

Broward College

FACULTY HANDBOOK

INTRODUCTION

The BC **Faculty Handbook** was designed to provide Faculty with basic information concerning the operations of the College. The Handbook was not designed as a complete resource of institutional policies and procedures and thus should be viewed as a companion document to the following:

1. **College Policy and Procedure Manual** Many policies have accompanying procedures and guidelines that are available from your Associate Dean, Academic Dean, or from the BC Web site. Policies are periodically updated and the District Board of Trustees must approve any changes.
2. **College Catalog**
3. **BC/UFF Collective Bargaining Agreement** This agreement is issued to all full-time Faculty and academic administrators.

For your convenience, the table of contents for the College Policy and Procedure Manual and the BC/UFF Collective Bargaining Agreement is included in the Appendix to this Faculty Handbook. A direct link to the College Catalog is provided.

FACULTY HANDBOOK

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The community college movement originated early in the 20th century. The first Associate of Arts degree was actually awarded at the University of Chicago in 1900. A few junior colleges were established in 1901, including the first public junior college, which began operations with six students participating in an experimental program. From that small beginning evolved a movement so responsive to the educational needs of all segments of the citizenry that it literally transformed the delivery of educational services.

Florida's community college system began expanding in the late 1950's and early 1960's through the implementation of a master plan for higher education. In 1959 the Florida legislature authorized the establishment of the Junior College of Broward County. The College began operations in 1960 with 701 students and 35 Faculty members. The name was changed in 1968 to Broward Junior College. In 1970 its name was again changed to Broward Community College to better represent the scope and comprehensive nature of the College's programs. The college underwent another name change in the summer of 2008 to Broward College after receiving authorization to offer Baccalaureate program in Teacher Education.

The College offers four types of degrees, four types of certificates, and an Applied Technology Diploma. Program lengths are defined by the state while the curriculum is the responsibility of the academic administrators and Faculty. The Florida Curriculum Frameworks, advisory committees, SACS criteria, and specialized technical program accreditation standards guide Faculty and administrators in the continuous development of the curricula.

Philosophy

As an institution committed to the ideal of the value and dignity of the individual, Broward College recognizes the religious, racial, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, the College fosters the value of lifelong learning as it strives through teaching excellence to enable students to appreciate knowledge and to acquire an education that will assist them in assuming positive roles in a changing society. Believing that educated people should be guided in their behavior by decency and civility, the College values honesty, integrity, and social responsibility among both its staff and its students. Furthermore, it aspires to empower students with the critical thinking and problem-solving skills, global perspective, clarified values, and creativity that will enable them to make moral choices and ethical decisions in all aspects of their lives. In addition, the College embraces a commitment to American democratic values and culture, the principles of responsible citizenship, life enrichment, and self-awareness.

Mission

The mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a sustainable knowledge- and service-based global society. The College is committed to fostering a learning-centered community that celebrates diversity and inclusion by empowering and engaging students, faculty, and staff.

ORGANIZATION AND GOVERNANCE OF THE COLLEGE

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Broward College's organizational structure is based upon a philosophy of governance that all employees should have the opportunity to participate in the process of determining the priorities and direction of the College.

The application of this principle is reflected in the division of administrative responsibilities between the campuses and offices with collegewide responsibilities, the role of the Faculty Senate, the role of the United Faculty of Florida, and an active committee system.

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By law, the District Board of Trustees is vested with the responsibility and authority, by the state of Florida, to operate the College. The Board establishes all formal policies of the College, approves all contracts, approves all appointments, and in general takes whatever action is necessary to oversee the operation of the College. Members of the Board of Trustees are appointed by the Governor for terms of four years, and may be reappointed. The Board meets monthly. The meetings are public, and all Faculty are invited to attend.

The President is the chief executive and administrative officer of the College. The President exercises general leadership and oversight of the College to determine its needs and recommend improvements. All components of the institution are responsible to the Board of Trustees through the President.

The Vice Presidents have collegewide responsibilities, which are generally programmatic in nature as contrasted with the

responsibilities of the campus Provosts, and Deans of Academic, Business and Student Affairs, which are implementive in nature. The Provosts and Deans have the administrative responsibility for all activities taking place on their respective campuses/centers. The Vice Presidents recommend collegewide policies in their respective areas of responsibility, but the campuses are also involved in the development and consideration of those policies that will affect their operations. The Faculty and other academic administrators, including Associate Vice President, Directors and Associate Deans have the responsibility of participating in the establishment of priorities and the implementation of campus and College programs.

The departments are the units of the College where Faculty members most often function. Faculty members are strongly encouraged to be active within their discipline areas in considering departmental policies and budget priorities, participating in the screening and selection of new Faculty members, and selecting textbooks for use in particular courses.

The administrative structure of the College is outlined in the organizational charts located in the Appendices.

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Committee service is another means by which Faculty members can help guide the College. All employees are given the opportunity each year to volunteer for Standing Committees whose members are jointly appointed by the President of the College and the President of the Faculty Senate.

College Standing Committees:

The **Academic Standards Committee** serves as an admissions committee for cases not falling within established policy, considers catalog procedures and matters of academic policy, considers the granting of exceptions to established academic policies, and hears appeals from students on academic matters. The **Discipline Committee** is a sub-committee of the Academic Standards Committee.

The **Curriculum Committee** reviews, analyzes, and makes recommendations on matters pertaining to curriculum improvement and development in relation to the College's philosophy and objectives, the needs of students, and the needs of the community.

The **Endowed Teaching Chair Committee** focuses on the implementation of the Endowed Teaching Chair program, requesting and reviewing nominations and applications, interviewing and evaluating semifinalists, and recommending finalists to the BC Foundation.

The **Environmental Sustainability Committee** coordinates the college's efforts to increase environmental literacy of students and all employees; to reduce the environmental impact of campus operations; and to create a culture of environmental stewardship at BC.

The **Equity Committee** advises the President and assists in monitoring the College's efforts to provide equal educational and employment opportunities and helps in the College effort to comply with the Equity Plan.

The **Health and Safety Committee** continuously attempts to improve the safety and health conditions of the total College environment, makes recommendations to create collegewide awareness of practices, procedures and regulations affecting the safety and health of students, Faculty, and staff, reviews annual reports relative to safety, health, and the work environment, and recommends ways to reduce the number and severity of incidents of injury and illness.

The purpose of the **Honors Committee** is to promote the Robert "Bob" Elmore Honors Institute develop strategies to expand Honors course opportunities for eligible students; provide direction for new and future initiatives; recommend changes, policies, and procedures that will enhance the program; develop Honors Institute recruitment strategies; and assist in curriculum development in Honors sections and courses.

The **Instructional Technology Planning Committee** ensures that the college uses technology to improve student learning and student access to BC academic programs and services. The Committee makes recommendations regarding technology issues and policies and develops an annual plan for implementing instructional technology initiatives.

The **International Education Committee** studies and assists in the special problems related to students involved in study abroad; receives and disseminates information on international education; assists in developing international/intercultural dimensions of the curriculum, programs, and activities of the College; and cooperates with international organizations and other countries in planning and developing programs.

The **Sick Leave Pool Committee** makes implementation decisions and recommendations regarding the management of the employee sick leave pool.

The **Staff and Program Development Committee** develops and promotes Staff and Program Development activities at the College and makes recommendations to the President regarding the funding of activities consistent with College policies, procedures, and priorities. The Community/College Affairs planning group serves as a subcommittee.

The **Community/College Affairs Committee** serves as the planning group for the college holiday event for Professional Development Day activities and Recognition events.

The **Student Affairs Programs & Services Council** makes recommendations to the Vice President for Student Affairs and the President on matters of budget and finance as they relate to the Student Activities program.

The **Sabbatical Committee** reviews sabbatical applications and makes recommendations for sabbatical leave to the President. The final decision on granting of sabbatical leaves is made by the Board of Trustees.

The identity of the standing committees is subject to some variation from year-to-year, but the above list generally reflects the scope of standing committee service available. In addition, ad hoc committees are appointed to deal with specific matters as the need arises. Recent ad hoc committee service has included work on security, CLAST issues, and establishing criteria for student success.

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Collegewide Faculty meetings are normally held three times per year. The meetings serve as a forum for communicating updated information on College issues and discussing questions and concerns. Campus Faculty meetings and department meetings are held on varying schedules. Collegewide Faculty meetings are alternately chaired by the Vice President for Academic Affairs and the President of the Faculty Senate.

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The role of the Faculty Senate is to encourage the development and maintenance of a climate conducive to excellence in teaching and learning within a framework of academic freedom, professional responsibility, and high ethical standards.

The Senate may consider any subject that is germane to the academic interests of the College and make recommendations to the President. The recommendations may be directed to an appropriate official or committee for further consideration, and may be submitted by the President to the District Board of Trustees. Even before the Senate makes a formal recommendation, College officers and Senators often communicate and work cooperatively on matters under consideration by the Senate.

Members of the Senate are elected by the Faculty. One senator is allocated for each fifteen full-time Faculty members, or major fraction thereof, of the total Faculty members on each campus, plus two additional Senators from each campus. All Senators are elected at-large from their respective campuses. Faculty may be candidates on each respective campus.

United Faculty of Florida (UFF): [back to table of contents](#)

UFF is the exclusive bargaining representative for the Broward College full-time Faculty with respect to wages, supplements, hours and other terms and conditions of employment. The Collective Bargaining Agreement between The Board of Trustees and United Faculty of Florida is distributed to all Faculty members.

ACADEMIC AND STUDENT SUPPORT SERVICES

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"Teaching is the heartbeat of the educational enterprise and, when it is successful, energy is pumped into the community, continuously renewing and revitalizing the institution. Therefore, excellence in teaching is the means by which the vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built." Building Communities, A Report of the Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, 1988, pp. 7-8.

The above quotation captures the essence and significance of teaching in fulfilling the mission of the College. This section of the handbook is intended to describe certain responsibilities of Faculty members which relate to their classes, certain relevant policies, and some programs which contribute to the academic program and teaching excellence of the College.

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All members of the Faculty are entitled to academic freedom as generally defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. The College policy on Academic Freedom (6Hx2-4.08) specifically incorporates the following relevant provisions of this Statement of Principles:

A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the College.

1. The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter, which has no relation to his/her subject "and should not permit personal prejudice to interfere with his/her grading of his/her students on their performance in his/her classes." Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
2. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational leader, he/she should remember that the public may judge his/her institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

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The Accelerated mechanisms programs outlined in Policy 6Hx2-4.11, allow students to increase learning and shorten the time needed to acquire a baccalaureate degree. For each degree and certificate program, the College shall provide opportunity for students to complete at least 25% of the program requirements, exclusive of transfer credit, through accelerated mechanisms. Broward College offers college credit through the following options for program acceleration:

Advanced Placement - Eligible secondary students may earn college credit through the AP Program administered by the College Board. Post-secondary credit for an advanced placement course shall be limited to students who score a minimum of three (3), on a five (5) point scale, on the corresponding AP Examination.

Credit by Nationally Standardized Examination – A program through which secondary and post-secondary students generate post-secondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examination.

College Academy- is a joint venture between the School Board of Broward County and Broward College. It is an accelerated college program for Broward County eleventh and twelfth grade students. This dual-enrollment secondary school was created for students who desire an alternative to the traditional high school program. Students are provided the opportunity to receive a high school diploma and an Associate of Arts degree concurrently. Specific pre-admission requirements must be met to establish eligibility. Tuition and books are provided free of cost for College Academy. Students must maintain of 2.5., unweighted, high school grade point average in order to remain at the College Academy. For more information contact the College Academy at 754-321-6900.

Dual Enrollment – Broward County high school students who have earned 11 high school credits prior to the Fall Term or 13.5 prior to the Winter Term may be concurrently enrolled in approved post-secondary courses creditable toward a vocational certificate, diploma, or associate, or baccalaureate degree provided they meet program rules and regulations. Students may enroll for a maximum of eleven (11) semester hours of college credit each term for which both high school and college credit will be granted. Public school students shall be exempt from the payment of registration, matriculation, and textbook fees. Private school and home school students shall be exempt from registration and matriculation fees.

Vocational Dual Enrollment -Eligible high school students who have completed 11 credits prior to the fall term and 13.5 credits prior to the winter term may dually enroll in a state approved, high wage/high skilled certificate, diploma, or degree granting program at an approved postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement and for which both high school and postsecondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a vocational-technical certificate, diploma, associate, or baccalaureate degree, broaden the scope of curricular options, or increase the depth of study available in a particular subject area. It is the intent of this program to augment the technical options that currently exist for high school students. Primary emphasis will be on the continued implementation of Tech Prep programs of study. Any student so enrolled in a state supported postsecondary institution with whom the School Board has an approved interinstitutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees.

Early Admission – Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a post-secondary institution on a full-time basis in courses that are creditable toward a degree. Students must complete two consecutive terms of at least twelve (12) college level credit hours each term with an average of “C” or higher in order to receive their high school diploma. Matriculation fees are waived for a maximum of 24 credit hours.

Experiential Learning Assessment – Demonstration of competence through a variety of means to obtain college or university credits related to prior experience. Up to one-third of the institutional residency requirement may be satisfied through the assessment of prior learning in the Broward College Experiential Learning program.

International Baccalaureate – A program in which eligible secondary students are enrolled in a program of study offered through the International Baccalaureate Office. Post-secondary credit for student participation in the program shall be limited to students who earn a minimum of four (4) on a seven (7) point scale, on an individual subject examination conducted by the International Baccalaureate Office. Students shall be awarded a maximum of thirty (30) semester credit hours.

