rutherford</td>
<td>Vice-President, Advancement</td>
<td>District</td>
</tr>
<tr>
<td>Barb Matias</td>
<td>Director, Human Resources</td>
<td>District</td>
</tr>
<tr>
<td>Africa Fine</td>
<td>Associate Professor</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Tunjarnika Coleman-Ferrell</td>
<td>Provost and Dean</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Tracy Ciucci</td>
<td>Professor II</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Amber Palomares</td>
<td>Career Development Advisor II</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Matt Klauba</td>
<td>Professor III</td>
<td>Lake Worth</td>
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<tr>
<td>Anthony Piccolino</td>
<td>Professor</td>
<td>Lake Worth</td>
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<tr>
<td>LaTanya McNeal</td>
<td>Executive Dean, Center</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Marileidy Guzman</td>
<td>Student Conduct Coordinator</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Andrew Cronkhite</td>
<td>Application Support Services Director</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Eva Cruz</td>
<td>E-Learning Operations Coordinator</td>
<td>Boca Raton</td>
</tr>
<tr>
<td>Felicia Phair</td>
<td>Interim Assistant Dean, Student Services</td>
<td>Palm Beach Gardens</td>
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<tr>
<th>Escalate Continuous Improvement</th>
<th>College Role</th>
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<tbody>
<tr>
<td>Ginger Pedersen</td>
<td>Vice-President, Information Services</td>
<td>District</td>
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<tr>
<td>Van Williams</td>
<td>Dean, Student Services</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>William “Patch” Paczkowski</td>
<td>Professor II</td>
<td>Palm Beach Gardens</td>
</tr>
<tr>
<td>Angel Camilo</td>
<td>Business Intelligence Developer</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Edith Robinson-Johnson</td>
<td>Quality and Customer Service Director</td>
<td>District</td>
</tr>
<tr>
<td>James Storms</td>
<td>Facilities Planning Assistant Manager</td>
<td>District</td>
</tr>
<tr>
<td>Debra-Anne J. Singleton</td>
<td>Learning and Professional Development Manager</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Anthony William Perrone</td>
<td>Director of Project Management</td>
<td>District</td>
</tr>
<tr>
<td>Kimberly Lancaster</td>
<td>Associate Dean, Business</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Karline Prophetete</td>
<td>Program Director, Teacher Education K-12 Programs</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Carrie Thompson</td>
<td>Professor I</td>
<td>Belle Glade</td>
</tr>
<tr>
<td>Nikki Champagnie</td>
<td>Student Development Director</td>
<td>Lake Worth</td>
</tr>
<tr>
<td>Hector Hernandez</td>
<td>Associate Professor</td>
<td>Lake Worth</td>
</tr>
</tbody>
</table>
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) 996-7222

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

Boca Raton
Palm Beach State College
801 Palm Beach State College Drive
Boca Raton, FL 33431
Phone: (561) 393-7222

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) 967-7222

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

Loxahatchee Groves
Palm Beach State College
15845 Southern Boulevard
Loxahatchee, FL 33470
Phone: (561) 790-9000

Map: N/A
Website: www.palmbeachstate.edu/locations/Loxahatchee/

Palm Beach Gardens
Palm Beach State College
3160 PGA Boulevard
Palm Beach Gardens, FL 33410
Phone: (561) 624-7222

Map: Palm Beach Gardens Campus Map
Website: www.palmbeachstate.edu/locations/Palm-Beach-Gardens/
Academic and Registration Calendars
The comprehensive college calendar can be accessed at the following link:
www.palmbeachstate.edu/AcademicCalendar/

Academic Calendars
www.palmbeachstate.edu/academicaffairs/academic-calendars
Academic Calendars are completed three years in advance by the VPAA office. The process of creating the next Academic Calendar in the 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, Academic 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 of Trustees 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.

Compliance Calendar
You are encouraged to add the Compliance Calendar to your Outlook calendar. Follow these steps to ensure deadlines are not missed:
1. In the Outlook calendar, click on the Home tab.
2. Click on Add Calendar, and then click on From Address Book.
3. Type “Compliance” in the search bar, and “Compliance – Calendar” will populate in Calendar box below, and then click “OK.”

Awards
The College is authorized to award bachelor’s and associate degrees, college credit certificates, vocational certificates, applied technology diplomas, and advanced technical diplomas. (See Board Policy 6Hx-18-2.06 Instructional Program www.palmbeachstate.edu/boardoftrustees/Documents/BoardPolicies/Section2/2.06.pdf)

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 14-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 and Key Semester Dates
www.palmbeachstate.edu/academicaffairs/Final-Exam-Schedules
Calendar of Events
Palm Beach State College offers several 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)

Faculty Development Online Course
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

Information on Security Awareness Training
As part of the College’s efforts to address the increasing cyber threats to the security of our information systems and data, a comprehensive information security awareness training program has been rolled out by the Information Security Office for all faculty and staff. Each member of the College community has a responsibility to safeguard the information assets entrusted to us, and the training program will better prepare all of us to strengthen our defenses against such attacks. Studies have shown that a substantial number of cyber-attacks involve the unintended actions of users of information systems, and this risk can be significantly lowered through an effective Information Security Awareness Training program.

To this end, all faculty on payroll with an active status are required to complete the Security Awareness Training by November 30, 2019 or within four weeks for any subsequent new hires. As outlined in the Information Security Awareness and Training board policy, this training will be required on an annual basis.

Training will be administered via online video through the KnowBe4 website. You will receive an email notification with instructions in September on how to access the training. Each video will focus on a specific security topic and conclude with questions to test comprehension.

For more information about PBSC’s Information Security Awareness Training, please contact the Service Desk at (561) 868-3100 or visit the Service Desk portal at servicedesk.palmbeachstate.edu/TDClient/Home/.

Emergency Operations Plan
Emergencies can occur at any time, without warning. Careful planning, with an emphasis on safety, can enable members of the Palm Beach State College community to respond appropriately to crises and emergencies and may prevent injury and save lives. Every member of the College community is responsible for emergency preparedness. The College is committed to supporting the safety and welfare of its students, faculty, staff, and visitors. For more information on the Emergency Operations Plan please go to www.palmbeachstate.edu/security/Emergency-Operations-Plan.

Emergency Alerts
Palm Beach State College uses Rave Guardian App to communicate with students and employees in an emergency. All employees and students will automatically receive emergency messages via:

- text messages on mobile devices
- audio messages on cell phones and/or home phones the College has on file
- emails

You will remain in this system unless you opt out.
Faculty are encouraged to download the mobile app Rave Guardian which will provide additional modes of communication and alerts during emergencies. For more information regarding the emergency alert system, please refer to Palm Beach State College’s Emergency Alert webpage www.palmbeachstate.edu/Security/Alert/.

VALCOM System
All College classrooms and laboratories, as well as other select locations, are, or will be, equipped with the capability to provide a voice alert to the campus Security office regarding an emergency occurring in that area. Those locations, including outdoor areas having public address speakers, can also receive alerts from Security concerning impending or current emergency situations.
Campus Lockdown
Lockdown is an emergency response measure in which individuals on campus receive instructions to immediately enter or remain inside a structure in an effort to protect themselves from an imminent threat of violence believed to be on the premises. It may involve a single building or the entire campus. A threat of violence may include, but is not limited to:

- Active shooter
- Hostage situation
- Riot
- Significant criminal or law enforcement activity in the neighborhood adjacent to the campus
- Lockdown of nearby schools

The graphic below contains important procedure information for evacuation, shelter-in-place, and campus lockdown emergencies:

Please refer to the Palm Beach State College [www.palmbeachstate.edu/security/Emergency-Operations-Plan](http://www.palmbeachstate.edu/security/Emergency-Operations-Plan) for detailed information on all emergency procedures.
Hurricane Preparedness

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 for Palm Beach County by the National Hurricane Center. All facilities in the district will be closed upon announcement of the decision to close the college.

Once the order to close the college has been issued, the Facilities Department will be installing shutters, powering down A/C units, placing trash and paper bins inside, securing buildings, placing sandbags, locking elevators, and doing other duties related to storm preparation. Non-Facility personnel should no longer be present on the campus during this phase of preparation. For the detailed College’s hurricane plan, please see the webpage at www.palmbeachstate.edu/safety/hurricane-preparedness.

Post-Storm Recovery

Authorized college personnel will conduct damage assessment and debris removal during the first daylight hours following the cessation of storm winds. Employees not authorized to be on the campus during this damage assessment should monitor local media sources for information about re-opening. Upon returning to the college, employees are to reverse preparations completed during the Hurricane Watch. Report damage or requests for assistance to the Facilities Department.

Security Office Locations and Contact Information

**Belle Glade**
CRB124
1977 College Drive
Belle Glade, FL 33430
(561) 993-1120

**Boca Raton**
BK104
801 Palm Beach State College Drive
Boca Raton, FL 33431
(561) 862-4600

**Lake Worth**
SEC121
4200 Congress Ave
Lake Worth, FL 33461
(561) 868-3600

**Loxahatchee Groves**
LGA114
15845 Southern Blvd.
Loxahatchee, FL 33470
(561) 790-9120

**Palm Beach Gardens**
SEC120
3160 PGA Blvd.
Palm Beach Gardens, FL 33410
(561) 207-5600

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, which can be found at www.palmbeachstate.edu/Security.
Library Learning Resources Centers (LLRCs)
The Lake Worth, Palm Beach Gardens, Belle Glade, and Loxahatchee Groves campuses offer onsite library services including orientations, textbooks on reserve, and research consultations.

Students, faculty, and staff at Palm Beach State - Boca Raton have library privileges at Florida Atlantic University https://libguides.fau.edu/pbsc/faulib and Palm Beach State College www.palmbeachstate.edu/Library/. The Loxahatchee campus library shares a space with the Student Learning Center in room LGA132.

The LLRCs provide a wide variety of online subscription databases that contain full-text e-books, e-journals, newspapers, streaming videos, and much more. Library databases are accessible through PantherWeb, Blackboard, EmployeeWeb (under Miscellaneous), and the library catalog https://union.discover.flvc.org/pc.jsp?st=&ix=kw. Your PantherCard is your library card and your PantherCard number is your Borrower ID (24901...). Your PIN is a four-digit number composed of your two-digit birth month and two-digit birth year (MMYY).

Student Learning Center (SLC)
The Student Learning Centers www.palmbeachstate.edu/SLC/ on each campus offer a variety of options to meet the academic support needs of individual students, including the following:

- **Tutoring help!** One-on-one and small group tutoring in most subject areas. Tutoring appointments available in most labs
- Open study areas staffed with discipline-specific tutors to guide students as they work and study independently
- Discipline-specific study groups hosted in some labs
- Interactive seminars and workshops on topics identified by students and faculty as critical to student success
- Hands-on access to Anatomy & Physiology models with tutoring assistance
- Personalized guidance for computer assisted coursework or course assignments in Blackboard

Belle Glade, Boca Raton, Lake Worth, Loxahatchee Groves, and Palm Beach Gardens Student Learning Centers are staffed with degreed tutors and/or peer tutors who are certified through the College Reading & Learning Association (CRLA) Tutor Training Program. Students have continuous access to SLC information through Facebook, Twitter, the College website, in-class orientations, and open house events.

Client Support Services
Client Support Services is part of the Information Technology (IT) department and provides leadership in college-wide technology resources, services, and support pursuant to the successful achievement of the College's mission.