Military Training and/or Experience – Credit for military training and/or experience may be awarded in accordance with criteria published in the *Guide to the Evaluation of Educational Experiences in the Armed Forces* published by the American Council on Education. [back to table of contents](#)

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Adjunct Faculty are limited to 12 adjusted credit hours Term I and 12 adjusted credit hours Term II or a maximum of 24 adjusted credit hours for Term I and II. For Term III, a maximum of 24 adjusted credit hours are recommended.

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Broward College's web site: www.broward.edu represents an important part of the College's growing involvement with technology. The site contains a wide range of information representing all of the College functions. Over 3500 webpages contain information for our diverse community of students, Faculty and staff, and the general public.

A key component of the site is the Student Online System (SOS). SOS allows students access to their current academic schedule, online registration, grades and transcripts. Students can inquire about financial assistance, academic programs, term calendars, course information, campus maps and more. Many additional functions and services are planned to enable service from anywhere the World Wide Web is available.

Resources for Faculty and staff include individual Faculty web pages and departmental pages, which provide access to official College documents and forms. Directories for email addresses and telephone numbers provide a focal point for internal usage as well as outside visitors. Valuable links to personnel, payroll, helpdesk and security highlight important College services for our College intranet. Currently the site is being accessed up to 76,000 times per day, with visitors from over 100 international countries.

Certificates, Degrees and Diplomas: [back to table of contents](#)

The College offers four types of degrees, four types of certificates, and an Applied Technology Diploma. Program lengths are defined by the state while the curriculum is the responsibility of the academic administrators and Faculty. The Florida Curriculum Frameworks, advisory committees, Southern Association of Colleges and Schools (SACS) criteria, and specialized technical program accreditation standards guide Faculty and administrators in the continuous development of the curricula. The following list defines each of the degrees and certificates offered at the College.

Baccalaureate Degree: A Baccalaureate degree or **bachelor's degree** is usually an undergraduate academic degree, in an area of specialized study, awarded for a course or major that generally requires 120 semester hours of course work. The degree requirements consist of the lower division requirements of 60 credits and an additional 60 credits of upper division courses.

Associate in Arts Degree: The Associate in Arts degree (A. A.) is a transfer degree that offers a course of study equivalent to those offered to the freshman and sophomore students in the lower division of Florida's state universities. The degree requirements consist of 36 semester hours of general education, which parallel the university requirements, and 24 semester hours of electives in preparation for a major area of study. If students receive the Associate in Arts degree from Broward College, their degree, in most cases, will meet the lower division requirements of a university and will admit them to junior-level status.

Associate in Science Degree: The Associate in Science degree (A. S.) is a career education and transfer degree. It is a 60+ credit hour degree intended to prepare students for immediate employment in a specific occupational area and/or for transfer into the state university system. The degree requires the completion of at least 15-18 semester hours of transferable general education courses that meet the SACS criteria along with technical courses, which may or may not transfer. The general education courses will transfer and apply toward the 36 credit hours required for the baccalaureate degree in the state university system. In some areas of study statewide program-specific articulation agreements have been developed ensuring the transfer of the associate of science degree. The student is advised to see an advisor for a list of these degrees.

Associate in Applied Science: The Associate in Applied Science (AAS) degree is a career/technical degree. The AAS degree is a 60+ college credit hour degree consisting of both general education and technical courses. Graduates from such programs shall have the technical skills as well as the communication, problem solving, and scientific skills to compete successfully in the job market and to advance in the workforce. The AAS provides the same course preparation as the AS but is not designed as a college transfer program. In some areas of study, articulation agreements have been established with state universities and private colleges enabling the transfer of degree credits.

Applied Technology Diploma: The Applied Technology Diploma (ATD) consists of a course of study that is part of an Associate of Science degree, or an Associate of Applied Science degree, and leads to employment in a specific occupation. The diploma is less than sixty (60) college credit hours or vocational credits, and is approximately fifty percent of the technical component of the degree. The ATD is awarded upon completion of all technical courses and demonstration of attainment of predetermined and specified performance requirements (reading and mathematical skills) as defined by Florida law and Rule. Transfer of coursework that is part of an ATD to an associate degree program is guaranteed for a period of three years following the date of the award of the ATD and based upon the AS or AAS articulation agreement

Technical Certificate: A Technical Certificate is a program of study of less than 60 credits of college-level technical courses that prepare students for immediate entry into the workforce. The certificate may be part of an Associate of Science or Associate of Applied Science degree and generally does not require the completion of general education courses.

Vocational Certificate: A Vocational Certificate is a program of study consisting of non-college-level courses to prepare students to enter the workforce. The student receives vocational credit(s) upon completion of each course within the program. The Vocational Certificate is awarded upon completion of all vocational courses and demonstration of attainment of predetermined and specified performance requirements (reading and mathematical skills) as defined by Florida law and Rule.

Advanced Technical Certificate: The Advanced Technical Certificate consists of a program of instruction of nine (9) or more, but less than forty-five (45), credit hours of college-level courses. The Certificate is awarded to students who have already received an Associate of Science, Associate of Applied Science, or a related undergraduate degree and are seeking an advanced specialized program of study to supplement that degree.

Competency Based Alternative Certification Program: The Alternative Certification program is a post baccalaureate program that consists of twenty-One (21) credit hours of Educator Preparation Institute (EPI) courses. Five year certification is awarded to students who complete the EPI courses and take all of their certification exams through the Florida Department of Education.

Class Attendance Policy: [back to table of contents](#)

The College believes class attendance has a major role in the teaching/learning process and, therefore, expects students to attend classes regularly and on time. Expectations to this policy are set forth below.

Faculty Responsibilities: It is the responsibility of each faculty member to formulate an attendance policy for the courses he/she teaches and to ensure that this policy is communicated in writing in the course syllabus within the first week of class meetings. Members of the College's staff are expected to exercise good judgment in the formulation, implementation, and application of their attendance policies. Faculty are also responsible for verifying enrollment of students satisfying Title IV, Veterans Administration and SEVIS/INS reporting requirements in accordance with Policy and Procedure 6Hx2-5.11.

Non-Class Days: The President or his/her designee has the authority to close a campus or college due to unanticipated circumstances that are beyond anyone's control or when concerns are raised about the safety and/or security of the students, faculty, staff, and/or the facilities. For purposes of grading and attendance policies, the day(s) during which the campus/College is closed shall be considered a non-class day(s). When this occurs, each Faculty member shall determine how best to make-up the lost class time.

Excused Absences: There shall be no grade penalty for a student who is absent from academic activities because of religious holy day observances in his/her own faith, the student's serious illness, death in the immediate family, or attendance to statutory governmental responsibilities. Excessive absences from any course as defined by the faculty member in his/her syllabus, whether excused or unexcused, may result in the withdrawal of the student from the course.

Student Responsibilities Relative to Non-Penalized Excused Absences: A student shall notify instructors in advance of absence(s) to observe a religious holy day(s) in his/her own faith, and shall likewise notify instructors in advance of other absences when practicable under the circumstances. "Death in the immediate family" shall be interpreted to mean parent, legal guardian, domestic partner, spouse, child, sibling, grandparents, or grandchildren. "Statutory governmental responsibilities" refer to such matters as jury duty, subpoena for court appearance, or unplanned military obligation. If a non-penalized excused absence occurs on the first day of class, the student shall notify the instructor of the reason for his/her absence at the next class meeting. Documentation for non-penalized excused absences shall be presented by the student should the faculty member request it.

The student shall be responsible for the material covered in his/her excused absence and shall be granted a reasonable amount of time to make up any work or test missed for excused absences.

Unexcused Absences: A faculty member may impose a grade penalty for unexcused absences such as described in the syllabus.

Classes with Special Instructional Requirements: Attendance requirements shall conform to applicable accreditation standards, licensure requirements, or other instructional requirements. Although the make up of laboratory or clinical classes may not be possible, non-punitive provisions will be made for absences caused by serious illness, religious observances, or other approved reasons. These provisions may include giving a student a *W* or *I* grade.

Appeals: A student may appeal a Faculty member's attendance policy, or the application thereof, by following the procedure for appeals concerning grades which is set forth in Broward College Policy 6Hx2-4.19A, *Grades and Grade Appeal Process*. The entire text of the College's Class Attendance Policy is set forth in Policy 6Hx2-4.19B (pending).

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Faculty can access their class rosters, via the BC website (www.broward.edu), by clicking on the Employee Intranet button. One must sign in using the user ID and password. Put the cursor on the Faculty button, and click on Class Rosters. Individual class rosters can then be viewed or printed by the Faculty member. Rosters may also be printed by staff members in the respective departments.

Final grades will be processed on the WEB. Instruction sheets for submitting final grades will be e-mailed to all Faculty prior to the input of final grades.

CLAST - College Level Academic Skills Test: [back to table of contents](#)

The State of Florida has developed a test of college-level communication and computation skills. The test is called the College Level Academic Skills Test (CLAST).

A passing score on the test is required for a student to receive an Associate of Arts Degree and be admitted to upper division status in the State University System. A student may be eligible for an *alternative* to the testing requirement for one or more of the subtest(s) of the CLAST. For information about possible alternatives to the CLAST testing requirement, please consult with an academic advisor/counselor or the College Registrar's Office. Students majoring in Education are not eligible for the CLAST alternative

The CLAST, for students not meeting the alternative, is administered to community college students who are completing Associate of Arts programs and to any other students seeking admission to upper division programs in Florida state universities, including university students who are completing their sophomore year.

CLAST Skills Tested

The skills measured by CLAST in English (Essay and English Language), Reading, and Mathematics have been agreed upon by community college and State university Faculty members.

The following courses offered at Broward College cover the skills tested by CLAST:

- (1) **Essay and English Language Skills:** ENC 1101 (Composition). These skills are reinforced in the course contents of ENC 1102 (Composition), ENC 2210 (Professional and Technical Writing), and literature courses. ENC 0010 (Fundamentals of Composition) covers some of the CLAST skills.
- (2) **Reading:** REA 1105 (College Reading I). The course content of REA 0006C (College Preparatory Reading II) covers some of the CLAST skills.
- (3) **Mathematics:** MAT 1033 (Intermediate Algebra) and MGF 1106 (Mathematics for Liberal Arts I). The course contents of MAT 0012 (Pre Algebra), MAT 0024 (Elementary Algebra), and STA 2023 (Elementary Statistics) cover some of the CLAST skills.

CLEP (College Level Exam Program): [back to table of contents](#)

The College Level Exam Program is a series of general and subject exams developed by the Educational Testing Service. These nationally recognized, standardized exams are offered at test centers throughout the United States. **CLEP** exams provide students with an opportunity to earn college credit by demonstrating competency in a variety of academic subject areas. For more information please contact the testing center.

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Internship Education is a nationally recognized academic program that provides a way for students to earn college credit while gaining practical work experience, testing career decisions, making professional contacts, and integrating academic theory with actual practice in a work environment related to their discipline.

- Students must have completed at least 24 credits (unless waived by the appropriate Associate Dean), and be in good academic standing in order to participate. They must also receive permission from a Faculty Internship Instructor and be employed in a field related to their academic major prior to enrolling in the Internship Education course.
- The Faculty Internship Instructors coordinate in-the-field learning experiences with the student and the student’s supervisor and must make at least one visit to the student’s work site during the semester.

Contact the Internship Education Office at 954-201-4538 for more information.

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Repeating Courses

The responsibility for course credit loss, due to course duplication, rests with the student. In accordance with Florida State Board of Education Administrative Rules, Chapter 6A-14.0301, a student who has completed a course and desires to improve his/her grade for that course may repeat the course only if he/she has earned a “D” or “F” grade. The number of *repeat* attempts is limited to two per course. Repetition of a course removes the previous grade from a student’s record only for the purpose of calculating grade point average. The original grade remains on the transcript, but only the grade earned in the *most recent* attempt is used for calculating the degree grade point average. The State does not allow courses to be repeated for the purpose of changing a student’s grade point average after the associate degree has been awarded.

Attempts Per Course

Florida State Board of Education Administration Rules, Chapter 6A-14.0301, limits the number of times a student may attempt a course. An attempt is defined as “student enrollment after the 100% refund deadline.” [back to table of contents](#)

Total Attempts: College-Level Courses

A student may have only *three* attempts per college-level course, including the original grade, repeat grades, withdrawals, audit registrations, and audits declared after the end of the drop/add period. A fourth attempt may be allowed *only* through a successful petition to the Academic Standards Committee based on *major extenuating circumstances*. The total attempts limitation, however, does *not* apply to repeatable courses such as music, choir, etc. that have been successfully completed and are now being repeated for further skill enhancement; or to courses that are required to be repeated by a regulatory agency; or are being repeated as part of the regulatory requirement for continuing education to stay current in a field such as teacher education. Florida law requires a student who repeats a college-level credit course for the second time (which is a third attempt) to pay the *full cost of instruction*, the equivalent to *out-of-state tuition fees*. No exceptions to the full cost of instruction can be granted to a student who attempts a college-level credit course for the third (or fourth) time.

Total Attempts: College Preparatory Courses

A student may have only *three* attempts per college-prep course, including the original grade, repeat grades, and withdrawals. Students may not *audit* a college-prep course. A fourth attempt may be allowed *only* through a successful petition to the Academic Standards Committee based on *major extenuating circumstances*.

Florida law requires a student who repeats a college-prep course for the second time (which is a third attempt) to pay the *full cost of instruction*, the equivalent to *out-of-state tuition fees*. Florida law *does* allow for exceptions to the full cost of instruction charge. *Please see your academic advisor/counselor for information about the exception categories.*

Recent Florida legislation *does* allow students needing remediation to obtain that remediation “outside” the College’s traditional course offerings. *Please see your academic advisor/counselor about remediation alternatives.*

Withdrawals/Refund Policies: [back to table of contents](#)

The College establishes various dates during each term by which a student may withdraw (“drop”) from a course. Please refer to the current College catalog for the specific withdrawal dates. The types of withdrawals are described below.

100% Refund Withdrawal

One hundred percent (100%) of matriculation, tuition, and all other special fees categorized as refundable shall be made if the student withdraws from a class prior to the end of the College’s published 100% drop period. Exceptions to the one hundred percent (100%) refund provision shall be made pursuant to Federal rules for pro-rated refunds. Student Financial Services and the Comptroller’s Office will establish refund guidelines pursuant to Federal rules.

No Grade Penalty Withdrawal

A student may withdraw from any course *without grade penalty*, (a “W” grade will be issued), if the withdrawal occurs *after* the 100% refund date and *within* the College’s published drop period.

Instructor/Administrative Withdrawals

After the College’s published drop period, but prior to the submitting of final course grades, a student *may* be administratively withdrawn, or withdrawn by the instructor of record (in accordance with the instructor’s grading/class policy), provided it is not the student’s third attempt.

Student Required Withdrawal

When a student is *required* to withdraw from a course after the 100% refund date, but prior to the no grade penalty date, because of circumstances determined by the College to be exceptional and beyond the control of the student, a 100% refund may be approved by the chief administrator of the campus where the student is enrolled. Such circumstances may include (but are not limited to) serious illness, health, involuntary call to active military duty, and other emergency circumstances or extraordinary situations.

CAUTIONS:

- 1) **When a student petitions for a refund, he/she must have officially withdrawn from any classes for which a petition is being considered.**
- 2) **Universities may consider the number of withdrawals when considering students for admission; excessive withdrawals (“W” grades) may be viewed negatively by the university admission officers.**

Course Outlines [back to table of contents](#)

The Faculty in each academic discipline prepares a course outline for each course offered. All courses taught at the College must have an approved course outline on file in the Office of Curriculum Services. The outline identifies the substantive objectives for each unit of the course as well as the skills, knowledge, and outcomes which the student is expected to acquire. All courses must be processed through the Curriculum Committee for recommendation to the Vice President for Academic Affairs. Each course outline is reviewed every five years on a rotating schedule.

Course Syllabus: [back to table of contents](#)

All Faculty members are required to develop and to distribute by the end of the 1st week of session, to students a course syllabus for each class they teach. The syllabus shall contain:

- Course name and number
- Course pre- and co-requisites
- Name of Faculty member teaching the course
- Name of textbook(s), author, edition, and publisher
- Any supplemental material required for the course
- Course description, which should include course goals and requirements, the nature of the course content, objectives, and an outline of activity for the term
- Class attendance policy
- Office hours available for student consultation or a statement that the hours available for student consultation are posted on the outside of the Faculty member’s office door
- Methods of evaluation
- Grading Policy

- Statement on Academic Dishonesty (consequences of cheating, plagiarism, etc)
- Office location(s), office phone number and e-mail address (optional)
- CLAST competencies applicable to the appropriate English, reading or mathematics courses
- Emergency phone numbers

Curriculum Development Process: [back to table of contents](#)

Any College Faculty member, administrator, academic unit, or committee may submit proposals for new courses, programs or revisions to existing courses/programs to the Curriculum Committee. Procedures for submitting proposals are available on the College website.

Evaluations: [back to table of contents](#)

All Faculty, full-time and adjunct, are regularly evaluated by students. The schedule for student evaluations varies for full-time Faculty according to their contractual status. Student evaluations are completed each term for adjunct Faculty. Students have the opportunity to give their opinions of Faculty during the evaluation process.

All full-time Faculty are evaluated by their immediate supervisor as stipulated in the BC/UFF Collective Bargaining Agreement.

Each adjunct Faculty member shall be evaluated annually. A newly hired adjunct Faculty member shall be observed in the learning environment in the **first term** that he/she teaches at the College by his/her immediate supervisor and thereafter shall be observed while performing his/her teaching assignment if deemed necessary by the immediate supervisor.

Examinations and Tests: [back to table of contents](#)

Each Faculty member may organize his/her class and schedule tests to meet the objectives of the course. The College Catalog contains the schedule for final examinations that must be followed unless approved alternative arrangements are made through the Associate Dean. Final examinations for evening classes are usually held on the last regular class meeting scheduled for the term.

Experiential Learning Program: [back to table of contents](#)

BC's Experiential Learning Program provides students with an opportunity to earn college credit by demonstrating that they possess course-equivalent knowledge, competencies, and skills.

- Student competencies are measured by objective-based assessments developed and administered by BC Faculty.
- Faculty may receive compensation for assessments completed outside of normal duty hours.
- Students must complete an Experiential Learning application, obtain Faculty permission to challenge a course, pay an assessment fee, and satisfactorily complete a Faculty-administered assessment before they can receive Experiential Learning credit.
- Faculty interested in becoming Experiential Learning assessors should talk with their immediate supervisor.

Faculty ID: [back to table of contents](#)

Faculty must fill-out a Card Holder Agreement form available at Student Life Offices on all campuses and centers. Please bring a picture ID. If your demographic information has not been entered in the CID system, a letter from the Associate Dean will be accepted as verification of employment at BC. Upon completion of the form, your photograph will be taken and you will receive your faculty ID immediately. The office hours at all campuses are Monday-Thursday, 8:00 a.m. -8:00 p.m. and Friday 8:00-4:00 p.m. and centers are open: Monday-Thursday 8:00 a.m.-4:30 p.m. and Friday: 8:00 a.m. - 4:00 p.m.

e-Learning Options: [back to table of contents](#)

BC e-Learning courses are designed for motivated, self-disciplined students who cannot attend regularly scheduled classes on

campus, those who prefer to study independently, and/or those who want to match an e-learning course delivery method to their preferred learning style. BC faculty members have found that teaching online provides them with flexibility and provides an opportunity to develop new teaching skills.

As of Winter term 2009, BC students can meet their general education requirements, and take all required courses online for an A.A.S. degree in Business Administration and Accounting Technology; an A.S. degree in General Business and Accounting Technology, an A.A. degree with emphasis in ten areas, and four certificate programs.

For current e-Learning schedules and faculty support resources, visit BC's website and select the "e-Learning @ BC" link (or go to <http://www.broward.edu/elearning>). Faculty interested in developing and/or delivering e-Learning courses should consult with their associate dean, take the required professional development workshops (info at <http://www.broward.edu/elearning/eLearning/faculty/profDevelopment/page12867.html>), and contact the e-Learning office at 954.201.6567 to request a *Course Development* or *Course Delivery Agreement*.

e-Learning Courses:

- **Fully Online Courses** - BC's e-Learning program uses an Internet-based course management system called Blackboard to deliver courses to students in a fully online format. These content-rich, highly interactive courses engage students with faculty-developed materials through structured online learning activities. Students can usually complete all course requirements online, but some online courses may require a limited number of on-campus meetings for proctored tests or lab work (BC is also a part of a national consortium of testing centers where non-local students may take proctored tests). Students and faculty can access their courses at any time from almost any place via the Internet. Online classes are popular with BC students. More than 20,000 enrollments in over 900 course sections are expected in 2008/9.
- **Blended Courses** - Blended e-learning courses combine traditional on-campus instruction with online learning using BC's e-learning course management system, Blackboard. Blended e-learning courses are a great choice for faculty who want to create courses that combine the best aspects of on-campus and online learning in a creative, flexible format. In blended e-learning courses, a portion of the time a student normally spends in a classroom is replaced with structured, online learning activities.
- **Blackboard-Enhanced Courses** Traditional, on-campus courses can also use the Blackboard e-learning course management system to enrich and augment classroom content with online resources. Blackboard-enhanced courses are a great way for faculty and students to get started with e-learning.

The Gordon Rule [back to table of contents](#)

State Rule 6A-10.030, known as the Gordon Rule, requires that students graduating with an Associate in Arts Degree meet the following provisions in the areas of writing and Mathematics. All students seeking an A.A. or B.A. degree must meet these requirements by the end of the sophomore year.

Writing [back to table of contents](#)

In order to comply with the Gordon Rule, all students are required to demonstrate college-level writing skills in their two (2) required composition courses (one from Area 1A, A. ENC 1101 Composition and one from Area 1B, ENC 1102 Composition or ENC 2210 Professional or Technical Writing) and any other two (2) courses designated (listed in the college catalog) as carrying writing credit. In all writing credit courses, students should expect essay tests, in class writing, and/or formal written presentation of material relevant to the content.

Mathematics — [back to table of contents](#)

All students must complete six credit hours at the college algebra level or higher. For most students, the requirements may be met by taking MAC 1105 and MGF 1106. Other options are detailed in Area 5 of the A.A. Degree General Education Requirements. In all Mathematics courses, a grade of "C" or higher is required to meet the A.A. Degree Requirements.

Grades: [back to table of contents](#)

Posting of Grades "Grade Posting is Optional." Federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment) requires that information contained in the students' educational records, grades, etc., cannot be disclosed without the student's written consent. Should a faculty member wish to post grades of

students, each student must be given a unique ID (other than the student's College ID or SS#) known only to the faculty and student, names or another other personally identifiable information cannot be included in such postings. The faculty cannot post grades for those students who do not give consent. Students may access their current term grades through the Web @ www.broward.edu.

Grade Changes An official “Grade Change Request Form” must be completed and submitted by the Faculty member to his/her Associate Dean in order to change a grade.

Grade Appeals The Grade Appeal Process applies to final course grades; there is a separate process for grade appeal for academic dishonesty. Any grade received for academic dishonesty will be appealed through the Academic Standards sub-committee on discipline and is not subject to the appeal process.

Any appeal of a course grade shall be considered in comparison with the standards in the Faculty member’s grading policy. Each Faculty member shall communicate in clear, detailed written form his/her grading policy within the first week of the course. The policy shall be included in the course syllabus. The elements to be considered in calculating the student’s grade shall be clearly articulated as to value, and all factors to be considered in arriving at the final grade shall be stated. The student’s appeal shall be based upon a complaint of inequitable treatment that the student can demonstrate with reasonable evidence. The appeal shall show that the grading policy was misapplied to the student.

The appeal process begins with a preliminary action, which requires the student to meet or communicate no later than the second week of the next term with the Faculty member in an attempt to settle the disputed grade and avoid the formal Grade Appeal Process.

If no mutual resolution can be reached, then the formal Grade Appeal Process may be initiated. This is outlined in Policy 6Hx2-4.19.

Grants: [back to table of contents](#)

The state and federal governments, as well as private foundations, offer grants on a competitive basis for specific purposes. Grant proposals need to be consistent with the College mission and campus goals.

The College’s Director of Resource Development is available to assist Faculty members in the preparation of grant applications. The Director also distributes information regarding upcoming grant awards to College personnel who may have an interest in them. The Director can be reached by phone at (954) 201-7493 or by e-mail at edrotzer@broward.edu.

Honors Institute: [back to table of contents](#)

The Honors Institute is one of the most highly acclaimed two-year programs in the United States based on National awards and recognition achieved by BC Honors students and by the Honors Institute. Honors Institute students are a talented, diverse group from various stages of life who represent a wide variety of ages and a broad ethnic and international mixture: 28.59% Hispanic, 17.67% Black, 51.92% Caucasian, with 60% U.S. Citizens and 40% International students.

What the Honors Institute Offers to Students:

Avenues for Admission:

The following students are invited to join the Honors program:

- BC students who achieve a minimum 3.5 GPA on 12 college-level classes
- High achieving Broward County high school graduates
- High achieving Florida home-schooled students who meet state graduation criteria
- Students with a combined SAT score of 1000 or higher (or comparable ACT score)
- GED students who score in the top 1% with a 3500 or higher total score.

Benefits:

- Small classes, limited to 20 students per class in a seminar-style environment designed especially for Honors students in a wide variety of curriculum.

- Distinguished Faculty members who are highly qualified, hand-selected, caring, and supportive. They design special “Honors Projects” for students and encouraged them to learn actively, to think analytically and creatively, and to debate different ideas.
- First day registration privileges
- The Scholar Award: a full-tuition scholarship opportunity (100 offered annually)
- Recurring Term Scholarships and part-time Scholarships
- Transfer scholarships to colleges and universities in Florida and across the nation
- Honors social events, creating opportunities to network and to build enduring friendships.
- Academic competition via the Brain Bowl Team and the Math Team, which allow students to test their academic prowess at the state and national level and earn scholarships
- The opportunity to give back to the community by involvement in college service projects.
- The Honors Institute Certificate which allows students to earn additional scholarship funding at many Florida colleges and universities.
- Participation in extra-curricular programs, such as Phi Theta Kappa
- Recognition at graduation, at the Annual Honors Award Celebration, and on the Honors Institute website in the Student Showcase and Student Hall of Fame. www.broward.edu/honors

What the Honors Students Offer in Return:

Every year Honors students in the three campus chapters of Phi Theta Kappa contribute thousands of hours in community service and fund-raising for charitable events and non-profit agencies in the community and donate thousands of hours of tutoring for their fellow students, and achieve recognition for their chapters and Advisors on the State and National level. Members and graduates of the Honors Institute also bring recognition on the national and state level to BC due to their scholastic excellence and their desirability as highly sought-after transfer students to colleges and universities in Florida and the United States.