Client Support Services provides College-wide support for technology including computer hardware, classroom technology, and AV technology. Services provided include computer and technology installations, moves, and design, event support, equipment checkout, classroom equipment orientation, hardware and software purchasing, and other services. For a complete list of IT services visit the Service Portal at https://help.palmbeachstate.edu.

IT Service Desk
The Service Desk is the first point of contact and provides remote technical support to students, faculty and staff. The Service Desk will make every effort to resolve an issue, answer a question or fulfill a request at the first point of contact. Tickets that the Service Desk are unable to resolve will be assigned to the appropriate IT support group for further analysis and resolution.

All requests for services from IT must begin at the IT Service Desk either by calling (561)-868-3100 or submitting a ticket via the service portal https://help.palmbeachstate.edu. Urgent requests must be phoned into the Service Desk during the Hours of Operation.
Pillars of Instructional Excellence

Philosophy Statement
In support of the Strategic Plan "Excel" goal - to amplify instructional excellence and to grow talent - Palm Beach State College recognizes the importance of the art and science of teaching and its impact on student success. PBSC values the skills and abilities that its faculty already maintains, while simultaneously recognizing the evolutionary nature of teaching and learning. The aim of faculty development is to enhance educator skills to promote success for all students. Faculty development will engage in such areas as innovative practices, diversity, and performance excellence while simultaneously growing our talents through engaging and high-quality experiences. The College is committed to providing opportunities and resources to aid faculty in their development. PBSC expects a culture of continuous self-reflection and learning among its faculty.

Introduction
The following Pillars of Instructional Excellence are outcomes that all PBSC faculty are expected to possess. Their purpose is to guide faculty development.

The category labeled “ESSENTIALS” identifies outcomes that all faculty should master by the end of year five. The “ADVANCED MASTERY” category provides a framework of opportunities for faculty to develop beyond year five.

It is possible that faculty develop beyond ESSENTIALS in their first five years. The Pillars are not exclusive; they often combine with others in practice. This is a living document which can, and should, change based on the needs of the faculty and the College.

www.palmbeachstate.edu/PIE
I. MANAGE
...employ methods and manage resources that create a positive learning environment to effectively promote opportunities for student success.

Evidence of Learning:

ESSENTIALS
Assess, revise, implement, and/or maintain the necessary methods to create a positive learning environment.
- M.1.1. Create and nurture an atmosphere of mutual respect.
- M.1.2. Practice appropriate responses to resolve disruptions, conflict, and crises.
- M.1.3. Facilitate effective and inclusive class discussion.

Assess, revise, implement, and maintain administrative and policy responsibilities.
- M.1.4. Employ effective time-management skills.
- M.1.5. Employ student services and discipline-specific resources.
- M.1.6. Use the College LMS effectively for attendance and gradebook.
- M.1.7. Role-model professionalism.
- M.1.8. Craft, implement, analyze, and revise classroom policies and expectations.

ADVANCED MASTERY
Assess, revise, implement, and maintain the means necessary to create a positive learning environment.
- M.2.1. Use, encourage, and model social-emotional skills.
- M.2.2. Understand group dynamics and adjust learning strategies to individual classes.

II. ASSESS
...create and employ a variety of effective lessons and assessments that accurately measure and promote student learning and continuous improvement at both the classroom and institutional level.

Evidence of Learning:

ESSENTIALS
- A1.1. Construct, implement, evaluate, and revise effective assessments that are both formative and summative.
- A1.3. Create or align lessons and assessments with course learning outcomes.
- A1.4. Use assessment data as well as aggregate data for self-reflection and improving instruction.

ADVANCED MASTERY
- A2.1. Apply assessment concepts (validity, bias, reliability, etc.) in designing assessments.
- A2.2. Employ a variety of assessment techniques to ensure positive equity outcomes among student populations.
III. KNOW

...remain current in subject area through educational and professional activities that strengthen the capacity to update/redesign courses, assessments, and individual learning opportunities that are relevant to this knowledge.

Evidence of Learning:

ESSENTIALS

Current and General Knowledge of Subject Matter

K.1.1. Explain how subject area taught aligns with student curriculum pathways that lead to timely completion.

K.1.2. Explain and observe the meaning, boundaries, rights, and responsibilities of academic freedom.

K.1.3. Maintain necessary certifications.

K.1.4. Develop a plan for currency and growth in their discipline.

ADVANCED MASTERY

Current and General Knowledge of Subject Matter

K.2.1. Make connections between curriculum and students’ future lives and careers, including workforce certificates.

K.2.2. Implement a plan for currency and growth in the discipline.

K.2.3. Participate in discipline-specific professional development.

Outside Professional Development Opportunities

K.2.4. Analyze and revise a plan for currency and growth in their discipline.

K.2.5. Participate in professional activities (i.e., conferences, publications, volunteering, working, reading, professional organization involvement), then share and apply new knowledge gained from this participation.

K.2.6. Use subject-matter expertise to maintain currency in course delivery.

IV. ENGAGE

...apply contemporary, evidence-based teaching practices that maximize student learning.

Evidence of Learning:

ESSENTIALS

Classroom Participation/Collaboration

E.1.1. Employ active-learning strategies.

Technology

E.1.2. Encourage and teach students how to use course-specific technology.

Interpersonal Skills

E.1.3. Develop relationships and/or rapport with students that encourage empathy, praise, and mentorship and enable others to act accordingly.

Thinking Skills

E.1.4. Design lessons that promote critical thinking.

E.1.5. Understand and practice methods for addressing (and not avoiding) controversial and sensitive topics in a constructive and collegial manner.

ADVANCED MASTERY

Classroom Participation/Collaboration

E.2.1. Use collaborative/group learning effectively.

Technology

E.2.2. Know and apply current and emerging techniques for online, hybrid, component, and/or face-to-face teaching.

Thinking Skills

E.2.3. Understand and apply teaching concepts, such as student-centered, socio-emotional, service, real-world, mastery-based, interdisciplinary, and life-long learning.

E.2.4. Design lessons that employ learning theories, meta-learning, and information processing.

E.2.5. Design opportunities for cross-disciplinary engagement with colleagues.
Palm Beach State College

Faculty/Program Instructor Handbook 2018-19

PBSC: PILLARS OF INSTRUCTIONAL EXCELLENCE

PBSC FACULTY WILL BE ABLE TO...

V. INCLUDE
...demonstrate intercultural competence that embodies respect and empathy, using knowledge and skills to utilize teaching strategies to create an atmosphere of equity and inclusion that maximizes learning for every student.

Evidence of Learning:

ESSENTIALS
Commitment to Diversity and Inclusion
1.1.1. Articulate student demographics.
1.1.2. Examine institutional and classroom assessment data as it pertains to student groups and apply it to teaching strategies.

ADVANCED MASTERY
Commitment to Diversity and Inclusion
1.2.1. Know and address the factors that create bias — for oneself and others.
1.2.2. Apply connections between inclusion and learning to classes and curricula.

Apply knowledge of specific student populations/conditions to work effectively with our student body including but not limited to:
1.2.3. Ancestral groups (race, ethnicity, language, immigration history).
1.2.4. Students with disabilities.
1.2.5. Gender groups.
1.2.6. LGBTQIA.
1.2.7. Current and former military population.
1.2.8. Age groups (traditional and non-traditional students).
1.2.9. Religious groups.
1.2.10. Financial security.
1.2.11. Family status (e.g., parents, care givers).

VI. THRIVE
...embody positivity in their work and in the culture of the College by employing strategies to promote well-being for themselves and others.

Evidence of Learning:

ESSENTIALS
1.1.1. Plan for, maintain, and self-assess a work/life balance.
1.1.2. Plan for, maintain, and self-assess a curricular and extra-curricular balance.
1.1.3. Engage in practices that illustrate a commitment to self-improvement, including regular self-assessment and reflection upon the results.
1.1.4. Inspire students with passion, heart, and enthusiasm.

ADVANCED MASTERY
1.2.1. Articulate the concept of emotional intelligence and use it in self-improvement.
1.2.2. Learn from and mentor other faculty.
1.2.3. Participate in leadership opportunities and reflect upon their impact.
1.2.4. Exercise creativity in learning about and applying new approaches to teaching.

Note: PILLAR VI may be included on appraisal for reflection and discussion, but it will not be evaluated.
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)**


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 variety 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 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 present 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

Paradigms:
• Behaviorism
• Cognitivism
• Constructivism
• Design-Based
• Humanism

Behaviorist Theories:
• Behaviorism Overview
• Classical Conditioning (Pavlov)
• GOMS Model (Card, Moran, and Newell)
• Operant Conditioning (Skinner)
• Social Learning Theory (Bandura)

Cognitivist Theories:
• Cognitivism Overview
• Classical Conditioning (Pavlov)
• GOMS Model (Card, Moran, and Newell)
• Operant Conditioning (Skinner)
• Social Learning Theory (Bandura)

Constructivist, Social, and Situational Theories:
• 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)

Motivational and Humanist Theories:
• Humanism Overview
• ARCS Model of Motivational Design (Keller)
• Experiential Learning (Kolb)
• Facilitative Teaching (Rogers)
• Invitational Learning (Purkey)
• Maslow’s Hierarchy of Needs (Maslow)

Design Theories and Models (Prescriptive):
• Design-Based Research Overview
• ADDIE Model of Instructional Design
• ARCS Model of Motivational Design (Keller)
• Elaboration Theory (Reigeluth)

Descriptive and Meta Theories:
• Activity Theory (Vygotsky, Leontiev, Luria, Engstrom, etc.)
• Actor-Network Theory (Latour, Callon)
• Distributed Cognition (Hutchins)

Identity Theories:
• Erikson’s Stages of Development (Erikson)
• Identity Status Theory (Marcia)
• Self-Theories: Entity and Incremental Theory (Dweck)

Miscellaneous Learning Theories and Models:
• Affordance Theory (Gibson)
• Multiple Intelligences Theory (Gardner)

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 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, please visit www.palmbeachstate.edu/servicelearning.

Student Engagement

Resources for increasing student engagement:
Chickering, Arthur W., and Zelda F. Gamson. Seven Principles for Good Practice in Undergraduate Education www.lonestar.edu/multimedia/sevenprinciples.pdf Washington Center News Fall 1987:

1. Encourages contact between students and faculty
2. Develops cooperation and reciprocity among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.


CCSSE

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students.

CCSSE 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 CCSSE survey 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, visit www.ccsse.org, and for information about the survey, please visit www.ccsse.org/aboutsurvey/aboutsurvey.cfm.

In Spring 2016, 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 joined. The data for the 2016 and prior administrations is available through the Institutional Research and Effectiveness and can be found at www.palmbeachstate.edu/ire.

“CCSSE data also demonstrate 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).


The following two pages provide demographic information about Palm Beach State College students during the 2018 academic year.

Fall 2018 Integrated Postsecondary Education, Data System (IPEDS) Demographics

Fall Race/Ethnicity 2018
Palm Beach State College is racially and ethnically diverse. About six in ten students are members of minority groups.

Fall 2018 Gender
District-wide, women make up nearly three out of every five students at Palm Beach State. However, this proportion varies significantly by campus, from 56% at Boca Raton to 64% at Belle Glade.
Fall 2018 Integrated Postsecondary Education, Data System (IPEDS) Demographics

Palm Beach State College serves students of all ages. In Fall 2018, 61% students were in the traditional college age range of 18 to 24; however, one in six were older than 30.

Fall 2018 Full-time/Part-time Status

About one-quarter of students at Palm Beach State are classified as full-time. Please note that, for the purposes of this report, the campus figures are based on the student’s status at the College, not on a 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 because the student is enrolled for 12 hours.
STUDENT ISSUES OR CONCERNS

Family Education Rights and Privacy Act (FERPA)
As an employee of an educational institution, you may sometimes access individual student records while performing your official duties. Under the Family Educational Rights and Privacy Act (FERPA), you are legally and ethically obliged to safeguard their confidentiality.

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

Under the Family Education Rights and Privacy Act (FERPA) of 1974, as amended in 1993, 2008, and 2011, students have a right to be notified annually as to the rights regarding the maintenance of and access to students’ records that include: academic records, admission records, disciplinary records, placement file and financial aid records. The College abides by federal and state regulations regarding the privacy of student records and complies with the laws regarding access procedures. Complete information regarding student records, retention, and access is listed in the College Catalog.

Student Records Amendment Appeal Process: If a student believes there is an error in the permanent record, the student should contact the College Registrar’s Office located on the Lake Worth campus. A review will be conducted according to FERPA guidelines within a reasonable period of time after the request is received. The student shall be given notice of date, place and time.

The College registrar shall provide the student a written decision within a reasonable period of time after the review. The written decision and summary shall be based on evidence presented. 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.” Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- school officials with legitimate educational interest;1*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 schools;
- 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. 34CFR 99.31
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 educational interest regarding student inquiries. When in doubt, refer to the U.S. Department of Education Family Educational Rights and Privacy Act (FERPA) website to review the policies and guidelines (www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Center for Student Accessibility Services

Accommodations and Services

When a student meets for an intake interview with the campus Center for Student Accessibility Manager, the disability related documentation will be reviewed to determine which accommodations and/or services are appropriate. Please note - in compliance with Section 504 and the ADA, the College is not responsible for providing personal services (personal attendants, typing, readers for personal use, transportation) or individually prescribed devices. Accommodations include, but are not limited to:

- Priority registration
- Note taking assistance
- Extended time for testing
- Readers and/or scribes
- Adaptive technology
- Reduced course load
- Sign Language interpreter services
- TABE waiver

On the Center for Student Accessibility (CSA) website (www.palmbeachstate.edu/disability/), you will find a section dedicated specifically to our faculty to assist you in helping your students with disabilities. For additional resources, please visit the CSA web page.

Confidentiality

Disability related information is treated under strict rules of confidentiality. The Center for Student Accessibility will not release documentation or the exact nature of the disability without the student's written permission.

Center for Student Accessibility Contact and Location Information

**Belle Glade:** CRA 1053 Michael Shatara, Student Development Outreach Adviser, Phone: (561) 993-1182
**Boca Raton:** AD 135 Topeka Zigler, Center for Student Accessibility Manager, Phone: (561) 862-4314, Fax: (561) 862-4357
**Lake Worth:** BK110 Jelecia Kirk, Center for Student Accessibility Manager, Phone: (561) 868-3046, Fax: (561) 868-3047
**Loxahatchee Groves:** LGA 103 John Maloney, Student Development & Center for Student Accessibility Adviser, Phone: (561) 790-9021
**Palm Beach Gardens:** BR 131 John J Kiefer, Center for Student Accessibility Manager, Phone: (561) 207-5346, Fax: (561) 207-5347
**District:** BK110 Nikki Champagnie, Director for the Center for Student Accessibility, Phone (561) 868-3298, Fax (561) 868-3141
**District:** SCA 132 Dr. Kathleen S. Karran-McCoy, Dean of Student Development & Ombudsperson, Phone: (561)868-3371, Fax: (561) 868-3141
Early Alert

www.palmbeachstate.edu/advising/Early-Alert

Once known as SCORE, the new Early Alert system is a supplemental academic intervention tool for faculty and staff focusing on students at risk of failing or dropping out due to a lack of utilization of college-wide supportive assistance services. Early Alert ensures access to Academic Advising and other free student resources such as referrals to the Student Learning Centers, Center for Student Accessibility, Counseling Center, Panther’s pantry, and much more. Early Alert facilitates connecting the identified student with the resources to increase student retention and completion.

Starfish

By sending an Early Alert flag, the instructor and the student will receive an email about the concern, and the student’s assigned advisor or the designated support service will be alerted to take actions to resolve the issue based on the type of flag.

Accessing Starfish

Starfish can be accessed in three ways. Through these methods you will navigate to the Starfish page, where PBSC login credentials may be necessary:

1. Blackboard: The Starfish login located on the left-hand side.
2. Employee Web: Under faculty and Advisors on the gold bar on top, click on the Starfish login.
3. Class roster: Above the class roster, instructors will see Early Alert Roster next to the Early Alert training video.

Instructor Steps for Raising a Flag

1. Communicate directly with the student first if there is an academic concern prior to raising an Early Alert flag
2. Send an Early Alert NOTE via Starfish if there is still a concern after attempting to communicate directly with the student
3. Raise a FLAG if there is still a concern after an Early Alert NOTE was sent
4. Track students and coordinate efforts with the assigned advisor or the SLC Staff
5. Resolve the FLAG if the student improves. If no improvement is observed, wait for the advisor/SLC to resolve the FLAG and document on the alert to “close the loop”.

Training

Training can be found at the bottom of the Early Alert PBSC webpage at the following link: www.palmbeachstate.edu/advising/early-alert.aspx

Student Counseling Center

The Student Counseling Center support the emotional well-being of all students. It is always preferable for the student to self-refer. Please encourage students to contact the Counseling Center directly by calling (561) 868-3980 or stopping by to schedule an appointment. Free individual counseling as well as therapeutic support groups are available to any student on each of our 5 campus locations. If a student needs assistance outside of the hours of operation of the Counseling Center and needs to speak with someone immediately please direct them to 211. They provide assistance and community-based referral services. If you feel that the student is at risk of harming self or others, please contact campus security immediately.

Panther’s Pantry

Students struggling with food insecurities are welcomed to visit our Panther’s Pantry. Panther’s Pantry currently operate at all 5 locations. Students can pick out food, personal hygiene and in some cases pet food at no cost. Students will be asked to show their student ID during each visit.
Panther Empowerment Resource Center
The Panther Empowerment Resource Center (PERC) assists students with completing the necessary paperwork for SNAP registration; homelessness or housing insecurities; medical and healthcare needs; childcare; and other wrap-around services. Students may schedule an appointment online to meet with a campus representative to begin the process.

Student Rights and Responsibilities
The College acknowledges the obligation to afford each student the opportunity to develop his or her educational potential while retaining free exercise of rights and freedoms as a citizen. College policy and procedures ensure equality of opportunity to all students and the attendant requirement of orderly operation of the educational processes including adherence to academic honesty and the health, safety and welfare of all persons within the College community. Each person within this community will assume the obligation of self-conduct to act in a manner consistent with a respect for the right of others and with the College’s function as an educational institution that encourages diversity of thought, expression, participation and enrollment.

A complete explanation of student rights can be found in the Student Handbook at the following link: https://www.palmbeachstate.edu/studenthandbook/

These rights include many state and federally mandated rights:

- American’s with Disabilities Act
- Federal Education Rights and Privacy Act
- Intellectual Property Rights
- Freedom of Expression Act
- Religious Observances
- Title IX

The Student Code of Conduct and conduct process is educational and developmental in nature, balancing the interests of individual students, as well as the interests of the 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 assumes 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 behaviors that are 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 protects and promotes its interests and objectives, which are essential to its effectiveness. 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 civil 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.

The entire Student Code of Conduct and the conduct process can be found in the Student Handbook at the following link: www.palmbeachstate.edu/studenthandbook/
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. writing.umn.edu/tww/responding/non-native.html

Most instructors encounter non-native speakers of English of 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 Support 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 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

Attendance Statement and Reporting Requirements

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

Students are expected to attend all of their scheduled classes for the duration of the session. For eLearning classes, students are expected to regularly log in to access the class website and participate in the course according to the schedule of events outlined by the faculty/instructor. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student’s achievement in the course.

Specific attendance and grading requirements for each course are stated in the respective course syllabus. These requirements may vary from course to course, and it is the student’s responsibility to read and adhere to the policies set forth by each class faculty/instructor syllabus. Students should seek any needed clarification from the class faculty/instructor. At the end of each semester and summer, faculty, and instructors, including adjuncts, must file a copy of all attendance records with their Associate Dean’s or immediate Supervisor’s Office. A never attended status may cause a student’s financial aid funds or veteran benefits to be adjusted or rescinded.

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<tr>
<th>Condition</th>
<th>Definition</th>
<th>Timeline</th>
<th>Faculty/Instructor Response</th>
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<tr>
<td><strong>Student never attended any classes</strong></td>
<td>Student never attended a class and has made no contact with the instructor.</td>
<td>During the first two weeks of class (or less if that is faculty policy), student never attends any classes (in an internet class – no email, no Blackboard login).</td>
<td>WF or WX Credit (A/F)</td>
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<td>WN or WX PSAV/Prep (A/N)</td>
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<td>WU or WX Credit (S/U)</td>
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<td><strong>Grade depends on the faculty grading policies as stated on the syllabus. Use the first day of the term as the last date of attendance.</strong></td>
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| **Student stops attending within the first 65% of the class** | As the faculty member defines nonattendance and the subsequent grade as stated in their syllabus. | Student stops attending from the second week up the withdrawal period (65% of class meeting days). | WF or WX Credit (A/F)       |
|                                                               |                                                                                           |                                                                        | WN or WX PSAV/Prep (A/N)    |
|                                                               |                                                                                           |                                                                        | WU or WX Credit (S/U)       |
| **Depending on the faculty attendance and grading policies as stated on the syllabus. The last date of attendance is the last date the student attended class or made contact with the instructor** |

| **Student stops attending after the withdrawal period has expired.** | As the faculty member defines nonattendance and the subsequent grade as stated in their syllabus. | Student stops attending after the withdrawal period has expired. | F, FX or I Credit (A/F)     |
|                                                                |                                                                                           |                                                                        | N or I PSAV/Prep (A/N)      |
|                                                                |                                                                                           |                                                                        | U or I Credit (S/U)         |
| **Depending on faculty attendance and grading policies as stated in the syllabus, issue the appropriate grade.** |
1. The Never Attended grading roster opens the first day after add/drop and remains open for 8 days. You have up until Midnight of the 8th day to post your Never Attended rosters.
2. You can access your Never Attended roster by going to your Class Roster and clicking on the open button and then scrolling to the right to find the boxes to mark the students who have not attended.
3. If all students have attended click on the box “All Students Have Attended” at the bottom of the page. Once you have submitted you cannot make changes you will need to follow the instructions below.
4. You should wait until at least two class meeting if possible before the window closes to make sure you have seen any student who register during the last days of add/drop.
5. The roster must be submitted by the midnight of the 8th day after end of add/drop of the class or the window will close, and you will have to report the Never Attended manually by printing your roster, marking the students that Never Attended or writing All Have Attended and submit to your Academic Deans office for processing. A WN grade appears on the student records (or FN if the student class is a third attempt) once the Never Attended is recorded for that student.
6. If you have marked a student as Never Attended in error you will need to send an e-mail to Peter J. Biegel, College Registrar, (biegelp@palmbeachstate.edu) indicating the Student’s Name, Id and reference number of the class. **NOTE**: One e-mail for each student is required as this e-mail will serve as the grade change request and be placed in the student file. Once you Save Changes even if the window is still open you must contact me to have the WN removed from the student record.