Why you, our Faculty, are Essential to The Honors Institute:

We can't do it without you! Every year outstanding Faculty teach over forty Honors classes and IDH 2121 Honors Seminar Topics classes on all three campuses. Faculty members also serve as Honors Coordinators and Phi Theta Kappa Advisors on the South, Central and North campuses. In addition, Faculty members recognize outstanding students in their classes and recommend them for membership in the Honors Institute and assist in nominating outstanding students for Campus Departmental and Deans Awards for the Annual May Honors Awards Celebration. Honors Faculty receive recognition in the Honors Faculty Directory and their work is featured in the Honors Faculty Showcase on the Honors website: www.broward.edu/honors. Awards are also given, including “Stellar Faculty Awards” and an “Annual Honors International Travel Award,” at special events such as the Annual Honors Faculty Recognition Luncheon.

Instructional Technology:

Instructional Technology is a college-wide Faculty and instructional development resource that supports the Faculty's application and integration of technology into the teaching/learning process. Instructional Technology initiatives are designed to improve student access to academic programs and to improve student learning and retention. Initiatives include:

- E-learning (fully online and blended) course and program development, which supports Faculty in the design, development and delivery of fully online blended courses, certificates and degrees;
- E-learning as a campus-based course instructional resource;
- “Clickers” (classroom response systems) as a student engagement strategy;
- iTunes University as a teaching and learning resource;

- The Faculty Technology Mentor Program, which matches Faculty needing technology, skills, pedagogy, and support with Faculty that have advanced knowledge of instructional technology applications and tools;
- Personalized, one-to-one Faculty support through Instructional Technology Faculty Associates;
- Customized faculty professional development activities for academic departments to support department-level instructional technology initiatives;
- Workshops, short courses and forums on the application of technology into teaching and learning.

Faculty interested in learning more about or becoming involved in Instructional Technology initiatives should visit <http://www.broward.edu/itech/> or call 954.201.6384.

Learning Resources Centers: [back to table of contents](#)

The goal of the Centers is to support quality instruction by providing Faculty and students with computer and audio-visual equipment and materials for both classroom and lab use.

Learning Laboratories. The Learning Labs include an extensive collection of computer and audiovisual materials in all content areas designed to provide remedial, supplemental and enrichment experiences for all students. Learning labs support the curriculum in writing, ESL, reading, math, modern foreign languages, as well as other disciplines.

Classroom Equipment/Materials Scheduling. A function of the Learning Resources Center on each campus is to schedule computer/audiovisual equipment and materials for classroom use. Faculty should contact the campus Learning Resources Department to find out all the media resources available in a discipline. In order to ensure timely service, requests for equipment should be made 48 hours in advance.

Library: [back to table of contents](#)

Broward College libraries reflect the College's desire to provide the best materials and comprehensive services for its library users. In this endeavor, special features have been developed to enable the College to interface with the state university system and to maximize resources through participation in library consortia. Electronic and computerized systems have been installed, and state and national trends for community development have been established through innovative joint University/College and county regional library ventures. The University/College Library located on Central Campus is designed to service the needs of the College as well as support the upper division courses offered by FAU on the Central Campus. The North and South Campus libraries are operated as joint-use facilities in conjunction with the Broward County Public Library System. For students attending classes at the Downtown Center and Pines Center, the collection at the Broward County Public Main Library and South West Regional Library have been supplemented to include materials needed in classes offered at these Centers. Although the other libraries are located physically on the different campuses, the Main Library is located one block from the Downtown Center. The hours of operation and certain policies and procedures may vary from one campus or center to another. A strong core collection, supportive of the College's mission, is common to all five libraries.

Additions/Deletions to the Library Collection. The College welcomes suggestions and participation from Faculty for new books and materials to be added to the collections. Faculty should contact the campus library Dean for more information.

Reserved Books. Faculty may place on reserve books and materials which are known to be in short supply or that are not owned by the library. Several options are available for the circulation of reserve materials. Faculty should work with their campus library to specify which option will be most beneficial for their students and what length of time the materials should be placed in reserve.

Circulation Privileges. Full-time Faculty members may borrow circulating library materials for a full term. Adjunct Faculty and staff should check their campus library for the lending policy pertinent to them. All materials must be returned no later than the last day before the exam period. The college belongs to several state and regional consortiums so that materials not available in one of the College libraries may be acquired through inter-library loan. Those Faculty who wish to use one of the local university libraries may do so by acquiring a card for the Southeast Florida Library Information Network (SEFLIN) from their campus/center library. A statewide reciprocal borrowers program exists between the Community College and the State University System. A BC ID card can be used by Faculty members to check out materials from the libraries in either system.

Class Use of Library. The highest priority of the library staff is to service the Faculty, students and staff who use the facility. Therefore, in order to ensure quality services, Faculty members are requested to make arrangements in advance for class trips to the library.

Databases. Numerous databases are available through the U/C Library Web page. Databases are indexed by Title and by Subject. Many of the databases and full-text journals require your library card number and a PIN. Your default PIN is initially assigned when your library ID card is added to the U/CL system and usually consists of the last four digits of your social security number. You can change your PIN online. If you have difficulty logging in, or if you've forgotten your PIN, call the U/CL Check Out Desk to have it reset. If you need assistance with the databases, contact the U/CL Reference Desk.

Copyright:

Many in the education community have used print and non print resources in their class instruction by observing the "Fair Use" clause of the U.S. Copyright Law. These four criteria have enabled Faculty and libraries to use reasonable amounts of print materials that are authoritative, useful, and timely for their classroom instruction. However, copyright law does not apply in the same way in the arena of online resources licensed under contract law or in the distance learning classroom. Until recently, copyright law and various guidelines that applied to the traditional face-to-face classroom did not apply in the same way in the online environment. In 2003, Congress passed the TEACH Act which allows use of print and digital materials in an online course as long as the institution subscribes to a specific set of criteria. It is necessary that all Faculty become knowledgeable of copyright law whether their instruction is in a face-to-face or online classroom. Many issues have not been tested in the courts, leaving limited guidance for educators but ignorance is not defensible. Failure to comply with copyright law and license terms places the institution and Faculty member at legal risk. To assist you in gaining this knowledge, the library has developed a Web page of resources and informative tutorials, http://ucl.broward.edu/Web_Resources/intlprop.htm In addition, the library offers workshops on copyright law and the TEACH Act. For more information or if you need assistance, contact the Associate Dean of Public Services, at 954-201-6307.

Library Orientation And Instruction There are orientation and instruction programs available through each campus library. Faculty may contact staff in their campus library for details and procedures.

Office Hours: [back to table of contents](#)

Full time instructional Faculty's schedules shall reflect a minimum 25 hours of combined classroom contact and posted office hours available to students each week. The hours available for student consultation should, when practicable, be complimentary to the teaching schedule, and shall be contained in the syllabus distributed to each student at the beginning of each semester or the syllabus will contain a statement that the hours available for student consultation are posted on the outside of the Faculty member's office door. Adjunct Faculty are required to be available for student consultation a minimum of one-half hour per week for each course taught.

Office Hours for Distance Education Faculty: [back to table of contents](#)

Faculty who have entered into a formal agreement with BC to develop or adopt and teach fully online courses as stipulated in Article 7.70 of the BC/UFF Agreement and have agreed to comply with the guidelines and standards established by the College to ensure compliance with accreditation requirements for continuous instructional improvement may apply the instructional credit for teaching fully online courses to reduce the 30 hour on Campus work week requirement. Additionally, the remaining on-campus contact hour requirement may be reduced by two hours per week per fully on-line course and one hour per week per blended course which is 50 % or more on-line. As long as the schedule reflects a minimum of 4 days on Campus the minimum number of hours per day on Campus shall still apply on days when the Faculty member has an on campus teaching assignment. The instructional credit hours for teaching fully online courses shall be identified on the posted Faculty work week schedule and will be considered as part of the state-mandated required 25 student contact hours per week.

Placement Testing: [back to table of contents](#)

All degree-seeking students, including transfer students where competency has not been certified, shall be assessed as to their communication and computation competencies (English, Reading and Mathematics). This includes students who identify as seeking the following degrees: Associate of Arts, Associate in Applied Science, Associate in Science, Applied Technology Diploma, and Certificates. Non-degree seeking students shall be required to take the placement examination prior to enrollment in English or Mathematics courses and other courses that require English and Mathematics as prerequisites.

Program Review of Technical Programs: [back to table of contents](#)

All technical programs are placed on a master schedule for review from the Division of Community Colleges. The three levels of review are as follows:

Level I - This review is conducted by the Division of Community Colleges for programs selected from A.S. degrees, College Credit Certificate Programs, and Vocational Credit Certificate Programs. During this review, programs are measured for enrollment of at least 15 and 70% placement of completers for three consecutive years. Programs not meeting the established criteria are flagged.

Level II - This review is conducted on the local level. It measures the following: (1) goals and objectives of the program/discipline and its relationship to the College mission; (2) curriculum currency and relevancy; (3) enrollment, placement and graduation data; (4) annual job openings; (5) program/discipline cost information; (6) student and employer satisfaction; (7) adequacy of Faculty and staff; (8) adequacy of facilities, equipment and learning resources; and (9) agreements with educational institutions and other external agencies.

Level III - This review is conducted by the Division of Community Colleges. It addresses statewide issues and policy concerns pertinent to a particular discipline. Level III reviews may be an outgrowth of Level I and Level II reviews or may be in response to the Division of Community Colleges, Department of Education, legislative, or other external groups, activities, or recommendations.

For some programs, reviews are conducted by specialized discipline-accrediting agencies such as the National League of Nursing. The review process is similar to SACS accreditation. It requires the completion of a self-study, site visitation to validate the information in the self-study, and a report identifying strengths and weaknesses. Reaccreditation periods vary from 3 to 10 years.

Religious Observances: [back to table of contents](#)

The College values the right and freedom of religious choice by all individuals. Accordingly, the College will seek not to schedule major College events, such as major class assignments, major examinations, and official ceremonies, on major religious holidays whenever practicable. Reasonable alternatives shall be provided for students to carry out their responsibilities as students when their religious observance, practice and belief interfere with admission, registration, class attendance, examinations, class work assignments, and participation in official ceremonies.

Sexual Battery/Assault Policy: [back to table of contents](#)

No officer, employee, student or agent of Broward Community College may commit or attempt a sexual battery against any student or employee of the College or against any person at a College sponsored or supervised activity. Policy 6Hx2-3.32 applies to all college employees and Policy 6Hx2-5.20 applies to all College students.

In addition to any criminal or civil actions, which may be pending, or in process, the College may pursue a separate disciplinary action against any employee or student believed to have committed or attempted a sexual battery as defined by Broward Community College Policy 6Hx2-3.32, which may result in disciplinary action against the employee and/or student.

For more information, click on the following link:

<http://www.broward.edu/PolicyAndProcedure/PolicyAndProcedure/SupportingContent/Pol520.pdf> or

<http://www.broward.edu/PolicyAndProcedure/PolicyAndProcedure/SupportingContent/Pol331.pdf>

Sexual Harassment: [back to table of contents](#)

It is the intent of Broward Community College to protect all employees and students from sexual harassment. College Policy 6Hx2-3.31 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which: 1) makes submissions to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile, or offensive environment. Conduct which falls into the definition of sexual harassment includes, but is not limited to: 1) unwelcome physical contact of a sexual nature such as patting, pinching, or unnecessary touching; 2) overt or implied threats against an individual to induce him or her to perform sexual favors or to engage in an unwelcome sexual relationship; 3) verbal harassment or abuse of a sexual nature, including intimating by way of suggestion, a desire for sexual relations, or making jokes or remarks of sexual nature to or in front of a person who finds them offensive; 4) use of sexually suggestive terms or gestures to describe a person's body, clothing, or sexual activities; 5) displaying or posting offensive sexually suggestive pictures or materials in the workplace. Sexual harassment is a type of misconduct, which may result in disciplinary action against employees and/or students and may include dismissal from the College. Policy 6Hx2-3.31 applies to all College employees and Policy 6Hx2-5.20 applies to all College students. All Faculty are required to complete an online Sexual Harassment program.

www.newmedialearning.com/psh/broward/index.htm

For information, click on the following link:

<http://www.broward.edu/PolicyAndProcedure/PolicyAndProcedure/SupportingContent/Pol520.pdf> or

<http://www.broward.edu/PolicyAndProcedure/PolicyAndProcedure/SupportingContent/Pol331.pdf>

Student Affairs: [back to table of contents](#)

Mission Statement: In an effort to ensure access, achievement, and lifelong learning to local and global communities, the Broward College Student Affairs Division provides quality services to support intellectual, cultural, social, healthful, and moral development in partnership with Academic Affairs using personal contact, outreach, and state-of-the-art technology.

The **Student Affairs Programs and Services Council** makes recommendations to the Vice President for Student Affairs and the President on matters of budget and finance as they relate to the Student Activities and co-curricular programs.

Student Academic Freedom: [back to table of contents](#)

Students are free to take reasoned exception to data and views offered in the classroom and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course for which they are enrolled.

The student has a right to a course grade that represents the instructor's professional judgment of his/her performance in the course without personal prejudice and to protection against improper disclosure of information concerning his/her grades, beliefs, or character, which an instructor acquires in the course of his/her professional association with the students. Judgments of ability and character may be provided under appropriate circumstances, normally with the consent of the student.

The student is responsible for classroom behavior that is conducive to the educational process, and for achieving standards of performance established by the instructor (Policy 6Hx2-5.04).