To report non-attendance in a timely fashion, each faculty member must verify online that a student has attended. Please go to the Academic Management Manual - Academic Affairs Policies & Procedures Section G Attendance Reporting Requirements, which can be found at the following link for more specific information and instructions: [www.palmbeachstate.edu/academicservices/information-and-reference/academic-management-manual/](http://www.palmbeachstate.edu/academicservices/information-and-reference/academic-management-manual/)

**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 Database**

All Credit, Prep and PSAV course outlines are stored in a database and can be viewed by going to [www.palmbeachstate.edu/utilities/CourseOutlines/](http://www.palmbeachstate.edu/utilities/CourseOutlines/) The tool will help you locate a course outline. To use the tool, enter all or part of the course number, and click **Search**.

**Email Guidelines for Faculty and Instructors**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. Information about the student email system is located on the web page at the following link: www.palmbeachstate.edu/Student-Updates/Student-E-mail.
10. The Palm Beach State Email Administrative Procedure can be found at the following link: intranet.palmbeachstate.edu/hr/documents/Computer-Use-Agreement.pdf

Post Syllabi to Your Faculty Homepage
To post your syllabi to your faculty home page, you must use the Simple Syllabus. You can access Simple Syllabus through the Faculty home page utility: www.palmbeachstate.edu/NewFaculty/login. For information on how to use the Syllabus Utility, go to the Faculty Syllabi Creator Tool Simple Syllabus Tutorials at the following link: https://www.palmbeachstate.edu/instructionaldesigntechnology/Syllabi-Creator-Tool.aspx

The faculty member’s name MUST be attached to the class for the class to be displayed on the faculty member’s 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.

Other Helpful Information for Faculty
Course Outlines - www.palmbeachstate.edu/utilities/CourseOutlines/
Faculty Handbook - www.palmbeachstate.edu/academicservices/Faculty-Information/
Free Recording Software for Podcasts - http://audacity.sourceforge.net/

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 Faculty Web Page Syllabi Resources {www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/faculty-webpage-syllabi}. 
Syllabus Posting Online

District Board of Trustees Policy 6Hx-18-2.051 states all course syllabi are to be posted online before the beginning of each term’s registration period. This syllabus should include all textbook information, which is part of the syllabus template. Faculty and instructors must publish syllabi using Simple Syllabus, the centralized syllabus platform adopted by PBSC, so that syllabi can be linked automatically to the faculty/instructor home page according to the following deadlines:

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Deadline* to Post Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020 -1 (2019)</td>
<td>April 16, 2019</td>
</tr>
<tr>
<td>Spring 2020-2</td>
<td>October 2, 2019</td>
</tr>
<tr>
<td>Summer 2020-3</td>
<td>March 11, 2020</td>
</tr>
<tr>
<td>Fall 2021-1 (2020)</td>
<td>April 13, 2020</td>
</tr>
<tr>
<td>Spring 2021-2</td>
<td>October 5, 2020*</td>
</tr>
</tbody>
</table>

*Dates are subject to change. **Pending District Board of Trustees approval and State approval of Class Meeting Calendars.

Please note syllabi posting deadlines have been updated according to DBOT Policy 6Hx-18-2.051 Course Syllabi and as listed in the Academic Management Manual, Section G www.palmbeachstate.edu/academicservices/information-and-reference/academic-management-manual/

For reference on Academic Calendar Dates please visit: www.palmbeachstate.edu/Academic-Class-Meeting-Calendars (TBD = pending District Board of Trustees approval and State approval of Academic Calendars)

Information on Syllabus Posting: www.palmbeachstate.edu/instructionaldesigntechnology/Syllabi-Creator-Tool

Syllabus Template

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.

PBSC has adopted Simple Syllabus; a centralized, template-driven platform that enables instructors to quickly personalize and publish interactive class syllabi. After a teaching assignment is issued, Simple Syllabus builds a syllabus which will remain unpublished until the instructor fills in all required information. After the instructor completes the information and publishes the syllabus in Simple Syllabus, it is automatically linked to their Faculty Home Page.

→ For classes with multiple instructors, all persons assigned as secondary instructors will automatically have the syllabus attached to their assignment.

→ The syllabi must be published by or on the first day of registration for a given term.

→ Syllabi will be stored in a central database for two academic years.
For personal assistance, faculty can visit convenient eLearning / Instructional Design Technology Centers:
Boca Raton campus - Room AD 300
Lake Worth campus - Room LL 103
Lake Worth campus bachelor’s programs - Room CBP 124
Palm Beach Gardens campus - Room LL 217
Belle Glades campus - Room TEC 221

Simple Syllabus guide, instructional videos and answers to FAQ’s are available at the following web page:
www.palmbeachstate.edu/instructionaldesigntechnology/Syllabi-Creator-Tool

Gordon Rule Policy Statement
In compliance with Florida State Board of Education Administrative Rule 6A-10.030 (flrules.org/gateway/ruleNo.asp?id=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 statement 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 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:

- The standards listed below are considered by the College to be the minimum requirements for college-level writing:
  1. The writing has a clearly defined thesis or central idea.
  2. The writing includes adequate evidence to support the thesis or idea.
  3. The writing reflects the awareness of the conventions of standard written English such as grammar, punctuation, spelling and word usage.
  4. The writing uses clear and logical organization.
  5. The writing demonstrates the ability to synthesize and apply discipline content at the course-specific level.

- All writing assignments must be the students’ original, independently produced work.
- Designated Gordon Rule courses must require a minimum word count for writing assignments as established by each cluster.
- Writing assignments used to fulfill the Gordon Rule requirement are those that include evidence of analysis, comparison, interpretation, or other critical thinking applications. Assignments with such evidence are acceptable.

Following are examples of assignments that typically include the evidence stated above:
- In-class and out of class writing assignments (essays/essay/type tests)
- 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 formal accompanying scripts for oral presentations
Following are examples of assignments that typically do not include the evidence stated above unless the Gordon Rule criteria can be demonstrated:

- Résumés
- Note-taking (outside class)
- Class notes
- Free-writing or brainstorming
- Emails, blogs or bulletin board discussions
- 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

Writing assignments must be incorporated into the designated course curriculum and must be computed in the course final grade. In addition to the grade, faculty will provide students feedback on all Gordon Rule writing assignments. At least one of the writing assignments must be edited and polished.

*Statement updated March 2015 based on faculty input in 2014-2015; approved by Academic Leadership Council 9/17/15*

Please see the College Catalog (www.palmbeachstate.edu/catalog/current/index.pdf), for courses which are designated as Gordon Rule, labeled with an asterisk (*). Gordon Rule Policy Statement and Florida State Board of Education Administrative Rule 6A-10.030 is at www.palmbeachstate.edu/academicservices/information-and-reference/academic-management-manual/

### Instructional Materials

#### Textbook/Software Selection

Textbook/Software selection is based on Palm Beach State Textbook Selection Policy and individually approved Cluster Textbook Procedures. After a textbook/software selection is made, cluster chairs must submit a completed Textbook/Software Adoption Form to Christi White, Academic Coordinator (whitec2@palmbeachstate.edu) along with copies of the revised course outlines and cluster minutes approving the textbook changes. With this information, course outline list will be updated and then the Academic Coordinator will determine if curriculum action is required for the change. Part-time faculty members will need to contact their department chairs or cluster chairs to request a current copy of the Course Outline.

#### 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 Policy on Textbook/Software Selection and the specific cluster textbook selection policy. Once the textbook is selected, an updated 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 Tech Infrastructure Director 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 (VPAA) for approval. VPAA approval will authorize Academic Services to post the updated outline and textbook/software on the Palm Beach State College website.

To view the list of textbooks that are on current order for the College, visit the Follett Website. www.bkstr.com/palmbeachstcentralstore/home. There, you will key in "Florida" to select the location. Next, you will select the Palm Beach State campus 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 Web site where faculty 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.

**Bookstore Ordering Deadlines Fall: April 15, Spring: September 15, and Summer: February 1.**

Rubric for Course Material Selection:

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

**Textbook Certification/Textbook and Instructional Materials Affordability**


Faculty/instructors must attest that:

1. All textbooks and other instructional items ordered will be used, particularly each individual item sold as part of a bundled package.

The certification of the above two items is accomplished through a web-based form. Please see the webpage at [www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/](http://www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/) for information on the web tool and the reporting requirements.

**Textbook Affordability**

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) that was enacted on August 14, 2008 contains several provisions regarding textbook affordability. In response to the act, the Florida Legislature enacted Section 1004.085, F.S. Textbook Affordability.


Pursuant to Section 1004.085, F.S., institutions within the Florida College System through the Chief Academic Officer or designee(s) shall:

1. Adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of sections. No later than seventy-five (75) days prior to the first day of classes, colleges shall share a list of adopted textbooks and instructional materials with bookstores 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 seventy-five (75) day deadline, textbooks for such courses shall be adopted as soon as is feasible to ensure sufficient lead time.
2. Ensure that pursuant to Section 1004.085(6), F.S., for those classes added after the forty-five (45) day notification deadline, institutions shall post textbook information on their websites immediately as such information becomes available.
3. Select textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering, in addition to those items listed in Section 1004.085(7)(g), F.S.:
   a. The length of time that textbooks and instructional materials remain in use, prioritizing textbooks and instructional materials that will remain in use for a minimum of three (3) years.
   b. Coursewide adoption, specifically for high enrollment general education courses.
4. Identify a process to ensure publishers provide a description of the content revisions made between the current edition and a proposed new edition of required textbook and instructional materials.
5. The board of trustees of each Florida College System institution shall report by September 30 of each year to the Chancellor of the Florida College System, in a format determined by the Chancellor, the following:
(a) The textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses; course sections with no cost shall not be included in the examination of cost variance between different sections of the same course.

(b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;

(c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections forty-five (45) days before the first day of class;

(d) The number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year. Rulemaking Authority 1004.085(7) FS. Law Implemented 1004.085 FS. History–New 2-25-09, Amended 10-17-17.

The goal of this legislation is to reduce the cost of textbooks for students. The report mentioned above also is available online at Textbook Affordability Report. This report contains many good strategies for reducing the cost of textbooks and parts of it will be incorporated in the annual Faculty Handbook. For excerpts from the report on reducing the cost of textbooks, review the Textbook Affordability section on this page.

**Reporting Requirements for Faculty/Program Instructor**

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 Florida Administrative Code 6A-14.092: 6A-14.092 Textbook Affordability. (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 www.palmbeachstate.edu/academicservices/Documents/Textbook-Tutorial.pdf.

Summary

- **What faculty and instructors need to do:** Complete an online Textbook Certification web form for each course they teach.
- **How they accomplish this:** By accessing the web form at: www.palmbeachstate.edu/employeeweb and selecting the Faculty/Advisors link, and on the drop-down menu, click on Textbook Certification.
- **When they need to do this:** This task must be completed by the last day of spring term each academic year for all classes an instructor is scheduled to teach the following academic year 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.

If you have any questions, please contact your Associate Dean or Department Chair.

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 Design Technology (Integrating Technology into Teaching)

Instructional Design Technology (IDT) supports faculty by collaborating toward enhancing teaching and learning (pedagogy) through innovative and effective uses of technology to enhance course content. The department provides faculty workshops, assists with the development of instructional multimedia, and supports technology that is essential to the creation of active learning experiences in courses, both online and in the classroom. IDT supports faculty by collaborating toward enhancing teaching and learning (pedagogy) through innovative and effective uses of technology to enhance course content. The department provides faculty workshops, assists with the development of instructional multimedia, and supports technology that is essential to the creation of active learning experiences in courses, both online and in the classroom.