Student Academic Honesty: [back to table of contents](#)

Broward College expects its students to be honest in all of their coursework and activities. Breaches of academic honesty include cheating, plagiarism, misrepresentation, bribery, and the unauthorized possession of examinations, papers, or other class materials that have not been formally released by instructors. A student's academic work must be the result of his or her own thought, research, or self-expression. Breaches of the College's policy on academic honesty may result in academic penalties at the discretion of the instructor and/or disciplinary action. (Policy 6Hx2-4.19 and 5.02)

Student Admissions: [back to table of contents](#)

Admission to Broward College is based on Florida Statutes and Florida State Board of Education Administrative Rules. Admission to the College is made without regard to race, color, age, national origin, religion, gender, marital status, or disability. All reasonable efforts shall be made to accommodate students with physical and learning disabilities. Some specific information, records, and forms shall be required of all applicants. Admission of all students shall be primarily based on academic preparedness and the ability of individual students to benefit from the academic programs

Student Discipline: [back to table of contents](#)

The vast majority of BC students are orderly and well-behaved students who are goal-focused on their education. There have been a few students, however, who have not adhered to required standards of conduct. Areas of concern, when they arise, include classroom disruption, cheating, use of illegal substances on campus, and stealing. The standards of conduct are applied with due process and in a manner to maintain the rights of the College, students, and Faculty. "Students will be referred to the Campus Dean of Student Affairs for disciplinary action, which may include warning, probation, loss of campus or College privileges, mandatory service or courses, suspension, or expulsion." (Student Handbook)

Students with Disabilities: [back to table of contents](#)

Faculty members are required to accommodate students with disabilities. At the beginning of each term, the campus office of Disability Services informs Faculty members of students with disabilities who have registered for their classes and suggests means of accommodating those students. Faculty members are encouraged to contact disability services specialists to discuss the suggested accommodations and/or to explore alternative approaches if the suggested accommodations seem inappropriate for accomplishing the goals of the course.

Students Exhibiting Disruptive Behavior: [back to table of contents](#)

The mission of BC is to provide access to postsecondary education to all Broward County residents. Nonetheless, students who cannot conform to the standards of appropriate behavior required by the college environment or the classroom will not be permitted to interfere with other students' access to a college education. Faculty members should refer for immediate intervention any student exhibiting disruptive behavior to the campus Dean of Student Affairs by first notifying the Associate Dean and by submitting a "BC Student Disruption/Discipline Report." The Dean will assess the student's condition, and if further evaluation is needed, will consult with the Vice President for Student Affairs. The Dean and the Vice President will

determine whether an evaluation with an agency consultant is necessary. The results of the evaluation will be used in making a decision regarding the student's enrollment status at the College (Policy 6Hx2-5.19).

Student Life: [back to table of contents](#)

Broward College is committed to improving the quality of life for its students through a comprehensive Student Life program, which may include, but is not limited to, the following: Clubs and Organizations, Community Service/Service Learning, Intercollegiate Athletics,

Intramural Sports, Leadership Development, New Student Orientation, Photo ID Services, Recreational Activities, Special Events, Student Dramatic/Musical Productions, Student Government, Student Media, and Wellness Education.

Participation in Student Life activities shall be open to all regularly enrolled students and employees of Broward College, without regard to race, color, age, national origin, religion, gender, marital status, sexual orientation, or disability. However, the College reserves the right to limit access, screen participants, or establish criteria for participation based on program goals and budgetary limitations.

Student Organization Advisor Responsibilities: [back to table of contents](#)

Each Broward College student club must have an advisor, who shall be selected by the club's membership. The responsibilities of the advisors are as follows: 1) to attend executive board meetings, regularly scheduled general membership meetings, and club activities, or assign a designated representative; 2) to ensure eligibility of each member with regard to GPA and enrollment status; 3) to provide guidance in developing and facilitating programs; 4) to advise the club treasurer in all financial matters and assist College officials in the case of an audit; and 5) to advise in developing and amending the constitution and by laws and insure the membership's adherence to them.

Student Records: [back to table of contents](#)

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records. The College will protect the rights of students with respect to student records and reports containing student information. Records include all files, documents, electronic images and other formats containing information directly related to a student and are maintained as a permanent record at the College.

No record shall be made or retained without a legitimate need for the information contained therein. The College shall protect the confidentiality of a student's record, and release information only to authorized members of the College community. Students have the right to inspect their official records and to authorize the College in writing to release information to outside sources. Generally, BC must have written permission from the student or eligible parent in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

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

BC may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. BC must notify students and eligible parents about directory information and give them reasonable time to request that we not disclose it. BC complies with this notification by annually

making this information available in the student handbook, the Observer newspaper and other public sources. For more information regarding student records should be directed to the College District Registrar. A more thorough explanation of the law can be found on the U.S Department of Education's website <http://www.ed.gov>.

Student Responsibility: [back to table of contents](#)

The student upon admission agrees to abide by all College regulations contained in the College Catalog and the Student Handbook as well as local, state or federal law. In addition, students are expected to exercise common sense, good taste (consistent with contemporary standards of the College community), and applied reason in their quest for an education.

Provisions of the policy include recognition that a thoughtful and reasoned search for truth can only be conducted in an atmosphere free of intimidation and coercion. Consequently, violence, and threat of violence, disruption, and intimidating or jeopardizing actions are unacceptable to the academic community (Policy 6Hx2-5.02).

Student Success: [back to table of contents](#)

The Office of Student Success provides students with support services that include educational planning, counseling, free tutoring, mentoring, workshops, scholarship and transfer information, as well as visits to universities. Ongoing Career counseling emphasizes goal-setting and career awareness, career resource library, computerized interest inventories and career awareness programs, personality profiles, workshops on job hunting skills, and awareness and use of outside career resources. Supportive assistance in overcoming obstacles that may be preventing academic success and achievement of goals is offered through limited personal counseling. Workshop topics include study skills, increasing self-esteem, time management, improving memory, interpersonal communication skills, coping with test and math anxiety, stress management, and research paper writing.

Textbook Selection Procedures: [back to table of contents](#)

The intent of the following recommendations is to insure compliance with the state and federal laws (HB 603, HEA §133) in the selection and usage of textbooks at Broward College (BC). Further, it is the intent of this report to encourage college wide conversations on how textbooks are utilized to support stated course learning outcomes as well as contribute to the overall achievement of students. It is believed that encouraging Faculty members to examine all aspects of the textbook selection, adoption and usage process (including bookstore operations and publisher interests) will result in a sincere effort to reduce the total costs for students without adversely impacting academic standards.

Foremost, Faculty need to insure the preservation of the academic integrity of their course when considering the adoption of a text and ancillaries. Faculty are not required to adopt texts for their courses, but if they do not choose to use a text, then they should ascertain materials are available through other sources and provide optional selections of recommended readings.

If a text is adopted for a course, the delivery of the course content should be interdependent, as much as possible, with the textbook and ancillaries.

Sequential Courses: [back to table of contents](#)

It is the recommendation of the Senate that, whenever possible, adoption of texts and ancillaries for sequential courses be college-wide with a college-wide committee of Faculty within the discipline making the final decision. The Senate recognizes some courses, even though not technically sequential, can be grouped together as a core in order to best serve the needs of the students.

Non-Sequential Courses: [back to table of contents](#)

Courses offered for only one semester should be considered as non-sequential. The Faculty Senate recommends Faculty within the discipline of each campus decide the adoption of the text and ancillaries.

General Considerations: [back to table of contents](#)

The Senate recommends committees and Faculty take into consideration the following:

- 1) Work closely with the Bookstore Administration concerning the adoption of course materials. It is important to consult with the Bookstore Administration about the final price charged to the students for your adoption.
- 2) Encourage participation by adjunct Faculty within the discipline.
- 3) Make sure the selection is tied to the learning objectives of the course.
- 4) Cost Considerations
 - a. Can the textbook be bought back at 50%?
 - b. Is the text to be re-adopted for several semesters?
 - c. Can the ancillaries be purchased separately?
 - d. Cost of the book *versus* usage of the book?

- e. Are there additional resources that are more cost effective?
- f. Are older editions available or in stock?
- g. For how many years will the adoption be? Some companies can give better prices based on the number of years or even keep the text in stock after a new one is issued.
- h. Format
 - i. Paperback *versus* hardback *versus* e-book
 - ii. Custom texts – only chapters you may use are bound together

Textbook Selection Decision: [back to table of contents](#)

When decision of adoption is by committee, the Senate recommends the decision be made by fulltime tenured or tenure-track Faculty within that discipline, whether the decision is college-wide or campus based. The Senate also encourages the inclusion of adjuncts and temporary Faculty in the decision process. In addition, the Senate recommends all book publisher representatives be treated equally and each be given the same consideration. Methods to accomplish this could include having individual publisher representatives “present” their texts and ancillaries before the committee. Attention to timelines is essential as it affects buy-back policies of the bookstore.

Adoption Committees: [back to table of contents](#)

There are several things committees can do to facilitate adoption of texts and ancillaries. Some suggested concepts and procedures followed by some include:

1. Requiring anyone interested in our business to present for Faculty the text and ancillaries at a scheduled meeting. The time required and the schedules of the Faculty may dictate the need of a day-long opportunity for Faculty.
2. Guaranteeing the edition will be available to students for “x” number of years. This prevents the need to readopt a new edition every time the publisher comes out with a new edition.
3. Requiring the company that obtains the contract to train Faculty and Adjuncts in the use of the ancillaries, computer software, etc.
4. Package the text and ancillaries in a way specified by the committee.
5. Writing a standard list of questions to ask each publisher’s representative. Some of the questions might include:
 - a. What is the cost to the bookstore (net price?)
 - b. Is this a bundle? If yes, are all of the components required?
 - c. Are older editions kept in reserve for us?
 - d. What’s the best package option for students?
6. Consult with the Bookstore Administration on the final price to the student for the adoption of text and ancillaries.

Ethical Considerations for Textbook Selection and Adoption: [back to table of contents](#)

The following ethical standards are intended to promote the highest level of professional conduct among BC Faculty.

1. An employee may receive sample copies, instructor copies or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
2. Faculty members shall not use the BC textbook selection and adoption process to advance personal interests.
3. Faculty members shall strive for high academic quality and reasonable cost in the textbook selection and adoption process.
4. Faculty members shall utilize all required textbooks as an integral part of course content delivery.

Use of College Vehicles: [back to table of contents](#)

College vehicles shall be used only for travel for official College Business within the State; out-of-state use of these vehicles is prohibited. To ensure that these vehicles are driven only by properly qualified and licensed College employees, all prospective drivers will be required to establish qualification and the necessary certification.

The use of vehicles for personal or non-college related activities are strictly prohibited. Only the President may authorize use of College vehicles by groups or persons outside the College. The President is authorized to issue procedures and/or guidelines deemed advisable and necessary to implement this policy.

Veteran Benefits and Procedures: [back to table of contents](#)

For AA and AS programs, students must adhere to the BC policy for attendance. For certificate programs, students must have a monthly attendance sheet signed by an instructor/class leader or other official and submitted to the Veteran's advisor. Students who are required to complete this get the attendance sheets from the VA advisor with clear instructions as to their use. Once the Veteran's advisor has knowledge of a student who is not attending, withdrawing, or not complying with any BC policy, the student will be terminated from VA benefits. If a student walks away from class or if the Veteran's advisor cannot

determine the exact day of last attendance, the student will be terminated effective the FIRST day of class. The Veteran's advisor can no longer terminate a student on the last day of a class enrollment; therefore it is imperative that an actual last day of attendance be documented in the students' record.

FACULTY DEVELOPMENT AND RECOGNITION PROGRAMS

Endowed Teaching Chair Program: [back to table of contents](#)

The Broward College Foundation is the sponsor of an endowed teaching chair program at BC designed to recognize teaching excellence among our full time, tenured Faculty. Each year the foundation, in consort with the Faculty Endowed Teaching Chair Committee, seeks nominations for candidates for chairs funded and available for award. Qualified candidates go through a review process conducted by the Faculty committee. The Faculty committee sends the finalists names to the Foundation Endowed Teaching Chair Committee for final selection. This most prestigious award carries with it a salary stipend of \$5000 for each of three years and a cash award of \$7500, which may be spent by the recipient for educational enhancements. Chairs are awarded for a three-year period and awarded Faculty receive a total of \$22,500 in support from the foundation.

Established in 1991, The Endowed Teaching Chair Program had a goal of raising thirty-five chairs. This required a gift of \$50,000, which was matched through the Phillip Benjamin Academic Improvement Trust Fund with an additional \$33,333. These funds are held in an endowment and awarded from interest earnings. Today the foundation has thirty-four fully-funded chairs. The BC Foundation was the first community college in the nation to complete a successful Endowed Teaching Chair Campaign. This program continues to bring national attention to the College.

Holcombe Institute (HI): [back to table of contents](#)

There are two areas of funding available through the Holcombe Institute:

1. Classroom Research Awards – twice each year the Holcombe Institute requests proposals for mini classroom research grants. Ten grants at \$1000 per proposal are awarded every academic year.
2. Learning Community Awards – the Learning Communities program invites Faculty collaboration for linking or integrating curricula. Cross-discipline classes offer students and Faculty connections to link learning activities and share classroom assessment.

Copies of the Classroom Research Award Applications and Learning Community Proposals are available on the BC, Holcombe Institute website.

Professor of the Year: [back to table of contents](#)

The College recognizes five, full-time, Faculty members each year as Professors of the Year (POY). Three full-time, faculty are selected from Central Campus and one each from North Campus and South Campus. All full-time, tenure-earning faculty members are eligible for consideration for Professor of the Year. The selection process is described each year in a memo to all Faculty members and through publication in The Observer. The process includes open nominations by students, Faculty, administrators, and staff followed by a review of all nominations by campus selection committees.

In addition to the honor associated with the award, those selected for Professor of the Year are recognized at the May graduation ceremony, and are entitled to attend a conference of their choice or engage in an appropriate professional development activity (up to \$1500).