Instructional Design Technology Offers Assistance to Faculty/Program Instructors
IDT continually researches and explores instructional applications of technology, cloud-based teaching tools, best practices, and standards. The list of IDT-supported technology tools, multimedia development software, and Faculty Workshops is continually evolving. IDT can help identify the best solutions to help move toward teaching goals. There are many technology tools available for increasing interaction and engagement within courses.

Ways Instructional Design Technology Supports Faculty/Program Instructors

- **Workshops** are offered on each PBSC campus and via webinar at various times throughout each semester. Continuously-responsive workshop offerings cover topics including live polling applications, educational gamification and game-based learning, virtual reality and augmented reality, infographics, audio and video recording, interactive images, 360-degree video and more.
- **Short Single-Concept Video ‘mini-lecture’ or ‘short screen capture’**—Ideally, 7 minutes or shorter to foster student engagement (10 minutes maximum), for use in PBSC classroom and/or online course curricula.
- **Studio Quality Audio**—Audio for closed captioning and quality video is best when produced in an on-campus professional studio setting.
- **Digital Learning Objects** – IDT can assist in creating or selecting appropriate Digital Learning Objects (i.e. infographics, animations, simulations, gamification, and interactive learning activities) for course curriculum.
- **Syllabus Upload Assistance** – IDT offers pre-scheduled “open lab” times and one-on-one technical assistance for faculty to update and publish syllabi in Simple Syllabus.
- **Instructional Technology Training / Coaching** - One-on-one assistance or specialized group training on a specific instructional technology tool can be arranged by appointment.

For additional information, please contact us at itech@palmbeachstate.edu.

To submit a request for IDT support, please visit the Instructional Design Technology Help Request Page.

To see a schedule of upcoming interactive workshops and webinars, visit the Instructional Design Technology Workshops to register and participate.

Learning Outcomes
Planning the delivery of curriculum begins with an understanding of learning outcomes. The most direct explanation of a learning outcome is its definition: a statement that clearly articulates what students are expected to do after they successfully complete an activity, course, program, or degree. Faculty who are unsure of the outcomes for a given course or program can find course learning outcomes in the Course Outline Database, or visit the Program Learning Outcomes webpage to find program learning outcomes.
Although a learning outcomes approach is a growing expectation among accreditors, business partners, government agencies that provide financial aid to students, and even the College’s District Board of Trustees (see Board Policy 6Hx-18-2.05), it is also a best practice that informs good teaching.\(^1\)

A comprehensive handbook on developing and mapping learning outcomes and corresponding classroom activities, assessing students’ achievement of the outcomes, and using the results for continuous improvement is included in the College’s Academic Management Manual, Section L. The handbook is useful for either developing new outcomes or revising those that exist for courses or programs.

**Connecting with Students**

Making connections with students is one effective strategy for increasing student success. Studies have shown that connecting with students has more of an impact on their success than the course, subject matter, time of day, level of rigor, or students’ level of preparedness.\(^2\) PBSC has made it a goal to integrate the “4 Connections” approach with students. Endorsed by Achieving the Dream, “4 Connections” follows the effective and evidence-based process of student interaction in the interest of student success. While seemingly simple, when effectively practiced, this approach can have strong results.

In this framework, faculty prioritize interaction with students using the following overlapping 4 Connections:

1. **Interacting with students by name early and throughout the semester.**
   
   Although doing so may seem obvious, learning and using students’ names forms a personal connection and reminds them that you know who they are. In a college of roughly 50,000 students, it is important to send a message that you know students are more than just a number; you see them as a person.

2. **Check in regularly with students and intervene, as necessary.**
   
   Here, too, you connect with students by showing them you care. It may be a brief conversation before class, on campus between classes, or it may be something more formal. In any case, a simple “how are you doing?” can have an enormous impact on a student’s life and their success. Another way you might check in is monitoring student work and grades for any significant changes, and then talking with them about these changes. By checking in with students, your awareness of what is going on with them will provide for an opportunity to refer students to college and/or campus resources that can help with their needs.

3. **Schedule One-on-One Meetings.**
   
   Creating opportunities to meet one-on-one with students is a way to show students you are approachable and that you care about them as an individual. Set these up early and throughout the semester. This is a good time to not only discuss their progress on assignments and the course as a whole, but also to converse about their impressions of the class, their college- and career-goals, and any personal concerns or challenges they have. Note how these meetings overlap with the other three Connections.

4. **Practice Paradox**
   
   Professors often feel a tension between creating clear, structured policies and being flexible enough to allow for situations that arise in a student’s academic and personal life. Practicing Paradox means doing both: creating

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policies with high expectations but then maintaining an empathic yet reasonable flexibility in order to support students in the challenges they face—and doing both in the interest of student success.

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. Please refer to the “Faculty/Program Instructor Syllabus Posting Online” section of this handbook for detailed instructions on syllabus creation. Simple Syllabus ensures 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.
• The faculty must prepare all syllabi using a web-based syllabus building system. To post your syllabi to your faculty home page, you must use the Syllabus Utility. You can access the Syllabus Utility through the Faculty Homepage Utility.
Please have your syllabus duplicated to distribute during the first in-class session or create a link to your faculty page (listing your syllabi) for eLearning and Blackboard supported 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](http://www.palmbeachstate.edu/employeeweb) in your browser:

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

![EmployeeWeb login screen](image1)

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

![EmployeeWeb quick links](image2)
5. The Faculty Home Page Utility allows faculty/instructors to add information that builds their faculty/instructor home page — each green button is a category that may be updated with your information:

[Image of Personal Information page]

6. Clicking Teaching Assignment will allow you to upload syllabi for your classes, in compliance with District Board of Trustees policy 6Hx-18-2.051.

[Image of Teaching Assignments & Syllabi page]
7. 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** - 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 65-66. May need to change.

**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 53-55.

**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.
8. EmployeeWeb also provides access to personal information:

For more information regarding the EmployeeWeb visit: www.palmbeachstate.edu/instructionaldesigntechnology/Tutorials. If you have any other questions about the EmployeeWeb, please contact your supervisor.
Faculty Office Hours

Faculty Office Hours Posting – Full-Time Faculty
As part of the Instructor Resource Management (IRM) process and to meet state statute and rule requirements, Palm Beach State is required to enter full-time faculty office hours in the PantherNet system.

- The instructions on the procedure to enter faculty office hours in the PantherNet system are in Section E, of the Academic Management Manual located at www.palmbeachstate.edu/academicservices/information-and-reference/academic-management-manual/
- For more information on the state requirements for posting office hours, please see the Florida Administrative Code Rule on faculty availability to students at www.flrules.org/gateway/RuleNo.asp?ID=6A-14.0491
- All faculty office hours MUST be posted by the end of the first week of classes in each term and updated as assignments change.
- This information MUST also be posted outside the full-time faculty member’s door using a template developed and approved at the campus level. See templates at www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/office-hours-templates
WHILE CLASSES ARE IN PROGRESS

Auditing Courses
A student may be admitted to certain courses on an audit basis by completing an official Audit Request form and submitting it to any campus Registrar’s Office prior to the audit deadline. Audit requests will not be processed after the add/drop period ends. Classes designated as audit during add/drop do not count as attempts. Students auditing a course must attend class, but they are not required to take tests and examinations. A grade of X will be denoted on the student’s transcript for audit classes. Auditing students may not change their schedule to seek credit in any course in which they are enrolled. Prerequisite requirements and the cost for auditing a course is the same as taking it for credit.

Courses taken for the third or fourth attempt or for high school dual enrollment/early admission may not be audited. Students are not permitted to audit college developmental courses, courses under a selected admission program, or vocational credit or noncredit courses. A student may not audit a course in which he or she received a grade of C or higher. A faculty/instructor may withdraw an audit student (XW) for failure to adhere to the attendance requirements of the course.

Cancelled Classes
According to the Guidelines for Scheduling Credit/Prep Course Offerings at Palm Beach State College, the following procedures for the 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-week, 14-week, 8-week, 6-week, etc. is defined as a session).
2. Conduct final course cancellation one (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, www.palmbeachstate.edu/boardoftrustees/Documents/BoardPolicies/Section2/2.08.pdf

Department Chair Web Page – a collection of Palm Beach State documents and links of interest: www.palmbeachstate.edu/academicservices/faculty-information/dept-chair-webpage

Grading Information – grading login direction are located on-line at: www.palmbeachstate.edu/info/

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 your college campus registrar.

**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 (listed in site index located at [www.palmbeachstate.edu/academicaffairs/site-index](http://www.palmbeachstate.edu/academicaffairs/site-index)) 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.

**Speakers or Guests**

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 [Speakers or Guest Board Policies/Section2/2.13.pdf](#)). If there is a guest speaker, you are still responsible for meeting your class.

**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 mid-term grades is certainly not a new idea; faculty and staff have been in agreement for many years that it is an important academic exercise. *

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 will help students stay enrolled in class and, ultimately, improve their success rate. This supports
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 College provides an online tool to assist faculty and instructors in the assignment of mid-term grades. This online tool uses the same technology as our online grading system and provides mid-term grades to students through email. No printing is required, which saves time and resources and supports the College's commitment to sustainability. It can be accessed from faculty and instructor offices, from the Professional Teaching and Learning Centers, and from home through the EmployeeWeb.

If you are not sure how to use the College’s online grading system, please see the Info Web Page. For an instructional tutorial visit: www.palmbeachstate.edu/instructionaldesigntechnology/Tutorials

How the Mid-Term Grading Tool Works

Faculty and instructors will have a one-week window after mid-term to issue mid-term grades. The faculty or instructor will log on to the EmployeeWeb, and the mid-term grading 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:

- A - Excellent
- B - Good
- C - Fair
- D - Poor but passing
- F – Failure
- N - No pass
- P – Pass
- S - Satisfactory
- U – Unsatisfactory

Mid-Term Grading Windows for 2019-2020 Academic Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/6/2019</td>
<td>12/18/2019</td>
<td>10/21/2019</td>
<td>12/18/2019</td>
</tr>
<tr>
<td>Grading Tool</td>
<td>Open</td>
<td>Closes</td>
<td>Open</td>
<td>Closes</td>
</tr>
<tr>
<td></td>
<td>12/18/2019</td>
<td>12/18/2019</td>
<td>5/6/2020</td>
<td>12/18/2019</td>
</tr>
<tr>
<td>Grading Tool</td>
<td>Open</td>
<td>Closes</td>
<td>Open</td>
<td>Closes</td>
</tr>
<tr>
<td></td>
<td>6/30/2020</td>
<td>8/10/2020</td>
<td>8/10/2020</td>
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</tr>
<tr>
<td></td>
<td>6/10/2020</td>
<td>8/10/2020</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>4/15/2020</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>5/6/2020</td>
<td>N/A</td>
<td>4/15/2020</td>
<td>N/A</td>
</tr>
<tr>
<td>Grading Tool</td>
<td>Open</td>
<td>Closes</td>
<td>Open</td>
<td>Closes</td>
</tr>
<tr>
<td></td>
<td>TBD*</td>
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<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TBD*</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TBD*</td>
<td>TBD</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>TBD*</td>
<td>TBD</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*TBD = Dates will be entered for summer 2020-3 when summer 2019-3 classes rollover

For 2020-3 Mid-Term Grading windows please consult the following webpage: www.palmbeachstate.edu/academicservices/faculty-information/

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. Velmarie Albertini at albertiv@palmbeachstate.edu

Plagiarism
Plagiarism is a violation of the Student Code of Conduct (www.palmbeachstate.edu/studenthandbook/). 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 What is Plagiarism? Video at http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html to help 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.

Attendance and the First Day of Class
In our focus on student engagement, Palm Beach State has been seeking to emphasize the importance of first class meeting attendance. Research and our own experience clearly show the connection between teaching and learning that begin at the first class and student success. We earlier proposed a prohibition on adding a class after the first-class meeting. However, this registration solution has raised many concerns and prompted further discussion on possible negative impacts on students.

In these discussions, it became clear that a student’s presence in class on the first day is not a registration issue but an attendance issue. While attendance is expected for all class sessions and activities, the individual faculty member sets class attendance policies. Therefore, the policy on adding classes must give the faculty member some flexibility to determine in advance whether to allow or prohibit adding the class after the first-class meeting.

The statement in bold below was developed by a subcommittee that studied this issue. The Joint Deans Council recommended approval of the policy to the President’s Cabinet, who approved the policy. It is published in the College Catalog and the Student Success Handbook:

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 Web site. The College policy of reinstating students for financial aid reasons or for having been dropped due to College error supersedes individual faculty attendance policies. (www.palmbeachstate.edu/studenthandbook/)

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 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.

**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.

**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.

**Tardiness**

Individual instructors and/or departments set class tardiness policies. 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 and Certification Center**

The Testing & Certification Center ([www.palmbeachstate.edu/testing/](http://www.palmbeachstate.edu/testing/)) is organized to provide various testing services for both students and faculty.

- **Belle Glade Location**—the Testing Center is located in CRA115. Call (561) 993-1125 or email westtesting@palmbeachstate.edu for Information.
- **Boca Raton Location**—the Testing Center is located in BT126. Call (561) 862-4324 or email southtesting@palmbeachstate.edu for information.
- **Lake Worth Location**—the Testing Center is located next to the Student Services Center, Paul J Glynn Building (north of the cafeteria) in CT115. Call (561) 868-3012 or email centraltesting@palmbeachstate.edu for information.
- **Loxahatchee Groves Location**—the Testing Center is located in LGA127. Call (561) 790-9027 or email loxgrovestesting@palmbeachstate.edu for information.
• **Palm Beach Gardens Location**—the Testing Center is located in the Burt Reynolds Student Services Center. Call (561) 207-5359 or email northtesting@palmbeachstate.edu.

**Faculty Procedures**  
www.palmbeachstate.edu/testing/faculty-procedures

**Waiver of Instructor Designated Test Time**  
Students should allow enough time to complete the test before closing. For example: If the instructor allows 60 minutes to complete the test, the student should be seated one (1) hour and 15 minutes before closing.

- If students arrive at the Testing Center and do not have the full amount of time designated by the instructor, they will be permitted to sign a Test Time Waiver Form and take their test in less time.
- The Test Time Waiver Form will be stay on file for 3 months in the Testing Center.
- Cut-off time for Test Time Waivers is 30 minutes before closing. Students must have made prior payment, completed the waiver form, and be checked in and seated no later than 30 minutes before closing to be allowed to waive their time. Students will not be permitted to start testing 30 minutes prior to closing.
- Test Center staff will not stay past the Test Center closing times posted in the Test Center.

**Out-of-Class Exams and Fees**  
Out-of-Class Testing is defined as any test which is taken outside the normal class testing window or location. This applies to both Classroom and Distance Learning classes.

Students are offered an opportunity to take an Out-of-Class exam in the test centers:

- They must be referred to a Palm Beach State test center by their professor. The professor must send an Out-of-Class instruction form to the Testing Center.
- Students are required to pay a $5 Out-of-Class test fee at the cashier’s office prior to testing. DSS students are excluded from the fee.
- This service is offered on an individual basis, only.
- Whole classes taking or retaking an exam, in one sitting or over a span of several days, do not qualify for Out-of-Class testing in a Palm Beach State test center.
- Test Centers only accept tests and test instruction forms from a professor or staff member (NOT student workers)

Faculty: [Out-of-Class Test Instruction Form](www.palmbeachstate.edu/testing/documents/MakeUpTestForm.pdf)  
** Save the PDF file to your computer. Complete the form and then print or email to the Testing Center along with your exam.

**Distance Learning Exams**  
This form is used to submit instructions to the Testing Center for online exams taken by PBSC students enrolled in a Distance Learning class. Students may take an exam at the PBSC Testing Center of their choice, provided the instructor has submitted the exam with instructions to the Testing Center.

**Password Procedure:**

- Password characters must be 6-10 characters in length. Passwords are not to exceed 10 characters
- Do not use number 0 and letter o
- Do not use capital letters and special characters (Students often use the capital key on the student keyboard when inserting their log in information and do not release it.)
Faculty: Distance Learning Test Instruction Form [www.palmbeachstate.edu/testing/documents/dl-testingform.pdf] ** Save the PDF file to your computer. Complete the form and then print or email to the Testing Center along with your exam.

Exam Retakes and Classroom Proctoring

- Exam Retakes – when a student is permitted to retake a test because the student did not do well the first time he/she took the test in the classroom.
- Classroom Proctoring - having an entire class take an exam in the Testing Center instead of in the classroom.
- Exam retakes and classroom proctoring are not the responsibility of the Testing Centers.
- Faculty must make other arrangements if allowing students to retake an exam.

Electronic Devices – Cell Phones, Tablets, Laptops, eBooks, Calculators with Internet Access

- Electronic Devices – Cell Phones, Tablets, Laptops, eBooks, eReaders, Calculators with internet access, etc. – are not permitted in the Testing Centers for Out-of-Class or Distance Learning exams unless specified in the class syllabus that the device is required for the class and/or permitted to be used during testing.
- No modifications or downloads are permitted on the Testing Center computers.
- Faculty are aware that test security could be breached when using these devices. Breaches may include but are not limited to – text messaging, email, internet access, picture taking, access to information stored on the device, ability to enter test questions into the device.
- Students will be given a card by the proctor to designate that they are permitted to have an electronic device at their desk.

Withdrawals

Students may withdraw from course(s) online through PantherWeb [www.palmbeachstate.edu/pantherweb/]. (See the Academic Calendar [www.palmbeachstate.edu/AcademicCalendar] for withdrawal deadlines)

Condition

Students never attended any classes.

Definition

Students never attended a class and has made no contact with the instructor.

Timeline

During the first two weeks of class (or less if that is faculty policy), student never attends and classes (in an internet class - no email, no Blackboard login).

Faculty/Instructor Response

 WN (will automatically change to "FN" on student's 3rd attempt) Credit (A/F)
 WN (will automatically change to "FN" on student's 3rd attempt) PSAV/Prep (A/N)
 WN (will automatically change to "FN" on student's 3rd attempt) Credit (S/U)

Condition

Student stops attending within the first 65% of the class.
Definition
As the faculty member defines nonattendance and the subsequent grade as stated in their syllabus

Timeline
Student stops attending from the second week up to the withdrawal period (65% of class meeting days)

Faculty/Instructor Response
WX or FX - Credit (A/F)
WX or NX - PSAV/Prep (A/N)
WX or UX - Credit (S/U)
Depending on the faculty attendance and grading policies as stated on the syllabus. The last date of attendance is the last date the students attended class or made contact with the instructor.

Condition
Student stops attending after the withdrawal period has expired.

Definition
As the faculty member defines nonattendance and the subsequent grade as stated in their syllabus

Timeline
Student stops attending after the withdrawal period has expired

Faculty/Instructor Response
F, FX or I - Credit (A/F)
N, NX or I - PSAV/Prep (A/N)
WX or UX - Credit (S/U)
Depending on faculty attendance and grading policies as stated in the syllabus, issue the appropriate grade.
AS CLASSES END

Finals Exams

www.palmbeachstate.edu/academicaffairs/final-exam-schedule-dates

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 eight (8)-week courses?
2. When are final exams for 14-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 eight (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, 14 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 should help clarify each semester’s last class and final exam dates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Session</th>
<th>Final Exam Administered</th>
<th>Classes End</th>
<th>Last Day of Session* — Grades Due at 6:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020-1</td>
<td>1 - 16 Weeks</td>
<td>Dec 10 to Dec 10, 2019</td>
<td>Dec 10, 2019</td>
<td>Dec 18, 2019</td>
</tr>
<tr>
<td></td>
<td>2 - First 8 Weeks</td>
<td>Last day of class</td>
<td>Oct 16, 2019</td>
<td>Oct 17, 2019</td>
</tr>
<tr>
<td></td>
<td>3 - 14 Weeks</td>
<td>Dec 10 to Dec 16, 2019</td>
<td>Dec 15, 2019</td>
<td>Dec 18, 2019</td>
</tr>
<tr>
<td></td>
<td>4 - Second 8 Weeks</td>
<td>Dec 10 to Dec 16, 2019</td>
<td>Dec 15, 2019</td>
<td>Dec 18, 2019</td>
</tr>
<tr>
<td>Spring 2020-2</td>
<td>1 - 16 Weeks</td>
<td>April 28 – May 4, 2020</td>
<td>May 4, 2020</td>
<td>May 6, 2020</td>
</tr>
<tr>
<td></td>
<td>2 - First 8 Weeks</td>
<td>Last day of Class</td>
<td>Feb 27, 2020</td>
<td>Feb 28, 2020</td>
</tr>
<tr>
<td></td>
<td>3 - 14 Weeks</td>
<td>April 28 – May 4, 2020</td>
<td>May 4, 2020</td>
<td>May 6, 2020</td>
</tr>
<tr>
<td></td>
<td>4 - Second 8 Weeks</td>
<td>April 28 – May 4, 2020</td>
<td>May 4, 2020</td>
<td>May 6, 2020</td>
</tr>
<tr>
<td>Summer 2020-3</td>
<td>1 - Summer A</td>
<td>Last Day of Class</td>
<td>June 25, 2020</td>
<td>June 25, 2020</td>
</tr>
<tr>
<td></td>
<td>2 - Summer B</td>
<td>Last Day of Class</td>
<td>August 6, 2020</td>
<td>August 10, 2020</td>
</tr>
<tr>
<td></td>
<td>3 - Summer C</td>
<td>Last Day of Class</td>
<td>August 6, 2020</td>
<td>August 10, 2020</td>
</tr>
</tbody>
</table>

*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
Final grades for each term are recorded and retained permanently. The following grades are used to calculate the grade point average (GPA):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B*</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C*</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

*Grades in developmental education courses are not used to calculate the GPA.

The following grades are not used to calculate the GPA:

- I Incomplete
- L Instructor Grade Late
- N No Pass
- P Pass
- S Satisfactory
- U Unsatisfactory
- W Student Withdrawal or Never Attended Class
- WA Administrative Withdrawal
- WX Withdrawn by Instructor for Excessive Absences
- X Audit
- XC Audit Initiated after Add/Drop
- XW Withdrawn for Non-Attendance of Student Auditing a Class

Most avocational 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.


Incomplete Grade Documentation Procedure
The purpose of Incomplete Grade documentation procedure 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 the student submits them.