Adjunct Professor of the Year: [back to table of contents](#)

The college recognizes five adjunct Faculty members each year as Adjunct Professors of the Year (APOY). Three adjunct Faculty members are selected from Central Campus/ Willis Holcombe Center and one from each North Campus and South Campus.

All Adjunct Faculty teaching in degree, college prep, or certificate programs who have taught at BC a minimum of 2 terms within the last 18 months are eligible for Adjunct Professor of the Year. The selection process is described each year in a memo to all Faculty members and through publication in The Observer. The process includes open nominations by students, Faculty, administrators, and staff followed by a review of all nominations by campus selection committees.

In addition to the honor associated with the award, those selected for Adjunct Professor of the Year are recognized at an annual campus or collegewide recognition ceremony or meeting, and receive a \$500 cash award.

COLLEGE FINANCES

[back to table of contents](#)

An Overview:

As a public community college, the most significant source of funds for BC is State of Florida appropriations. An important distinction is made between recurring sources of funding which are on-going sources, and non-recurring sources of funding which are one-time sources of funding. Recurring dollars such as state appropriations and student fees fund Broward College's operational base budget to cover on-going costs such as academic, student support and institutional support salaries, supply and equipment budgets. Non-recurring dollars are committed only to projects and initiatives of a one-time nature that do not commit the college beyond the completion of a given project or initiative.

Operational Funds:

Broward College's operational base budget is generally comprised of recurring and non-recurring sources of funding used to accomplish the primary and supporting objectives of the college. On-going academic, student support and institutional support activities are funded approximately 60% by the State of Florida appropriation of recurring general revenue and lottery funding, commonly referred to as recurring Community College Program Funding (CCPF), and 35% in student tuition and fee revenue with the remainder being miscellaneous revenues such as investment income, contracts, facilities rental, etc. CCPF funding is provided based on a formula approach using industry standards and institution data and is heavily driven by enrollment. Specific projects and initiatives are normally amendments to the base operational budget funded by non-recurring operational funds such as non-recurring CCPF appropriations and fund balance allocations. State law and statutes as well as State Board of Education Administrative Rules generally provide guidance for the appropriate use and control of community college operational funds.

PECO (Public Education Capital Outlay):

PECO funding is legislative funding specifically provided for construction, remodeling, renovation and for site acquisition and development. Each of Florida's community colleges conduct facility inspection, surveying and planning to develop an annual Capital Improvement Plan that is prioritized at the state level by the Florida Department of Education's Facilities Planning and Budgeting Department and used as the basis for the annual allocation of project-specific, legislatively allocated PECO funds. This funding is dedicated to specific authorized projects and unused amounts are subject to reversion to the State of Florida. Operational funds are sometimes used to supplement PECO funds for specific projects.

Other:

- **Auxiliary** - Non-instructional service sales intended to be self-supporting such as the bookstore and food service enterprises which are accounted for in the auxiliary fund of the college and, as needed, used to supplement operational needs of the college including public relations and hospitality
- **Grants** – Funding provided by external private or government funding agencies, normally through a competitive process, and directed to uses formally agreed to between the college and the grantor
- **Designated Student Fees** – Student Activity fees, Capital Improvement Fees, Parking Fees, etc – these are dedicated fees and restrictions are provided in statute and Department of Ed rules.
- **Agency Funds** – Funding held by the College as a custodian/fiscal agent of student or staff organizations and clubs or as temporary clearing accounts for special purposes.

Broward College Foundation, Inc.: [back to table of contents](#)

The Broward College Foundation is a separate not for profit 501(c) (3) organization established to receive all private contributions to the College. The foundation, which is authorized by Florida law was established in 1971 for the sole purpose of receiving private contributions to the College. It's sole purpose is to provide donor support for programs, scholarships and facilities that enhance the quality of education and support the mission of the College. The foundation solicits contributions from individuals, corporations and foundations to meet College needs and increases awareness within the community regarding the College and its programs.

All solicitations of outside organizations must be approved by the foundation in advance.

INTERNATIONAL EDUCATION OPPORTUNITIES

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In a community and world where intercultural experiences are common and global perspectives are important, International Education is becoming increasingly recognized as an important component of higher education. BC has demonstrated leadership and commitment to providing a wide range of international programs for BC students. From time to time Faculty and staff are able to participate in student programs. These opportunities include the following types of programs.

1. **Overseas Affiliate Programs.** BC participates in several overseas affiliate programs designed to assist educational institutions abroad to conduct American style college programs. These programs provide opportunities for BC Faculty to participate in visitations and to work with Faculty from other countries. There are usually several such visitations offered each year; recent examples include programs in Singapore, Ecuador, Spain, and Mexico.
1. **Short-term Study Abroad.** These are 3-4 week self-contained courses. BC has offered these courses since 1974. Four or five such courses are offered most summers. In August, Faculty members are given the opportunity to submit proposals for the coming year.
2. **Semester and Year Study Abroad.** Offered under the auspices of the College Consortium for International Studies (CCIS), these programs offer students the opportunity to spend a full term or academic year living and studying abroad. Occasionally, BC Faculty have the opportunity to become involved with one of the long-term study abroad programs as a BC Collegewide Coordinator. Coordinators distribute information about the program, recruit students and, from time-to-time, travel overseas to visit the site so as to be thoroughly familiar with the program.

Information about any of BC's International Education programs may be obtained from the International Education Institute, which is housed at Willis Holcombe Center, 225 East Las Olas Boulevard, Building 31, Room 302, Fort Lauderdale, FL 33301. The telephone number is (954) 201-7707. [back to table of contents](#)

RELATIONSHIPS WITH BUSINESS AND INDUSTRY

The Institute for Economic Development:

The Institute for Economic Development is a collegewide function of BC that provides organizations and individuals with continuing education, workforce development training and related services. Programs and courses are available at BC campuses, business sites and through distance learning delivery methods. The Institute houses the following departments.

Center for Business and Industry (CBI):

CBI offers training needs assessment, customized training and other services to business, industry and governmental agencies.

Continuing Education (CE):

Continuing Education offers a variety of professional development, personal interest, certification and test preparation courses.

Women Investigating New Goals and Services (WINGS):

WINGS is a complete career program offering workshops, counseling and support groups for women in transition. All services are free to qualifying program participants.

RENEW (Refugees Entering New Enterprises and Workforce):

Renew is free to qualified refugees in Broward County and provides ESOL and workforce readiness courses to assist the refugee seeking greater workforce success.

Health Science Continuing Education and Workforce Development Programs:

The Health Science Continuing Education Program provides educational opportunities for health-related professionals who desire to increase their knowledge and skills based on a continuum. The program supports and assists in implementing the philosophy and purpose of the College. This is done primarily through continuing education offerings for health care providers.

Interprofessional collaboration in programming fosters interaction among health care practitioners in order to provide improved quality health care. We support the concept of learning as a continuous process of formal and informal educational learning experiences. Continuing Education is supplemental to formal education and, therefore, most appropriate as short-term, noncredit offerings.

Offerings are available at all campus sites and various off-campus facilities. Day, evening and weekend classes provide opportunity for continuing education. The format for classes includes seminars, workshops, short- and long-term courses and special educational programs. College credit courses, home study, audio and video offerings are also available. Contracted instructional services meet the needs of individual institutions, agencies, or groups.

HEALTH AND SAFETY

Faculty Responsibilities: [back to table of contents](#)

BC is committed to providing and maintaining a safe and healthy work and educational environment. Toward that end, every BC employee, full-time and part-time has an Employee Safety and Health Manual. In the classroom setting, Faculty are responsible for the following:

- Required emergency information, such as evacuation routes and emergency phone numbers, proximity of fire extinguishers and fire alarm stations are explained to each class
- Required exits are operable and unblocked and all aisles are kept clear
- Required personal protective equipment or clothing is available and students are using it correctly at all times
- Specific rules or safety procedures are clearly defined and followed by students
- Safety information is clearly and precisely communicated to students
- Unsafe conditions or safety hazards are reported immediately to Campus Safety
- They remain current with regards to health and safety procedures
- They comply with the College Health & Safety Program
- They allow only registered students to attend class (insurance purposes).

In order to help prevent injuries to themselves, fellow workers, students or visitors, all College employees are responsible for the following:

- Adhering to all safety rules, regulations and procedures appropriate to their job responsibilities; all BC policies and procedures related to Health and Safety
- Asking questions about how to properly and safely perform their job duties, and immediately notifying their supervisors if they are prevented from carrying out any safety procedures
- Reporting all unsafe conditions, acts, or equipment to their supervisor
- Keeping work areas free of safety hazards at all times
- Following prescribed procedures during an emergency
- Reporting all accidents or injuries immediately to their supervisors
- Lifting and handling materials safely
- Avoiding engaging in any unsafe activities or distracting other employees
- Reviewing all Health & Safety policies/procedures and Campus Security brochures/pamphlets annually for changes

- Operating only machines and equipment they have been authorized to operate by their supervisors
- Dressing safely and sensibly and wearing required personal protective equipment and clothing when working in hazardous operation areas
- Participating in Health & Safety Training opportunities provided by the College.

Drug-Free Workplace: [back to table of contents](#)

In compliance with the Drug Free Workplace Act adopted by Congress in 1988, the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in and on BC-owned or controlled property. Any BC employee determined to have violated this policy shall be subject to disciplinary action for misconduct, which action may include termination of employment. No employee is to report to work while under the influence of illegal drugs. Violation of these policies by an employee will be reason for evaluation/treatment for a substance abuse disorder or for disciplinary action up to and including termination of employment in accordance with applicable collective bargaining agreements or rules.

In order to comply with this law, Broward College has the following requirements:

- An employee shall notify his/her supervisor or other appropriate management representative of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction
- The College shall notify any Federal-contracting agency within ten (10) days of having received notice that an employee engaged in the performance of such contract or grant has had a criminal drug statute conviction for a violation occurring in the workplace
- The College shall take appropriate personnel action against any employee who is convicted for violation occurring in the workplace or will require the employee's satisfactory participation on the college's Employee Assistance Program or a drug abuse assistance or rehabilitation program.

Florida Right to Know: [back to table of contents](#)

It is the right of all BC employees to know about any hazardous chemical that may be encountered in the workplace. The employee should be advised of the chemical as well as how to prevent or treat hazardous exposure to that substance. Specific information on all potentially hazardous chemicals may be obtained from the immediate supervisor or from the Material Safety Data Sheet (MSDS) for that chemical, which is kept with the chemical or with the Director of Health & Safety. Employees are encouraged to read this information as they feel the need.

Exposure to Blood borne Pathogens: [back to table of contents](#)

BC is interested in protecting all employees from potentially dangerous exposure to blood borne pathogens. Employees should consider all blood or body fluids of others to be potentially infectious (HIV/AIDS or Hepatitis).

Employees who have not been trained are instructed not to touch any bodily fluids which may be present around an accident or injury or in the lab. Instead, the employee is to call Security or 911 to report the incident.

Those who work in areas that have a likelihood of the presence of bodily fluids (Health Sciences, HPRD, Security, Science Labs, etc.) will be given specific training in the use of personal protective equipment and red bags to properly handle and dispose of these fluids.

Any employee who feels that he/she has been exposed may call a physician or the public health department to get an HIV blood test, at a cost to be borne by the employee.

Emergency Hot Line: [back to table of contents](#)

During the year, if an emergency occurs at any BC location, the most up-to-date information will be available on the BC Hot Lines. The numbers for these Hot Lines are:

Faculty & Staff: 954.201.6600
 Students: 954.201.4900

You may also call these lines to learn when all is operating on a normal schedule at the campus locations. This same information is also available on BC's website at www.broward.edu in addition to the Hot Lines. During the hurricane season

(June through November) information from the President of the College is disseminated through the College Relations Department to the media. Only the President or his designee and the Director of College Relations speaks to the media about hurricane and/or emergency situations.

Faculty Parking: [back to table of contents](#)

All vehicles must have a BC Parking Decal. A parking decal may be obtained at any campus Security Office:

Central Campus: Building 19, Room 114, Phone (954) 201-6626

South Campus: Building 71, Room 129, Phone (954) 201-8970

North Campus: Building 46, Room 101, Phone (954) 201 2229

Willis Holcombe Center: Building 33, Cashiers Office (954) 201-7419

*Please note that Faculty Parking is ENFORCED at all times.

CAMPUS / DEPARTMENT SUPPLEMENT

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This space is reserved for information specific to a location and/or discipline area.
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Appendices

Other College Documents (click on links below)

[BC/UFF Collective Bargaining Agreements](#)

[College Catalog Direct Link](#)

[College Policy and Procedure Manual Table of Contents](#)

[Faculty Evaluations Timelines and Forms](#)

[Human Resources Policies/Procedures](#)

[Organizational Chart](#)

Please scroll down to view forms recently approved by the board that have not been added or updated online.



STUDENT OPINION OF INSTRUCTION

Broward College • Human Resources • 225 East Las Olas Blvd. • Fort Lauderdale, FL 33301

DIRECTIONS: This is an opportunity for you to express some of your personal views about this class and your instructor. If this questionnaire is going to be meaningful, you will have to respond honestly and in as much detail as possible. Your responses could have a very positive impact on improving instruction. You do not need to sign this form even though your instructor will not receive these evaluations until after the term is over.

INSTRUCTOR _____ COURSE _____

TERM _____ YEAR _____ TIME/DAY _____

Did you receive the following? (Mark **X** by your answer.)