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 using an official Grade Change form: www.palmbeachstate.edu/Change-of-Grade-Form

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.
Incomplete Grade Form: www.palmbeachstate.edu/Academic-Services/Incomplete-Grade-Form

Student Assessment of Courses and Faculty/Instructors

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/](http://www.palmbeachstate.edu/ire/student-assessment-of-courses-and-faculty/)


Students may also access tabulated scores at [www.palmbeachstate.edu/ire/evalreports](http://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](http://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](http://www.palmbeachstate.edu/PantherWeb), or Florida Virtual Campus – [www.flvc.org](http://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/](http://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 Wide 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 45 semester hrs.
ACADEMIC ISSUES AND PROCEDURES

Final Course Grade Appeal
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 (palmbeachstate.edu/boardoftrustees/Documents/BoardPolicies/Section3/3.191.pdf), 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

- 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:
  - The specific complaint clearly stated;
  - All relevant course information including syllabus, exams, homework and other graded work;
  - A statement of the resolution that the student is seeking.
- Within five (5) 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.
- 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 Academics Office). The appeal must be submitted to the committee chairperson within five (5) business days following the receipt of the associate dean’s (or equivalent or designee) decision. Within five (5) 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.
- 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.
- The dean of academics may extend any of the timelines specified above if extenuating circumstances makes this necessary.

Note: Please refer to Final Grade Appeal Process (www.palmbeachstate.edu/academicaffairs/final-grade-appeal.aspx) 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?
1. Facilitate the hearing process, only voting in case of tie.
2. Call the hearing to order and introduce all members present.
3. Explain to the student and all participants the manner in which the hearing will be conducted.
4. Maintain proper decorum and order.
5. Ensure that the student and the faculty have the opportunity to testify and present evidence.
6. Ensure that all available relevant evidence is presented and that the recommendation is based upon the appeal criteria, evidence and any testimony given.
7. Call a recess at her/his discretion.

What will happen during the hearing?
8. Opening remarks will be given by the chairperson.
9. The student will present any evidence supporting the appeal.
10. Faculty will present their reply.
11. At the conclusion of the hearing, the participants will be excused, and in closed session, a recommendation will be rendered by a majority vote.
12. A participant may direct questions through the chairperson only; no direct questioning will occur.

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*.

*The Academic Dean is the President’s designee, per Board Policy 6Hx-18-3.34.
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.
ACADEMIC AFFAIRS GOVERNANCE, POLICIES & PROCEDURES

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.

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Academic Affairs Committees and Councils

Academic Integrity Team
The team’s mission is to promote academic integrity in concert with faculty, students and administrators and strives to develop effective policies, procedures and resources to help instill best practices in faculty and students. RESPONSIBLE DEPARTMENT: VPAA

Adjunct Faculty Action Team
This action team works to determine the extent, makeup, needs and concerns of the adjunct faculty and reports to the Vice-President of Academic Affairs (VPAA) what these needs and concerns are, and with works with the VPAA to address these needs and concerns. RESPONSIBLE DEPARTMENT: VPAA

College Affordability Committee
In order to address the many challenges students and families face in paying for higher education, and to make sure that Palm Beach State College takes an active stance in recognizing the need for affordable options for our students. RESPONSIBLE DEPARTMENT: VPAA

Curriculum Committee
This committee oversees curriculum changes and/or development at the College. The Dean of Curriculum and staff serve as liaisons for this committee with the State Course Numbering System and the FLDOE Division of Career and Adult Education as well as monitor the college catalog and Area of Study webpage content related to curriculum. RESPONSIBLE DEPARTMENT: Academic Services - Academic Coordinator (Christi White)

Faculty Promotion Committee
Reviews requests for promotion of faculty for advancement in rank whose requirements have been verified by Human Resources. RESPONSIBLE DEPARTMENT: VPAA and Human Resources

General Education Council
The Council serves as a representation of faculty in each broad general education area to provide oversight, feedback, and recommendations for issues related to general education. This will include regular and honors general education course offerings, guided pathways development, applicable state and accreditation requirements, and other related issues. RESPONSIBLE DEPARTMENT: IRE – Director, Assessment and Special Projects (Dr. Karen Pain)

College-wide Assessment Committee
The Committee serves the College by providing direction, development, and peer review of student learning outcomes and corresponding assessment plans at the institutional, program, and course levels, offering feedback to faculty, staff, and administrators and recommendations to Deans’ Council and the VPAA as needed. RESPONSIBLE DEPARTMENT: IRE - Director, Assessment and Special Projects (Dr. Karen Pain)

Honors College 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. Makes recommendations to the VPAA in matters concerning the Honors College at PBSC. RESPONSIBLE DEPARTMENT: Academic Services - Honors College Manager (Marcella Montesinos)

Staff & Program Development (SPD) Committee
Review / recommend requests from the academic area (faculty, instructors, administrators, staff and CCE staff) for SPD funding of non-essential travel and activities. RESPONSIBLE DEPARTMENT: VPAA

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.

College Wide Appeals
The College-wide appeals committee is comprised of staff and administrators to review student appeals for refunds, late withdrawals and readmission after dismissal from the College.

Student Activity and Service 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.

**Admissions/Graduation Substitution Committee for Students with Disabilities**

The Academic Admissions and Substitution Committee for Students with Disabilities reviews requests for substitutions and or waivers from students with disabilities and determines eligibility for reasonable substitutions. The Committee meets a minimum of three times during the academic year, once in each semester.
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

- Benefits
- Classification
- Diversity
- Employee Resource Center
- Institute of College Learning
- Jobs
- Workers’ Compensation

OMBUDSMAN

What is an Ombudsman?
The Ombudsman is an advocate for fairness. The Ombudsman respectfully listens to each student’s concerns and assists them in evaluating a situation from all perspectives. Students experiencing issues, complaints or disputes may begin their process for an informal resolution with the Office of the Ombudsman. This office serves as a welcoming and confidential resource in guiding students toward options and in providing or explaining information for the purpose of navigating a process. This office believes in treating all parties fairly and will remain a neutral and independent source in all matters.

What services can the Office of the Ombudsman assist you with?
The Ombudsman is a good listener. Through conversation(s) the Ombudsman will attempt to develop a clear understanding of the issue(s) the student is experiencing. Below are some issues the Ombudsman may be able to provide you with. They are:
- Assistance with grade appeals
- Help with academic concerns
- Understand, clarify or provide information related to the College’s policies and procedures
- Provide information about the College’s policies and procedures
- Identify other resources that may be helpful
- Explore alternatives methods for resolving complaints
- Discuss appropriate strategies for dealing with a difficult situation

The Ombudsman Office Does NOT
- Breach confidentiality without permission
- Make final decisions on any issue
- Act as a witness or advocate in any formal processes
- Maintain documentation or record of any concern
- Formally participate in any grievance processes or conduct formal investigations
- Provide legal counsel

To contact the Office of the Ombudsman for an appointment, please call (561) 868-3371.
E-LEARNING (Distance Learning)

What is E-Learning?
eLearning includes classes that utilize a learning [course] management system (LMS) to assist with instruction or present classes fully online. Palm Beach State College’s learning (course) management system (LMS) is Blackboard Learn. eLearning also supports the integration of technology into the learning environment, use of the Internet as a resource in the classroom, compressed/stream video, Web conferencing, online tutoring services, online exam proctoring systems and other assistive instructional technology.

Palm Beach State College offers eLearning classes in both credit and non-credit areas that require few (if any) on-campus meetings. Classes are designed to provide close interaction with instructors while also allowing greater time and space flexibility to serve the students’ needs. Use of course-mail, discussion boards, synchronous online chat rooms, blogs, wikis, Web conferencing, and face-to-face meetings occur to encourage effective communication with students and instructor or student-to-student interaction. These courses are rigorous and cover the same material as on-campus classes. Credits earned though eLearning course work are transferable and appear on transcripts just like any other class.

E-Learning Delivery Systems
Palm Beach State College’s commitment to students is to provide anytime, anyplace learning opportunities through an array of eLearning technologies and delivery systems. The primary difference between eLearning courses and face-to-face (traditional) courses is the delivery format, not the content. eLearning courses go through the same rigorous curriculum process as face-to-face courses.

Online courses allow students to take courses on the Internet providing greater flexibility and convenience. Students can access the course from a computer with an Internet connection 24-hours a day / 7-days a week from home, work, library, or a college facility. Each course will have specific deadlines for the completion of assignments, projects, and quizzes/exams that meet course learning outcomes just like face-to-face classes. All courses in all three Bachelor Degree Programs and a selection of Associate Degree courses require students to take exams using a Respondus LockDown browser and Respondus Monitor online test video-proctoring system. Faculty are encouraged to adopt the online exam proctoring system for all major online tests.


E-Learning Courses are Offered at Four Levels

- Gradebook/SafeAssign (traditional face-to-face classroom LMS limited support) – Provides the functions of digital gradebook, plagiarism checking system, file/handout distribution, course-mail and course announcements.
- Web Component (traditional face-to-face classroom LMS full-function support) – The instructor develops/utilizes a companion website for the face-to-face class where students may interact through messaging, the instructor may provide handouts, presentations 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 College’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 instruction is delivered online via the Blackboard LMS (Bb). Students may be required to take examinations utilizing a video-proctoring system, i.e. Respondus Monitor.
E-Learning 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 (www.palmbeachstate.edu/boardoftrustees/Documents/BoardPolicies/Section5/5.25.pdf).

Course Certification
The eLearning department certifies course sites based on the ‘Course Site Certification Rubrics’ provided in Section N, of the 2018-19 Academic Management Manual. Sites must meet a ‘Meets Standards’ rating level on all Rubric criteria to be certified and be eligible to be offered as a course at Palm 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’ in Section N of the Academic Management Manual (www.palmbeachstate.edu/elearning/documents/AMSectionN.pdf) and the instructor will be notified of the result. PantherNet will be updated to reflect instructor’s approved certification status. The Gradebook/SafeAssign course support site does not require certification and can be requested at any time throughout the term from the administrative assistant of the instructor’s respective department.

The instructor needs to notify their department of their approved certification(s) and request to have their course(s) listedUPDATED in PantherNet with a special designator 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 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.

Organizational Information
The eLearning Director supervises the Department and reports directly to the Vice President of eLearning at Palm Beach State College. The eLearning Advisory Committee provides opportunities for faculty/instructors and staff to discuss pertinent eLearning issues and offer guidance to maintain a quality program.

E-Learning 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 (E-Learning) 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/elearning/faculty-and-staff](http://www.palmbeachstate.edu/elearning/faculty-and-staff) (expand Blackboard Workshops header).

**Complete E-Learning Guidelines**


For assistance and additional information please contact Sidney Beitler, eLearning Director, by phone at (561) 862-4782 or email beitlers@palmbeachstate.edu. Staff and campus contact information is available at [www.palmbeachstate.edu/elearning](http://www.palmbeachstate.edu/elearning).
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 9:00am -6:00).

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.

Honors Graduation: Two Tracks to Honors Graduation

Honors Silver: Students who satisfy the following requirements will be eligible for the Honors Certificate:

- Complete 12 credit hours honors work (any combination of honors classes or honors project contracts);
- 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: Students who satisfy the following requirements will be eligible for the Honors Diploma:

- 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 www.palmbeachstate.edu/honors/current-honors-students.aspx.

Students who are eligible for one of the above-mentioned Honors graduation tracks submit an Honors College application www.palmbeachstate.edu/honors/) online.