		Was It	
Yes	No	Clear	Unclear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Course syllabus		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Course objectives		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grading procedure		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Attendance policy		

How would you evaluate the following:

The instructor's preparation for class. _____

The instructor's preparation of instructional material. _____

The examinations (tests, graded papers) in this course. _____

The assignments in this course. _____

How do you feel about the way your grade is being determined in this class? _____

What are the instructor's teaching strengths, if any? _____

What are the instructor's teaching weaknesses, if any? _____

Would you recommend this instructor to another student needing the same course? Yes No

Do you feel comfortable enough to ask questions in class and/or seek needed assistance outside of class? Yes No

What grade do you expect to receive in this course? _____

What is your overall evaluation of this instructor? Superior (one of the best) Above average (better than most)

Average (about as good as the others) Poor (much worse than most)

Additional comments: _____

Retained by instructor after completion of term.

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

**BROWARD COLLEGE
POST FIRST YEAR TEACHING FACULTY EVALUATION**

Faculty Member: _____ **Date:** _____

Department: _____ **Campus:** _____

Broward College is committed to delivering quality instruction by a dedicated Faculty engaged in continuous professional growth. In its role as an institution of higher learning and in its efforts to be a premiere teaching institution, Broward College is dedicated to enhancing faculty skills, strengthening their competencies, and enriching the teaching/learning process.

For the purposes of the Post First Year Faculty Evaluation refer to CBA Article 7.50.

DIRECTIONS FOR FACULTY MEMBER: Complete the Faculty portions (**Part I**) of this form (your self-evaluation) and forward to your Department Chair by the end of November for your summative evaluation period.

DIRECTIONS FOR DEPARTMENT CHAIR: After the Faculty Member has completed the Faculty portions of this form, complete the Department Chair portions(**Part II**) using information obtained from 1)the instructor's self-evaluation, 2)student opinion surveys, 3)classroom visitation(if done), and 4) general knowledge of the instructor. When this is completed, the form should be returned to the Faculty Member a minimum of one week prior to the evaluation conference.

Please attach additional pages to this form as needed.

Part I

SELF REPORT OF ACTIVITIES: To be completed by the Faculty Member.

1a. Identify and describe your classroom activities that have promoted the teaching/learning process.

1b. Identify and describe your activities outside the classroom that have promoted the teaching/learning process.

2. Identify and describe activities you have undertaken in service to the Students/Department/Campus/Union/College/Community.

3. Identify and describe other professional activities that you have undertaken including scholarship, creative works, coursework, and workshops.

4. Professional Development Cycle

The year in which your 7-year professional development plan cycle will end is _____

Please outline proposed activities for your professional development cycle and/or indicate your progress in completing a current professional development cycle.

5. List what your goals for next year to further promote the teaching/learning process and serving students.

Signature of Faculty Member

Date

Part II

SUMMARY OF FACULTY MEMBER'S PERFORMANCE(To be completed by the Department Chair):

1. TEACHING Please indicate which of the following were used to summarize teaching performance:

___ Self evaluation form ___ Student Opinion survey ___ Classroom Visitation
___ Other please specify.

Satisfactory _____ Requires Developmental Plan _____

If "Requires Developmental Plan" rating is checked for this specific category, a mutually designed plan specifying corrective action and a timetable must be completed and attached.

Comment(s)/Recommendation(s):

DEVELOPMENTAL PLAN (if required):

Date(s) for follow up conference(s)___

Date for completion of developmental plan___

2. SERVICE TO STUDENTS

Satisfactory _____ Requires Developmental Plan _____

Comment(s)/Recommendation(s):

3. SERVICE TO THE DEPARTMENT/CAMPUS/UNION/COLLEGE/COMMUNITY

Satisfactory _____ Requires Developmental Plan _____

Comment(s)/Recommendations:

4. PROFESSIONAL ACTIVITIES/SCHOLARSHIP AND CREATIVE WORKS

Satisfactory _____ Requires Developmental Plan _____

Comment(s)/Recommendations:

PART III

Acknowledgments

Date of Evaluation Conference _____

Length of Evaluation Conference (time) _____

Number of attached pages, if any: _____

Faculty Member's Signature _____ Date _____

Your signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your supervisor.

FACULTY MEMBER'S COMMENT(S)[optional]:

The following signatures indicate this evaluation has been reviewed:

Date	Signatures	
_____	_____	Department Chair
_____	_____	Dean of Academic Affairs
_____	_____	Provost/Executive Director
_____	_____	Vice President, Academic Affairs
_____	_____	President

lty:

Term I, Formative Evaluation, filed with Faculty Member, Department Chair
Term II, Summative Evaluation, filed with Faculty Member, Department Chair
Personnel Office

DIRECTIONS FOR FACULTY MEMBER: Complete the Faculty portions (**Parts IA and II**) of this form (your self-evaluation) and forward to your Department Chair by the end of November for your formative evaluation period, and by the end of March for your summative evaluation period.

DIRECTIONS FOR DEPARTMENT CHAIR: After the Faculty Member has completed the Faculty portions of this form, complete the Department Chair portions (**Parts IB and III**) using information obtained from 1) the instructor's self-evaluation, 2) student opinion surveys, 3) classroom visitation, and 4) general knowledge of the instructor. For both evaluation periods, return the form to the Faculty Member a minimum of one week prior to the evaluation conference.

FACULTY MEMBER'S

NAME: _____ DATE: _____

DEPARTMENT: _____ CAMPUS: _____

—

PART A: FACULTY MEMBER

YES NO

_____ 1. Distributes to each student an up-to-date course syllabus that contains all the essential elements needed in a syllabus as found in the Faculty Handbook for BC and SACS requirements.

_____ 2. Demonstrates the following communications skills:
_____ a. Speaks distinctly with sufficient volume and appropriate speed.
_____ b. Maintains good eye contact and speaks to the entire class.
_____ c. Uses vocabulary appropriate to the classroom setting.
_____ d. Uses terminology appropriate to the discipline.
_____ e. Maintains attention and control of the class.

_____ 3. Teaches according to the objectives specified in the College's Course Outline.

- _____ 4. Uses teaching materials appropriate to the specified objectives of courses assigned.
- _____ 5. Uses instructional strategies that enable students to achieve course objectives.
- _____ 6. Uses information from students and sources to evaluate course content and procedures.
- _____ 7. Uses learning activities appropriate to the needs of students.
- _____ 8. Teaches in such a way that holds students' interest and stimulates intellectual curiosity.
- _____ 9. Allows different student opinions in class.
- _____ 10. Treats all students with fairness, equity and respect.
- _____ 11. Is organized and well prepared for classes.
- _____ 12. Encourages students' participation, as appropriate, in the instructional setting.
- _____ 13. Encourages students to use additional learning resources; i.e., library, learning lab, learning resources, technology, etc.
- _____ 14. Maintains established office hours, keeps appointments with students.
- _____ 15. Responds to student calls, inquiries, and requests for assistance.
- _____ 16. Communicates information about career opportunities related to the discipline.
- _____ 17. Communicates information about college requirements as they relate to the content of the courses.
- _____ 18. Records all grades and retains accurate records of students' performances.
- _____ 19. Uses tests and other assessment tools that are consistent with course goals.
- _____ 20. Uses fair and reasonable grading procedures.

- _____ 21. Returns results of tests, assignments, etc. within a reasonable time.
- _____ 22. Responds in a timely and accurate to requests for information from appropriate college personnel.
- _____ 23. When appropriate, utilizes and implements extra-curricular activities; e.g. field trips, guest speakers, etc.
- _____ 24. Assumes share of department, division, campus, and college responsibilities.
- _____ 25. Adheres to the policies, procedures, and guidelines as published in the Faculty Staff Handbook.
- _____ 26. Participates in commencement activities in accordance with college policy.
- _____ 27. Fulfills obligations of reassignment from classroom teaching and/or any activity for which a supplement is paid.

COMMENTS: (Comment on Items 1 through 27 as desired. For any item checked "Needs Improvement," an explanation is required.)

FACULTY MEMBER'S COMMENTS:

DEPARTMENT CHAIR'S COMMENTS:

PART II: FACULTY MEMBER'S ACTIVITIES AND ACCOMPLISHMENTS

PLEASE PROVIDE ANY OF THE FOLLOWING INFORMATION THAT YOU FEEL IS IMPORTANT IN DESCRIBING YOUR ACTIVITIES AND ACCOMPLISHMENTS OVER THE PAST YEAR.

I. Professional Growth and Development

A. List any credit or non-credit courses taken during the past year and any new degrees earned or awarded.

B. List any workshops, conferences, or other professional activities you conducted or participated in during the past year.

C. List any exhibits held, recitals conducted, or similar activities completed during the past year.

D. List any papers presented, articles published, books authored or edited, research conducted, grant proposals written, manuscripts evaluated, and consultant activities conducted during the past year.

E. List any professional organizations in which you had an active role during the past year and describe your responsibilities.

II. Non-teaching Academic Responsibilities. List any department, campus, union, college, state, or national committees on which you served during the past year.

III. List any honors or awards received during the past year.

IV. Other (such as Community Service, etc.)

V. My plan for professional development in the coming year is:

PART III:DEPARTMENT CHAIR'S SUMMARY EVALUATION OF FACULTY MEMBER

DEPARTMENT CHAIR'S COMMENTS:

Please summarize any additional strengths or weaknesses to be considered including those described by students, observed during the classroom observations, or described by other appropriate persons.

PART IV: SUMMARY OF FACULTY MEMBER'S PERFORMANCE:

Satisfactory _____

Requires Developmental Plan_____

COMMENT(S):

DEVELOPMENTAL PLAN:

If "Requires Developmental Plan" rating is checked, a mutually designed plan specifying corrective action and a timetable must be completed and attached.

FACULTY MEMBER'S COMMENT(S): (Optional)

PART V: SUMMARY EVALUATION CONFERENCE AND SIGNATURES

Date of Summary Evaluation Conference

Length of Summary Evaluation Conference (time)

If additional pages are attached, please indicate number

Date Signature (Required for Summative Evaluations)

_____ Faculty Member

Your signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your Department Chair.

The following signatures indicate this evaluation has been reviewed:

_____ Department Chair

_____ Dean, Academic Affairs

_____ Provost/Executive Director

_____ Vice President, Academic Affairs

_____ President

BROWARD COMMUNITY COLLEGE FIRST-YEAR TEACHING FACULTY EVALUATION FORM

Form to be used twice for first-year Faculty:

Term I, Formative Evaluation, filed with Faculty Member, Department Chair

Term II, Summative Evaluation, filed with Faculty Member, Department Chair
Personnel Office

DIRECTIONS FOR FACULTY MEMBER: Complete the Faculty portions (**Parts IA and II**) of this form (your self-evaluation) and forward to your Department Chair by the end of November for your formative evaluation period, and by the end of March for your summative evaluation period.

DIRECTIONS FOR DEPARTMENT CHAIR: After the Faculty Member has completed the Faculty portions of this form, complete the Department Chair portions (**Parts IB and III**) using information obtained from 1) the instructor's self-evaluation, 2) student opinion surveys, 3) classroom visitation, and 4) general knowledge of the instructor. For both evaluation periods, return the form to the Faculty Member a minimum of one week prior to the evaluation conference.

FACULTY MEMBER'S NAME: _____ DATE: _____

DEPARTMENT: _____ CAMPUS: _____

PART I: CHECKLIST

PART IA: FACULTY MEMBER CHECK LIST

PART IB: DEPARTMENT CHAIR CHECK LIST

	YES	NO	The Faculty Member:		YES	NO
_____	_____	_____	1. Distributes to each student an up-to-date course syllabus that contains all the essential elements needed in a syllabus as found in the Faculty Handbook for BCC and SACS requirements.	_____	_____	_____
_____	_____	_____	2. Demonstrates the following communications skills:	_____	_____	_____
_____	_____	_____	a. Speaks distinctly with sufficient volume and appropriate speed.	_____	_____	_____
_____	_____	_____	b. Maintains good eye contact and speaks to the entire class.	_____	_____	_____
_____	_____	_____	c. Uses vocabulary appropriate to the classroom setting.	_____	_____	_____
_____	_____	_____	d. Uses terminology appropriate to the discipline.	_____	_____	_____
_____	_____	_____	e. Maintains attention and control of the class.	_____	_____	_____

**FACULTY MEMBER
CHECK LIST**

**DEPARTMENT CHAIR
CHECK LIST**

The Faculty Member:

- | | | | | | | |
|-------|-------|-------|---|-------|-------|-------|
| _____ | _____ | _____ | 4. Teaches according to the objectives specified in the College's Course Outline. | _____ | _____ | _____ |
| _____ | _____ | _____ | 5. Uses teaching materials appropriate to the specified objectives of courses assigned. | _____ | _____ | _____ |
| _____ | _____ | _____ | 6. Uses instructional strategies that enable students to achieve course objectives. | _____ | _____ | _____ |
| _____ | _____ | _____ | 7. Uses information from students and other sources to evaluate course content and procedures. | _____ | _____ | _____ |
| _____ | _____ | _____ | 8. Uses learning activities appropriate to the needs of students. | _____ | _____ | _____ |
| _____ | _____ | _____ | 9. Teaches in such a way that holds students' interest and stimulates intellectual curiosity. | _____ | _____ | _____ |
| _____ | _____ | _____ | 10. Allows different student opinions in class. | _____ | _____ | _____ |
| _____ | _____ | _____ | 11. Treats all students with fairness, equity and respect. | _____ | _____ | _____ |
| _____ | _____ | _____ | 12. Is organized and well prepared for classes. | _____ | _____ | _____ |
| _____ | _____ | _____ | 13. Encourages students' participation, as appropriate, in the instructional setting. | _____ | _____ | _____ |
| _____ | _____ | _____ | 14. Encourages students to use additional learning resources; i.e., library, learning lab, learning resources, technology, etc. | _____ | _____ | _____ |
| _____ | _____ | _____ | 15. Maintains established office hours, keeps appointments with students. | _____ | _____ | _____ |
| _____ | _____ | _____ | 16. Responds to student calls, inquiries, and requests for assistance. | _____ | _____ | _____ |
| _____ | _____ | _____ | 17. Communicates information about career opportunities related to the discipline. | _____ | _____ | _____ |
| _____ | _____ | _____ | 18. Communicates information about college requirements as they relate to the content of the courses. | _____ | _____ | _____ |
| _____ | _____ | _____ | 19. Records all grades and retains accurate records of students' performances. | _____ | _____ | _____ |
| _____ | _____ | _____ | 20. Uses tests and other assessment tools that are consistent with course goals. | _____ | _____ | _____ |
| _____ | _____ | _____ | 21. Uses fair and reasonable grading procedures. | _____ | _____ | _____ |
| _____ | _____ | _____ | 22. Returns results of tests, assignments, etc. within a reasonable time. | _____ | _____ | _____ |

_____ 23. Responds in a timely and accurate manner to requests for information from appropriate college personnel. _____

**FACULTY MEMBER
CHAIR
CHECK LIST**

**DEPARTMENT
CHECK LIST**

_____ 24. When appropriate, utilizes and implements extra-curricular activities; e.g. field trips, guest speakers, etc. _____

_____ 25. Assumes share of department, division, campus, and college responsibilities. _____

_____ 26. Adheres to the policies, procedures, and guidelines as published in the Faculty Staff Handbook _____

_____ 27. Participates in commencement activities in accordance with college policy. _____

_____ 28. Fulfills obligations of reassignment from classroom teaching and/or any activity for which a supplement is paid. _____

COMMENTS: (Comment on Items 1 through 28 as desired. For any item checked "Needs Improvement," an explanation is required.)