Honors Graduation

A student who fulfills all the requirements for Honors Graduation will have “Honors Graduate” noted on his/her transcript. A separate Honors Graduation Application www.palmbeachstate.edu/honors/Documents/HonorsGraduationApplicationS.pdf must be completed for Honors Graduation. At least a month before commencement, the entire list of students planning to graduate with Honors should be sent to the graduation office so that “Honors College Graduate” may be noted in the commencement bulletin and on the name card that will be read at graduation. After the term is complete, the transcripts of those who applied for graduation should be checked. For each student, verify that the student completed the requirements for either the Honors Silver or Honors Gold. Students admitted to the program under the “Five Year Rule” must have a minimum cumulative GPA of 3.5 for all non-exempt coursework. Once
the final list of honors graduates is verified, send the list to the graduation office requesting that “Honors College” be added to the graduation notes of each student. The student may pick up the Honors medallion before graduation by contacting the Honors College office honors@palmbeachstate.edu.

**Note:** Diplomas with the Honors College seal will be mailed to the students by the Office of Graduation.

**Sabiduría**

Each academic year, honors students will be invited to submit research papers and other items (poems, photography) for inclusion in the Sabiduría publication www.palmbeachstate.edu/honors/sabiduria.aspx. Honors students are guided to develop a manuscript that is reviewed and edited by honors students, and mentored by an Honors Faculty Advisor for the online, peer-reviewed journal.

**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) (www.palmbeachstate.edu/academicaffairs/Documents/SPD-TRAVEL-Guidelines.pdf). 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. From September through April, committee reviews proposals online. From May through August, the VPAA has the sole responsibility of reviewing and approving funding of proposals. To review S&PD proposals due dates for the current Academic year please visit www.palmbeachstate.edu/academicaffairs/spd-page.aspx.

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 is designed to provide useful tools, forms and information for Palm Beach State College employees please go to www.palmbeachstate.edu/hr/employee-resources.aspx.

**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://special league.org/gettingresults/web/. For additional free resources and professional development opportunities see the Teaching Resources section on pages 90 – 92 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 (www.palmbeachstate.edu/pf/default.aspx) 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 Information Technology Assistance Center, iTAC (Help Desk at (561) 868-3100 or via email helpdesk@palmbeachstate.edu for password information.

Faculty/Staff Reserved Parking Decals
Parking decals are issued free-of-charge to faculty and staff. Reserved decals are restricted to full-time and regular part-time employees and will not be issued to temporary or student employees. Reserved parking areas are for faculty and staff only. To obtain your parking decal you can register online at www.palmbeachstate.edu/ParkingDecal/. The following documents are required to pick up your decal: (1) Faculty/Staff ID and (2) Vehicle Registration. You will also need to have your license plate number (including state), the make, model, year and color of your vehicle. You MUST bring your documents and your vehicle information to your campus security office to pick up your decal (no emails or postal mail). For further information and Campus Security Offices, please visit the web page at www.palmbeachstate.edu/security/traffic-parking.aspx.
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 College Wellness Centers
- Access to Media Technology Labs
- Access to Student Learning Centers (SLC Labs)
- Purchases at Follett Bookstores
- Purchases at College Cafeterias
- Purchases at College Dunkin Donuts locations
- Discounts at local merchants
- Purchases from campus vending machines

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

New Faculty/Instructor Panther-boarding

New regular part-time and full-time employees are required to attend a College-wide Panther-boarding Informational Session coordinated by the Office of Human Resources. The Panther-boarding program presents new employees with Palm Beach State's structure, procedures, and services. The Employee Resource Center website provides a list of required professional development courses, policies, and forms for new employees. (www.palmbeachstate.edu/hr/employee-resources.aspx) For more information visit: www.palmbeachstate.edu/hr/faq.aspx

New Faculty Experience

Exploring and Evolving Together: The Palm Beach State College New Faculty Experience

Background: PBSC values talented, capable, self-reflective faculty who contribute to the culture of teaching and learning and who continuously refine their teaching, keeping pace with ever-changing students and the world around us.

Mission: The New Faculty Experience (NFE) will be a semester-long, weekly series of dialogues and seminars that provides information, activities and interactions to integrate new faculty into the life of the college and to enhance their teaching skills

Vision: We envision a community of effective educators, engaged in intellectual dialogue and development that explores available resources and enhances their skills in order to build upon a culture of teaching and learning. Through this process, Faculty will learn just as much from their peers as from the facilitators and presenters.
Design: Two theories dictated the design of the NFE:
1. The symbiosis of the overlapping
   Areas of exploring the college, evolving
   Teaching abilities, and establishing
   Community within the cohort (see
   Diagram at right)

2. The importance of using a cycle of
   Self-reflection to identify individual
   needs to enhance teaching, with
   subsequent, continuous reflection on
   the effectiveness of those enhancements

Goals: the New Faculty Experience will...
1. Build a community
2. Help faculty better understand PBSC
   students
3. Enhance teaching skills and approaches
4. Raise awareness of available support personnel and services
5. Further orient faculty to the college
6. Develop a habit of active, conscious reflection
7. Accomplish the above through analysis, creation, dialogue, reflection, and/or play

Areas of Development: Each segment of the NFE sessions will fall into the following categories:
1. Teaching Practices
2. Orientation to PBSC and its culture
3. Community-building
4. Reading research and pedagogical literature to support teaching effectiveness

Employee Engagement and Retention (EERC)
The EERC Council works to create an environment that values and supports employee engagement and retention
by developing internal programs and events for Palm Beach State College.

Administrative Professionals Appreciation Day
Administrative Professionals Day includes a workshop and luncheon. The event recognizes administrative
professionals for their contribution to the workplace.

Excellence Award Program
The Palm Beach State College Excellence Awards is a college-wide program established to recognize outstanding
performance and/or achievement by individuals identified by their management team and/or referred by their
peers in one of seven categories. These categories of Championing Diversity, Collaboration, Community
Involvement, Creativity, Operational Efficiency, Retention and Visionary Leadership align with the mission and
values of Palm Beach State College.

Degree Recognition
To recognize the completion of an associate’s, bachelor’s, master’s, educational specialist or doctoral degree from
a regionally accredited college or university, the college will award all full-time non-unit employees, who have
been employed in full-time status for a minimum of one year with an award of $1,000 to their base pay, not to
exceed the maximum of the salary range.
Employee Service Awards
Recognition is based on length of service. Palm Beach State College recognizes the importance of the contributions of committed faculty and staff to the continuing success of the College.

Stewart Distinguished Teaching Awards
The Stewart Distinguished Teaching Awards are monetary awards open to all teaching faculty, including full-time faculty, adjunct faculty, and PSAV instructors. These awards are made possible through a grant from the Douglas and Virginia Stewart Foundation through our Palm Beach State College Foundation. The awards recognize instructors who are utilizing proven student engagement practices to foster interactive learning in their classrooms. Previous recipients are not eligible. Application information is usually made available in January. All faculty are encouraged to apply! Please visit http://www.palmbeachstate.edu/stewart-awards/ for additional information.

Retirement Recognition
Employees who retire from the College are given a gift option 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. [www.unl.edu/gradstudies/current/teaching/first-3-weeks](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://www.calstatela.edu/dept/chem/chem2/Active/index.htm](http://www.calstatela.edu/dept/chem/chem2/Active/index.htm)


“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](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. [bokcenter.harvard.edu/managing-hot-moments-classroom](http://bokcenter.harvard.edu/managing-hot-moments-classroom)

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](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html)


To view the chapters listed visit: Tools for Teaching
- 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 Academic Affairs:**
Dr. Roger L. Yohe  
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**Associate Vice President of Academic Affairs:**
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*Please note Ed Willey is Dean for the Belle Glade and Loxahatchee campuses and is Interim Dean of Health Sciences; Dr. Bennett is Dean of Academic Affairs (Interim) at Palm Beach Gardens.
District Student Services Administration

**Vice President Student Services & Enrollment Management**
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**Dean, Enrollment Management**
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Belle Glade Campus
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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, the Belle Glade location 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 career, technical and continuing education courses. The 470-seat Dolly Hand Cultural Arts Center at Belle Glade was completed in 1982, and the lobby was expanded in 1996. The theater offers a variety of cultural and entertainment performances and is available for rental by individuals and organizations. High-skill career programs are housed at the newly constructed Technical Education Center completed in 2010.

Learn more about the Technical Education Center

Belle Glade Campus Administration

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Boca Raton Campus
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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. In addition, all Palm Beach State students enjoy full-use privileges at the FAU library.

The Boca Raton campus provides students with state-of-the-art classrooms and laboratory facilities. It offers classes for those seeking a college degree as well as those interested in internship, upgrading of skills for organizations and customized workforce training. Well known for addressing the learning needs of the entire local community, the campus also offers Youth Entrepreneurship and Summer Youth College for ages 8-14 and the Small Business Development Center for entrepreneurs and business owners.

Boca Raton Campus Administration

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**Assistant Dean**

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Phone: (561) 967-7222

Map: www.palmbeachstate.edu/locations/documents/LakeWorth.pdf
Website: www.palmbeachstate.edu/locations/Lake-Worth/

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 or enter or advance in the workforce. Palm Beach State's intercollegiate athletic teams play and practice at this campus, which also offers a 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.

Lake Worth Campus Administration

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Lake Worth Campus Administration (continued)

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Phone: (561) 790-9000

Website: [www.palmbeachstate.edu/locations/loxahatchee/default.aspx](http://www.palmbeachstate.edu/locations/loxahatchee/default.aspx)

Palm Beach State’s long anticipated fifth campus officially opened on Feb. 27, 2017. Nestled on a beautiful 75-acre site with preserved wetlands, virgin woodlands and cypress trees, the Loxahatchee Groves campus represents a pivotal moment in the College’s history. It is PBSC’s first campus constructed in more than 30 years, and it brings the College’s high-quality, affordable education to the west-central areas of the county.

Named after PBSC’s retired fourth president, Dr. Dennis P. Gallon, the campus opens with the capacity to serve about 2,000 students. The first building is a three-story, 50,000-square-foot multipurpose facility with classrooms, computer labs and a 250-seat lecture hall. In keeping with the College’s commitment to sustainable construction, the Loxahatchee Groves campus adheres to the *International Green Construction Code*, developed to make buildings more efficient, reduce waste, and have a positive impact on health, safety and community welfare.

**Loxahatchee Groves Campus Administration**

<table>
<thead>
<tr>
<th><strong>Dean</strong></th>
<th><strong>Assistant Dean</strong></th>
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<tbody>
<tr>
<td>Edward Willey</td>
<td>TBD</td>
</tr>
<tr>
<td>Dean, Academic Affairs</td>
<td>Assistant Dean, Student Services</td>
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<tr>
<td>Email: <a href="mailto:Willeye@palmbeachstate.edu">Willeye@palmbeachstate.edu</a></td>
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<tr>
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<td>Phone:</td>
</tr>
<tr>
<td>Office: LGA 0213</td>
<td>Office:</td>
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<thead>
<tr>
<th><strong>Executive Dean</strong></th>
<th><strong>Assistant Dean</strong></th>
</tr>
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<tbody>
<tr>
<td>Dr. Stephen Joyner</td>
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</table>
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 opened in 1982 as a permanent, full-time facility offering Associate in Arts and Associate in Science degrees and certificate programs. Today, the campus offers credit and noncredit courses, programs and workshops to approximately 12,000 students each year. The Bioscience Technology Complex opened in 2008 houses an expanded science curriculum and a biotechnology degree program. The campus also features modern multimedia classrooms and laboratories, a horticultural nursery, community athletic fields, an art gallery and the 250-seat Alfred W. Meldon Lecture Hall.

The 750-seat 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 is a state-of-the- art child care center serving children of students and employees as well as families from the community.

Palm Beach Gardens Campus Administration

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