FACULTY MEMBER'S COMMENTS:

DEPARTMENT CHAIR'S COMMENTS:

J. List any professional organizations in which you had an active role during the past year and describe your responsibilities.

VII. Non-teaching Academic Responsibilities. List any department, campus, union, college, state, or national committees on which you served during the past year.

VIII. List any honors or awards received during the past year.

IX. Other (such as Community Service, etc.)

X. My plan for professional development in the coming year is:

PART III: DEPARTMENT CHAIR'S SUMMARY EVALUATION OF FACULTY MEMBER

DEPARTMENT CHAIR'S COMMENTS:

Please summarize any additional strengths or weaknesses to be considered including those described by students, observed during the classroom observations, or described by other appropriate persons.

PART IV: SUMMARY OF FACULTY MEMBER'S PERFORMANCE:

Satisfactory _____

Requires Developmental Plan_____

COMMENT(S):

DEVELOPMENTAL PLAN:

If “Requires Developmental Plan” rating is checked, a mutually designed plan specifying corrective action and a timetable must be completed and attached.

FACULTY MEMBER’S COMMENT(S): (Optional)

PART V: SUMMARY EVALUATION CONFERENCE AND SIGNATURES

Date of Summary Evaluation Conference _____

Length of Summary Evaluation Conference (time) _____

If additional pages are attached, please indicate number _____

Date Signature (Required for Summative Evaluations)

_____ Faculty Member

Your signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your Department Chair.

The following signatures indicate this evaluation has been reviewed:

_____ Department Chair

_____ Dean of Academic Affairs

_____ Provost/Executive Director

_____ Vice President for Academic
Affairs

_____ President

BROWARD COLLEGE TEACHING FACULTY EVALUATION PROCEDURES

For the purposes of the Teaching Faculty Evaluations refer to CBA Article 7.50.

Nothing in this process may be used in any kind of disciplinary action. The College will design a disciplinary process outside of this evaluation process.

Definition of Terms

Formative Evaluation: An evaluation conducted solely for the purpose of providing feedback to the first term, first year annual Contract Faculty member regarding his/her performance based upon the criteria established in the First-Year Teaching Faculty Evaluation Form. The evaluation is returned to the Faculty member and is not put on file in the Personnel Office.

Summative Evaluation for Annual Contract Faculty: An evaluation conducted yearly to assess the performance of all annual Contract Faculty members, (except first year, first term), based on the criteria established in the First-Year Teaching Faculty Evaluation Form and Post First-Year Teaching Faculty Evaluation Form. The Form will be placed in the confidential section of the personnel file and used for the purposes listed above.

Summative Evaluation for Tenured Faculty: An evaluation conducted periodically to assess the performance of all tenured Faculty members based on the criteria established in the Post First-Year Teaching Faculty Evaluation Form. The Form will be placed in the confidential section of the personnel file and used for the purposes listed above.

Colleague: A Colleague may be any full-time, tenured Faculty member whom the evaluatee selects to provide feedback on the criteria established in the Classroom Visitation Form.

Evaluation Conference: A conference held between the Faculty member and his/her Department Chair to review and discuss the Faculty member's performance. The meeting should include a discussion of the results of the evaluation, overall performance and future goals.

Syllabus: All Faculty members are required to develop and to distribute to students a course syllabus for each class they teach. The syllabus must be distributed during the first week of class each term. Refer to the Faculty Handbook (p. 7) for a listing of required content items.

Classroom Visitation: A visitation conducted by a Colleague or Department Chair to observe the dynamics of a class for feedback to the Faculty member on criteria established in the Classroom Visitation Form.

Student Opinion of Instruction Survey: A document used to provide student feedback to the Faculty member on the course, course materials and instructional delivery. There will be a choice of two forms. One will be a multiple-choice form which can be used to get quantitative data on instruction and the other will have the same questions, but in a more open-ended format. The choice of which form to use will be the Faculty Member's.

Self-Evaluation: The portions of the First-Year and Post First-Year Teaching Faculty Evaluation Form used to give the Faculty member an opportunity to annually(for Annual Contract Faculty) or periodically(for Tenured Faculty) appraise his/her strengths, areas of improvement, and professional contributions to the Department, College and Community. The completed form will serve as a Professional and/or instructional development tool between the Faculty member and his/her Department Chair.

TIMELINES AND FORMS:

I. First year Faculty:

Term I - **Formative Evaluation Process:** - To be started right after withdrawal date. To be completed by January 31st.

Student Opinion of Instruction Survey: All classes in Term I.

Self Evaluation:

Observation of Colleague: To observe a Colleague with the Colleague's approval.

Classroom Visitation by the Department Chair.

Department Chair's Written Evaluation on the First-Year Teaching Faculty Evaluation Form.

Instruction Administration: Discussion of documents such as syllabi, handouts, exams, and grade records with the Department Chair or Colleague.

Term II - **Summative Evaluation Process:** - To be Started by mid-February and to be Completed by end of Term II.

Student Opinion Of Instruction Survey: All classes in Term II.

Self Evaluation

Colleague Observation: Selected Colleague observes the Faculty Member teaching a class with the Faculty member's approval. The results will be given to both the Faculty member and the Department Chair.

Classroom Visitation by the Department Chair.

Department Chair's Written Evaluation on the First-Year Teaching Faculty Evaluation Form.

II. Second Year Faculty:

Term I - **Summative Evaluation Process:** - To be started right after withdrawal date. To be completed by January 31st.

Student Opinion of Instruction Survey: All Classes in Term I.

Self Evaluation

Colleague Observation: The Evaluatee may choose to be observed teaching by a Colleague selected by the Evaluatee as part of his/her evaluation process. The results will be given to both the Faculty member and the Department Chair. This is optional and it is up to the Faculty Member if this is done.

Classroom Visitation by the Department Chair.

Department Chair's Written Evaluation on the Post First-Year Teaching Faculty Evaluation Form.

III. Third Year Faculty:

Term I - **Summative Evaluation Process** - To be started right after withdrawal date. To be completed by January 31st.

Student Opinion of Instruction Surveys: All Classes in Term I.

Self Evaluation

Colleague Observation: The Evaluatee may choose to be observed teaching by a Colleague selected by the Evaluatee as part of his/her evaluation process. The results will be given to both the Faculty member and the Department Chair. This is optional and it is up to the Faculty Member if this is done.

Classroom Visitation by the Department Chair.

Department Chair's Written Evaluation on the Post First-Year Teaching Faculty Evaluation form.

IV. **Tenured Faculty:** Evaluated the first year of tenure and then every three years after that.

Term I - **Summative Evaluation Process:** - To be started right after withdrawal date. To be completed by January 31st.

Student Opinion of Instruction Survey: One class for each preparation; a minimum of 2 classes in Term I during the year of the evaluation. Student Opinion of Instruction Surveys would also be done in Term II during the non-evaluation years.

Self Evaluation

Colleague Observation: The Evaluatee may choose to be observed teaching by a Colleague selected by the Evaluatee as part of his/her evaluation process. The results will be given to both the Faculty member and the Department Chair. This is optional and it is up to the Faculty Member if this is done.

Classroom Visitation by Department Chair: Once every three years with the Faculty member's consent, unless there is a problem. It is up to the Faculty Member if this is done, unless there has been a problem, documented in writing.

Department Chair's Written Evaluation on the Post First-Year Teaching Faculty Evaluation Form.

EVALUATION STEPS:

1. Form Distribution

The Department Chair is responsible for initiating the process and distributing the forms in a timely manner. If the Forms are available online, the Department Chair needs to remind the Faculty Member of which forms are to be used and where they are located.

2. Participants

The following persons will participate in the evaluation:

For First Year(both semesters): self, students, Department Chair, colleague

For Second and Third Year: self, students, Department Chair, colleague*

For Tenured: self, students, Department Chair, colleague*

*optional

3. Student Opinion of Instruction Surveys

- a) First, Year Faculty will conduct Student Opinion of Instruction Surveys in all classes Term I and Term II.
- b) Second, and Third Year Faculty will conduct Student Opinion of Instruction Surveys in all classes Term I.
- c) Tenured Faculty will conduct Student Opinion of Instruction Surveys in Term I of the year they are formally evaluated and Term II of the other years. One section for each preparation with a minimum of two classes will be surveyed.
- d) The Faculty Member will select either the open-ended "Student Opinion of Instruction Form" or the multiple choice/computer analyzed "Student Opinion of Instruction Form".
- e) Student Opinion of Instruction Surveys will be conducted at a time agreed upon by the Faculty Member and the Department Chair.
- f) Distribution, monitoring of completion, and collection of the Student Opinion of Instruction forms will be done by another Faculty Member, staff member, administrator or student at the discretion of the Faculty Member. The Faculty Member may read the instructions and distribute the forms

him/herself but may not be present while they are being filled out or collected.

g) Any of the above mentioned people in f(other than the Faculty Member whose class is being surveyed) may collect the forms, place them in an appropriate envelope and seal it. This person will then bring them to the Department Chair or Department Secretary as designated on the envelope.

h) Multiple choice evaluation results will be computer analyzed. Both multiple choice and the open-ended survey results will be reviewed by the Department Chair.

i) The Faculty Member will receive the completed Student Opinion of Instruction Forms after grades have been submitted.

4. Classroom Visitation

a) Classroom visitations will be done by the Department Chair for all non-tenured Faculty. The Department Chair will use the "Classroom Visitation Form". Tenured Faculty may choose to have their Department Chair do a classroom visitation.

b) Colleagues will use the Classroom Visitation Form. Colleague observations are optional, except for first year, second Term. Colleague observation comments will not be included in the "Department Chair's Written Evaluation".

c) The date and duration of the classroom visit will be mutually determined. Following the Classroom visitation, a conference will be held between the Faculty Member and the observer. A copy of the complete "Classroom Visitation Form" will be given to the Faculty Member. The Faculty Member will sign the form to acknowledge an opportunity to review and discuss the contents.

5. Department Chair's Written Evaluation Portions of the First and Post First-Year Teaching Faculty Evaluation Forms

a) The Department Chair will complete the appropriate sections of the First-Year and Post First-Year Teaching Faculty Evaluation Form based upon data obtained from: 1) the Faculty Member's self evaluation; 2) Student Opinion of Instruction Surveys; 3) Department Chair's classroom visitation(if done) and 4) general knowledge of the Faculty Member.

b) The Department Chair will forward the completed form to the Faculty Member for review at least one week prior to the evaluation conference.

- c) The Department Chair and the Faculty Member will schedule an evaluation conference. The conference should include a discussion of the results of the evaluation, overall performance, and future goals related to professional development.
- d) If the Faculty Member received a "Requires a Developmental Plan" rating for the summary evaluation, a mutually agreed to developmental plan specifying corrective action and a timetable must be prepared at the evaluation conference.
- e) The evaluation form will be signed by the Faculty Member. The signature acknowledges only an opportunity to review and discuss the contents.
- f) The Faculty Member may add comments on the form. Supporting information may be attached.

6. Routing

- a) Once the Faculty Member and Department Chair have signed the summary portion of the First or Post First Year Evaluation Form, the Department Chair will forward the document to the next appropriate person.
- b) Each level beyond the Department Chair will sign indicating that the evaluation has been reviewed. Additional information may NOT be added. Any information regarding the Faculty Member should have been provided to the Department Chair prior to the evaluation.

7. Personnel File: All documents that are part of the evaluation process to be filed with Personnel, will be placed in the Confidential Portion of the Faculty Member's personnel file. This portion of the personnel file can only be accessed by the Faculty Member or College Administrator. This is not open to the Public.

8. Appeal Process: Contents of the Department Chair's Written Evaluation cannot be grieved under the UFF contract. The Faculty member who wishes can appeal the summary evaluation rating using the Non-Contractual Grievance Process in College Policy 6Hx2-4.15.